

Decision of the FIBAA Accreditation and Certification Committee



9th Meeting on March 22, 2023

PROGRAMME ACCREDITATION

Project Number:	20/110
Higher Education Institution (HEI):	Hogeschool van Arnhem en Nijmegen University of Applied Sciences
Location:	Arnhem, the Netherlands
Study Programme:	International Business, B.A.
Type of Accreditation:	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the study programme is accredited.

Period of Accreditation: March 22, 2023 until March 21, 2028.

The FIBAA Quality Seal is awarded.

The panel recommended the condition that the HEI takes appropriate measures to ensure that with their final thesis, students show their ability to do scientific research (qualitative and quantitative methods) (see chapter 3.1). Based on the HEI's statement and its presented approach to addressing this issue, the FIBAA Accreditation and Certification Committee has decided not to follow the recommended condition. Although the Committee considers it desirable to elaborate on the measures presented in more detail, it still considers criterion 3.1.7 (Examination and final thesis) as sufficiently fulfilled.

Assessment Report

Higher Education Institution:

HAN University of Applied Sciences, the Netherlands

Bachelor programme:

International Business

Qualification awarded on completion:

Bachelor of Arts

General information on the study programme

Brief description of the study programme:

The International Business programme at ISB HAN is an English-taught Bachelor programme focused on global citizenship and international business in the region (the province of Gelderland and North Rhine-Westphalia) and internationally. The programme offers four specialisations: Marketing and Sales, Organisation and Change, Supply Chain Management, and Finance. The target group are international and Dutch students who want to combine theory and practice during their studies and be able to work in an international environment. A special focus is placed on global citizenship throughout the programme.

Type of study programme:

Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

8 semesters (4 years), 240 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance (for some classes)

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

two intakes per academic year: 1. September (about 230 students) and 1. February (about 100 students)

Programme cycle starts in:

winter and summer semester (starting September and February)

Initial start of the programme:

2017¹

Type of accreditation:

initial accreditation

¹ The Dutch-taught International Business and Languages (IBL) programme and the International Business and Management Studies (IBMS) programme merged to form the new International Business programme in 2018.

Procedure

A contract for the initial accreditation of the International Business programme (B.A.) was made between FIBAA and HAN University of Applied Sciences on November 15, 2021. On October 4, 2022, the HEI submitted a self-evaluation 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 panel². The HEI has agreed with the chosen experts. The panel consisted of:

Dr. Rauf Abdul

Wittenborg University of Applied Sciences, Apeldoorn, the Netherlands
Dean, Head of School of Business

Prof. Dr. Astrid Lachmann

University of Applied Sciences Düsseldorf, Germany
Dean, Faculty of Business Studies, Professor of Business Administration

Maik Oneschkow

FedEx Express Germany GmbH
Manager Clearance & Brokerage OPS, international, Quality Auditor

Prof. Dr. Jean-Pierre Izaac van der Rest

Leiden University, the Netherlands
Professor of Business Economics

Noemie Jeanne Scherrer

Vrije Universiteit Amsterdam
Student Philosophy, Politics, and Economics (B.Sc.)

FIBAA project manager:

Christiane Butler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on 1st and 2nd of December 2022 at the HEI's premises in Arnhem, the Netherlands. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 22, 2023. The statement on the report was given up on March 9, 2023. It has been taken into account in the report at hand.

² The panel is presented in alphabetical order.

Summary

The International Business (B.A.) programme offered by HAN University of Applied Sciences fulfils with one exception 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 March 22, 2023 and finishing on March 21, 2028, under one condition. 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 need for improvement regarding the following aspect³: Examination and final thesis (final theses lack scientific methods). They recommend the accreditation on condition of meeting the following requirement:

- **Condition** (see chapter 3.1): The HEI takes appropriate measures to ensure that with their final thesis, students show their ability to do scientific research (qualitative and quantitative methods).

Proof of meeting this condition is to be submitted by December 21, 2023.

Furthermore, another quality requirement that has not been fulfilled – Process organisation and administrative support for students and faculty (see chapter 4.2) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

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

The panel recommends:

- to approach the new vision more strategically and to consistently orient all efforts towards global citizenship (see chapter 1.1);
- to strengthen the positioning of the study programme within HAN (e.g. cooperation between different schools, contingency plan if enrolment numbers decrease) and further increase the employability rate of IB graduates (see chapter 1.3);
- to add a programme specific question (for example about global citizenship) into the interview form as part of the matching process to decrease student drop-out (see chapter 2);
- to add a core module⁴ in International Business, include an introductory class on business law with an international perspective, increase co-teaching of interdisciplinary modules, and make taxation a compulsory part of the finance specialization (see chapter 3.1);
- to integrate methods into different modules and projects, and to teach statistics later on in the programme, and closer to the final thesis, or to offer a refresh course in research and methods before or during the final thesis. Due to availability issues of external supervisors, the panel recommends to keep external advising and coaching during final thesis projects to a minimum (see chapter 3.1);

³ These aspects are asterisk criteria which means that they are essential for the study programme.

⁴ The HEI refers to modules as study units, in this report the term module is used for better comprehension.

- to describe the didactical concept in a more systematic way, including the HEI's approach to blended learning, to implement lecturing tutors for qualitative and quantitative methods courses, like statistics, and to bring in more guest lecturers from different fields (see chapter 3.3);
- to keep improving on their process organisation and administrative support for students and faculty, especially on communication with students and to define clear responsibilities to that end (see chapter 4.2).

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

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

- International orientation of the study programme design (see chapter 1.2)
- Internationality of the student body (see chapter 3.4)
- Internationality of faculty (see chapter 3.4)
- Foreign language contents (see chapter 3.4)
- Practical business experience of faculty (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)

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

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Information

Information on the Institution

HAN University of Applied Sciences (HAN) is a public University of Applied Sciences with campuses in Arnhem and Nijmegen. The International School of Business (ISB) is housed in one of the HAN buildings in Arnhem. Located in the eastern part of the Netherlands, HAN focuses on the Gelderland region and the German region of North Rhine-Westphalia. The mission of HAN is to contribute to creating a smart, green and socially responsible world. This focus is expressed in three key areas: Smart Region, Sustainable Energy and Environment, and Fair Health. More than 36,000 students pursue education at HAN in a wide range of fields: from engineering and ICT to healthcare and paramedical studies, and from economics and business to social studies and education.

As of April 2022, HAN has 14 schools and offers 111 associate, bachelor and master degree programmes. The focus lies in associate degree programmes because HAN wants to increase career opportunities for vocational education graduates and support lifelong learning.

As a University of Applied Sciences, research is placed in the context of professional practice. HAN now has seven knowledge centres and 49 research groups in which professors work with researchers, students and the business community to gain new knowledge and design practical solutions and innovations. These results are also implemented in education. Every research group contributes to HAN's smart, green and social mission in its own way.

The International School of Business (henceforth ISB) is located in Arnhem and offers two English-taught bachelor degree programmes: Communication Studies and International Business. ISB is relatively small and the only fully international school at HAN. In total, about 1.400 students of about 60 nationalities and lecturers and researchers from 27 countries are studying and working at the ISB. The school has more than 25 years of experience with international education, cultural differences and intercultural competences. That knowledge is increasingly valuable to other programmes that wish to (partially) internationalise. The ISB plans to launch an associate degree programme in International Business and Sustainability in 2024 and a master degree programme in Circular Economy in 2023.

Further development of the programme, implementation of recommendations from previous accreditation, statistical data, and evaluation results

The International Business (IB) programme has almost 30 years of tradition. It had different names, but 'International Business' has always been part of them. Until 2018, the programme was called International Business and Management Studies (IBMS). In 2016, HAN decided to adapt the profile of the IBMS programme to meet the changing demands of the professional field and the results of evaluations of fourth-year IBMS students. Moreover, the Dutch government has requested Universities of Applied Sciences (UAS) to reconsider the proliferation of study programmes. A new national framework was established reflecting a growing need for professionals who can operate in the rapidly changing international business environment and combine knowledge with skills such as flexibility, creativity, ethical and cultural sensitivity, and critical thinking.

Implementing this framework, the IB programme was formed as a result of a close cooperation among four leading internationally oriented Dutch Programmes: International Business and Management Studies (IBMS), International Business & Languages (IBL), Trade Management for Asia, and International Business Zuyd Hogeschool. In 2018, the four programmes “merged” into a new IB programme, in accordance with the government’s vision of fewer, but simultaneously broader programmes.

The new broader programme offers students a comprehensive foundation of knowledge and skills and a specialisation in a certain field. It was further improved by implementing topics like innovation, sustainability, and digitalization and 21st century skills like critical thinking, agility, flexibility, and data and digital competency.

Two major changes followed: As the programme was insufficiently practice-oriented, the student success rate was decreasing; lecturers’ workloads were too high, and costs were high. As a result, the first (propaedeutic) and fourth year of the programme were adapted.

The new IB profile was designed according to the KSAVE model that emphasises Knowledge, Skills, Attitudes and Values in Education and the international and national requirements of the Dublin descriptors and the HEO (Higher Economic Education) standards.

Teaching and other staff need new knowledge and skills to meet the new demands and requirements. For teaching staff, this means all staff should hold a Basic Qualification Examination (BKE). Members of the Assessment Committee and Exam Committee also need a Senior Qualification Examination (SKE). Placement supervisors are skilled in the new short-cycle research approach⁵ and in criterion-based interviews (CBI). Newly appointed teaching staff should preferably hold a PhD and/or have practical experience in international business. HAN is focused on hiring and/or training staff in new fields of expertise, such as sustainability and digital competences.

The new programme was accredited by NVAO in 2019. The accreditation team made two recommendations: to sharpen the vision in the fields of research and internationalisation and formulate a vision on formative assessment. A professor has been appointed for the Centre for International Business Research, strengthening the research capacity (Research Plan 2022). Furthermore, global citizenship was made the central focus of the IB programme.

The pandemic forced HAN to prioritise developing and implementing digital examination. A vision on formative assessment will be worked out in the coming years. The HAN ambition for 2022-2028 is to make education more flexible, and formative assessment is one of the design criteria.

The statistical data for the IB programme is as follows⁶:

⁵ see chapter 3.1

⁶ the September 2017 data is taken from the IBMS programme. The new IB programme started in February 2018. The first graduates of the new IB programme will graduate in February 2023.

		Sept. 2022	Feb. 2022	Sept. 2021	Feb. 2021	Sept. 2020	Feb. 2020	Sept. 2019	Feb. 2019	Sept. 2018	Feb. 2018	Sept. 2017
# Study Places offered by HEI *1)		not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable
# Applicants	∑	902	523	642	222	560	181	646	200	945	255	631
	f											
	m											
Application rate *2)		not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable
# First-Year Students (accepted applicants)	∑	230	118	175	92	201	73	249	93	361	99	185
	f	83	33	73	41	92	21	108	34	151	35	68
	m	147	85	102	51	109	52	141	59	210	64	117
Rate of female students		36,1%	28,0%	41,7%	44,6%	45,8%	28,8%	43,4%	36,6%	41,8%	35,4%	36,8%
# Foreign Students	∑	120	85	59	41	56	43	77	44	130	60	77
	f	51	19	12	17	24	12	36	17	60	24	37
	m	69	66	47	24	32	31	41	27	70	36	40
Rate of foreign students		52,2%	72,0%	33,7%	44,6%	27,9%	58,9%	30,9%	47,3%	36,0%	60,6%	41,6%
Percentage of occupied study places		not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable
# Graduates *3,4)	∑	not available	not available	not available	not available	not available	not available	not available	not available	not available	not available	54
	f											26
	m											28
Success rate (students who finished their studies) *5)		not available	not available	not available	not available	not available	not available	not available	not available	not available	not available	49,00%
Dropout rate (students who dropped their studies) *6)		not available	not available	not available	16,1%	16,1%	12,9%	12,9%	17,5%	17,5%	17,9%	17,9%
Studyswitch (∑ year 1 & 3)		not available	not available	not available	13,0%	13,0%	16,0%	16,0%	17,0%	17,0%	22,9%	22,9%
Average duration of study *8)		not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	51 months
Average grade of final degree *9)		not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	not applicable	7,16

Notes														
1) Number of study places is not applicable, there is no maximum.														
2) Application rate is not applicable as no specific number of study places is offered.														
3) A student is considered a graduate the moment the Board of Examiners has approved their graduation. This date is written on their certificate.														
4) All students who started their studies in September 2017 and graduated in five years or less are reported in cohort Sep. 2017.														
5) The success rate is based on the students who have received a diploma after 5 years or less. It is calculated on academic year base.														
6) The dropout rate is the dropout after one year, calculated on academic year base.														
7) Studyswitch is determined the study change after year 1 and year 3. It is calculated on academic year base.														
8) The average duration of study is the number of months needed to study and graduate. This is calculated for the students who started their studies in September 2017.														
9) The average grade of the final degree is based on all grades the student has received from semester 1 to semester 8 (weighted by EC), excluding the minor. This is calculated for the students who started their studies in September 2017 and graduated in five years or less.														

The February intake traditionally has a higher percentage of foreign students than the September intake. The programme management aims for an intake of at least 50 % international students per academic year.

The student success rates are based (nationwide) on graduation after five years. The first cohort of students who took the full new IB programme started in February 2018.

The student success rate of the forerunner IBMS study programme was between 40 and 47 % and thus below or around the national average. This low success rate was one of the reasons for the start of the programme reform in 2018. Other more recent measures include further adjustments to the personal and professional development programme (including student coaching), peer-to-peer tutoring and a recently launched project to increase the study success of students moving on from vocational education.

Appraisal

The panel acknowledges that the developments in the International Business programme were strongly influenced by the new national framework for International Business programmes in the Netherlands and recommendations from previous accreditations. As the International Business programme will only produce the first graduates by February 2023, no information is available about the success of the new programme until then. Nevertheless, the programme has left the panel with a very good impression and current students were overall very satisfied with their studies at the ISB. The panel encourages the programme management to focus on its strategic development and direct its efforts toward advancing the programme in line with ISB's vision. The University took several noteworthy steps indicating a change from external to internal drivers with the introduction of multiple working groups to advance specific topics.⁷ Moreover, the programme's new vision on global citizenship not only originated as an idea from one of these working groups (the Blueprint team), but it has been taken up to the levels at HAN University and is henceforth included in the University's overall vision and mission.

⁷ see chapter 5

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

As a part of HAN, the International School of Business is fully committed to HAN's overall promise to make a valuable and sustainable contribution to a better world that is smart, green and social.

The professional field not only supports a strong focus on generic skills in education, but globalisation of the workplace requires employees who can be expected to perform successfully in an international context, while stressing the importance of intercultural communication and cultural sensitivity. Employers want to hire employees with a broad and international orientation combined with a corresponding ability to bridge and connect both different cultures and different subject areas.

Global citizenship has long been a basic educational principle of the IB programme.⁸ Global citizenship is at the core of ISB's activities, in accordance with their long-term mission of a better world. Guiding students to become global citizens, to HAN ISB means, ensuring they know business is never just business. Sustainability, circularity, ethics, and social responsibility are crucial aspects of the IB curriculum, and values that define the work and study environment at HAN ISB.

“Global citizens are aware of cultural differences and take responsibility for the social, ethical and ecological consequences of their choices, respect and value diversity and actively participate in their community to increase human well-being.”⁹

HAN ISB aims to attract young and ambitious secondary school graduates who are curious and want to study full-time in a truly international environment. The target group is international and possesses a level 4 secondary school diploma based on the European Qualification Framework (EFQ). This includes vocational and general education diplomas.

The age of IB students largely ranges from 17 to 28 years.

Programme Learning Outcomes: the national IB framework

The programme's exit qualifications, or Programme Learning Outcomes (PLOs), are described in the National IB Framework (2018), established by the National Platform for International Business. This framework was developed with input from over 140 international companies (including IBMS alumni), eleven partner universities, professors from four universities of applied sciences, and more than 60 lecturers. This ensured that the framework aligns the programme with current international business practices and recent research insights. The national IB framework has three purposes:

1. It is a standard structure for each individual University of Applied Sciences to assure the quality of each individual IB graduate.
2. The framework indicates what background prospective employers can expect in terms of knowledge, skills, attitude, values and ethics when they hire an IB graduate.

⁸ see chapter 3.3

⁹ see p. 4 self-evaluation report

3. It paints a picture for prospective students as to what they can expect when they enrol in an IB programme: a modern, English-taught business programme with an international classroom, ample opportunity to go abroad, and a strong emphasis on intercultural development and ethical values.

This framework is structured according to the KSAVE model and Dutch and international educational requirements such as the HEO standard and Dublin descriptors. This safeguards the quality of the programme's Bachelor of Business Administration degree at EFQ level 6. The KSAVE model defines the often-used generic term '21st century skills' in terms of knowledge, skills, attitudes, values and ethics that are learned and acquired through core subjects.

These elements of KSAVE are incorporated in the PLOs. The National IB Framework lists 24 PLOs (including an optional additional foreign language) under 14 themes that are clustered in four domains:

Domain 1: Ways of Thinking

IB graduates gain critical skills, attitudes and knowledge they need to be a strategic asset for any organisation. The IB graduate can act as a critical thinker with an international business awareness and is able to systematically apply and select innovative ideas that allow organisations to cope with the rapidly changing business environment. The graduate's international business awareness comprises economic and social, cultural and political behaviour of countries and (global) regions.

PLOs:

- Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.
- Create innovative ideas in a changing business environment in a systematic fashion.
- Analyse patterns in global macroeconomic factors and policies that drive international trade and business development.

Domain 2: Ways of Working

Effective communication in English is a core ability of IB graduates. Other foreign languages may be chosen. IB graduates can communicate in various ways and use the latest technology to support this. They can work in multicultural teams, connect well with their peers, and balance the needs of team members without losing sight of the tasks at hand.

PLOs:

- Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience.
- Optional: Use one or two additional languages to facilitate international business.
- Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
- Produce management information from various data sources in an international business environment.

Domain 3: Living in the World

IB graduates should always be valuable members of their community who can contribute beyond the scope of their work. The global issues that need to be addressed require a concerted effort from all of us. The IB programme ensures that graduates are equipped to live in the world of tomorrow. They are used to collaborating with different cultures in a respectful and effective manner.

PLOs:

- Express reflections on one's personal development with the aim of personal growth.
- Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.
- Formulate one's own position concerning ethical and social responsibility in a professional environment.
- Mitigate the pitfalls of cultural differences in business and social contexts.
- Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.
- Use appropriate verbal and non-verbal communication in an intercultural setting. Develop a well-founded marketing plan to support the creation of value for international customers.
- Assess the effect of cultural differences on organisational behaviour and strategic choices.

Domain 4: Tools for Working and Management

IB graduates can become the strategic and tactical motor of an organisation and are equipped with working and management tools. They have a solid foundation in all elements of managing a business, enabling them to operate within and between various business areas of an organisation. They can use business research to identify and find support for necessary changes. The programme also prepares them for life after graduation, helping them take the appropriate steps towards a leadership position or entrepreneurship.

PLOs:

- Marketing & Sales: Develop a well-founded marketing plan to support the creation of value for international customers.
- Marketing & Sales: Use appropriate sales techniques in support of durable customer relationships.
- Marketing & Sales: Incorporate developments of the digital landscape in a marketing strategy.
- Finance & Accounting: Evaluate financial performance of the organisation from different stakeholders' perspectives.
- Finance & Accounting: Recommend financing possibilities in a dynamic international environment.
- Operations & Supply chain management: Evaluate operations processes within and between organisations.
- Operations & Supply chain management: Manage operations processes within and between organisations.

- Organisation & People: Draft the strategic cycle of part(s) of the organisation (process and content).
- Organisation & People: Assess the impact of change on the organisation.
- Business research: Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.

HAN ISB has operationalised the PLOs into more specific Module Learning Outcomes (MLOs). These are the criteria that students need to fulfil to demonstrate the achieved level. The MLOs are defined per module and per programme year/level. Chapter 3 of this report details how MLOs transfer to the IB curriculum at HAN ISB to help students achieve the PLOs.

Appraisal:

The qualification objectives of the programme are convincingly presented and have been specifically designed to meet the demand of the professional field and the requirements of the national qualification framework.

The institution states the theme of “Global Citizenship” lies at the core of their education. The vision of global citizenship definitely adds social value and on another level supports the student’s personal development (for example being a valuable members of society and collaborating with people from and in different cultural backgrounds/contexts). In line with the panel’s suggestion in the previous chapter, the **recommendation** for the study programme is to approach the new vision more strategically and to consistently orient all efforts towards global citizenship (for example integrating more cultural aspects to language classes¹⁰). Moreover, the ISB should analyse their environment more closely to find and underline their unique selling point.

The programme offers four specialisations increasing graduate’s employability and individualising students’ study paths. The qualification objectives and skills to be acquired embrace academic proficiency and correspond with the aspired level at graduation.

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

¹⁰ see chapter 3.1

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

Graduates of the International Business programme at HAN are supposed to be well-prepared for positions in an international environment. They are culturally sensitive *global citizens*¹¹ that feel at home in an international business environment and have a firm knowledge of the international business context. To achieve this, HAN ISB provides business education in an international setting, in close collaboration with higher education institutions and international business partners.¹² The curriculum is shaped in accordance with input from these partners in the international professional field.

Current students experience at least three cultures and have the opportunity to learn another foreign language besides English. This will contribute to the development of their cultural skills and thus to becoming a global citizen.

The programme’s international orientation translates into international content (for example case studies) and international aspects in the IB curriculum (for examples classes on intercultural awareness), the “three cultural experiences principle”¹³; it is fully English-taught (all study materials are in English), and the international nature of the student body and lecturers.¹⁴

Appraisal:

The programme design emphasises international aspects (e.g. in terms of curricular contents, student body, faculty’s experience abroad). It is an English-taught programme focused on enabling its graduates to thrive in an international context, competently handle unknown situations and navigating through different cultural environments successfully. By being “global citizens”, graduates could potentially make themselves feel at home anywhere in the world and/or bring in an international perspective to solve problems and support their local/regional communities.

		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				

¹¹ see chapter 1.1

¹² see chapter 4.3

¹³ see chapter 3.4

¹⁴ see chapter 3.4

1.3 Positioning of the study programme

Positioning on the educational market

On a national level, HAN ISB wants to differentiate itself from other IB programmes through their level of internationalisation¹⁵, as well as their personal approach and their close connection to professional practice.

Some of its main competitors in the region are for example Saxion University of Applied Sciences in the east, or Fontys University of Applied Sciences in the south. Saxion University of Applied Sciences offers a programme with specialisations, but has no student community. Fontys University of Applied Sciences focuses on entrepreneurship.¹⁶

The ISB takes several measures to ensure a personal approach for their students. Part of the curriculum consists of electives, so students can partly design their own programme. They can choose one of four specialisations or choose a mix of topics without specializing in one area. Students can also choose one of four languages. There is also room for students to complete a minor (usually study abroad) in their third year. In their third year and in their final semester of the fourth year, students do an internship in an international operating company in a country of their choice. Moreover, HAN ISB offers its students personal and professional development (PPD) coaching throughout the entire programme. This helps them discover and develop their talents, and it stimulates and supports their interests.

A connection with the professional practice is maintained in various ways. For example, via recruiting examiners for the final year internships and research projects from the professional field, and listening to the dedicated professional advisory committee, which provides valuable input for the IB programme. Moreover, students get a lot of practical experience by doing two five-month internships: one in their third year and a final graduation internship in the fourth year. To ensure a smooth facilitation for students, HAN ISB established a Business Connections team that stays in contact with and reaches out to companies, creating a business network.¹⁷

Positioning on the job market

The field of international business is changing rapidly, so students need to be educated for tasks and skills that might not yet exist. This means they have to be flexible, reflective and creative. These competencies – 21st century skills – are an important part of the qualification objectives reflected in the learning outcomes of the IB programme.¹⁸ According to the most recent alumni study, 46 % of graduates found their first job within three months after graduation (32 % continued studying) and 33 % of respondents were even recruited before they finished studying. The most recent alumni survey reaffirmed that ISB graduates generally find jobs in international or Dutch companies that operate internationally (85 % of respondents). In terms of size, 68 % of respondents are employed in large companies, 19 % are employed in an SME, and 13 % are employed in a small company.¹⁹ Alumni are active in the areas that represent the specialisations of the IB programme:

¹⁵ see chapter 1.1

¹⁶ See self-evaluation report p. 6

¹⁷ see chapter 4.3

¹⁸ see chapter 1.1

¹⁹ See self-evaluation report pp. 7 and 19

- Organisation and Change: e.g. junior consultant/business adviser at a consulting firm or as a staff function in companies, junior project manager for change or innovation projects, or team lead;
- Marketing and Sales: e.g. assistant account manager, junior product manager, junior sales manager or junior (online) marketer;
- Finance: e.g. assistant business controller, assistant financial controller, assistant risk auditor or financial analyst;
- Supply Chain Management: e.g. junior supply chain planner, assistant supply chain analyst, junior project manager logistics or junior demand planner.

Position in the HEI's overall strategy

As part of HAN, the ISB is fully committed to HAN's overall promise to make a valuable and sustainable contribution to a better world. At programme level, this translates into IB's objective to guide students to become global citizens and develop the competencies they need to create a better tomorrow. The notion of global citizenship was then taken up above programme level to be incorporated into HAN's overall University strategy and HAN formulated the aim of wanting all students to evolve into reflective and socially engaged global citizens. Research on Global citizenship is conducted in the ISB's research centre and plays an important role in the conceptualisation and concretisation of global citizenship in all schools and educational programmes at HAN.

Further examples of how the ISB (and by further extension the IB programme as one of the two programmes offered at the ISB) is positioned within HAN's overall strategy:

- By developing a new associate degree programme and a new master degree programme, the ISB contributes to HAN's goal to align their portfolio with the professional field in the region.
- HAN wants its students and staff to develop into digital and data savvy professionals. This is done through the activities of the ISB Centre for Futureproof Education, the professionalisation of staff and the adjustments to the curriculum in terms of implementing up-to-date digital tools.
- The international focus is also helpful to other schools at HAN. For example, they ask ISB advice about how to add an international perspective to their programme and how to teach intercultural skills and awareness to their students. Other degree programmes also use insights and tools developed by IB that are aimed at international curricula and didactics in international classrooms. They also use the ISB's services and network to increase the international mobility of students and staff.

Appraisal:

The reasons given for the positioning on the educational market of the study programme are plausible. The panel thinks the new International Business curriculum is an improvement that will translate into higher and more stable student numbers in the future. To ensure this, the positioning of the International Business programme within HAN's overall strategy could be improved. For

example, to strengthen the interdisciplinary character of the programme, the school should cooperate with other schools and benefit from the variety of fields offered at HAN. Moreover, HAN's strategic plan should include a vision for the International Business programme if (international) student enrolment numbers drop again.²⁰ If international student numbers drop, the international character of the study programme is impaired and national student numbers would consequently drop as well. On the positive side, the panel highlights that the notion of global citizenship as formulated by the International Business programme found its way into the University's overall strategic plan that is now being set forth in all the Schools at HAN.

The four respective job profiles were set in accordance with the professional field. Moreover, two professional internships are integrated in the curriculum. The fourth year internship gives graduates the option of a direct entry into the job market. This makes International Business graduates highly employable. However, in relative terms, there is still room for improvement.

		Exceptional	Exceeds quality requirements	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 on the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

²⁰ see chapter 3.4

2. Admission

HAN complies with the Code of Conduct for International Students in Dutch Higher Education, which regulates the provision of information to international students and the (minimum) language requirements for admission.²¹ This Code of Conduct is published on the HAN website.²²

International students need to have a certificate of secondary education comparable to Dutch secondary education (European Framework (EFQ) Level 4). Furthermore, they have to show proof of English language proficiency, for example with a TOEFL iBT score of 80 or higher or an IELTS 6.0. A student who has passed one of the secondary education exams similar to the Dutch secondary exam (based on research done by Nuffic, the Dutch organisation for internationalisation in education) that includes English language as a part of the curriculum can be exempted from the mandatory language test. For prospective students from English-speaking countries, a high school diploma is sufficient proof of their English proficiency.

For Dutch students, the admission requirements determined by the Dutch government apply. They can enrol with a HAVO, VWO or MBO diploma (EFQ level 4 or 5). The requirements for the admission of prospective students can be found on the HAN website.²³

All applications from both Dutch and international students need to be filed through the national *Studielink* website. Information about how to apply can be found on the *Studielink* website and the HAN website. Students can check the status of their application on *Studielink*. According to the Dutch Higher Education and Research Act (WHW), selection is not allowed.²⁴ HAN must accept all EU students who meet the application requirements. No selection procedure for non-EU students is applied.

Matching process

ISB has designed a digital survey that is mandatory for all applicants. This survey includes writing a letter of motivation and finding a job vacancy the applicant strives for. This helps both the applicants and ISB determine whether the IB programme is likely to suit the student's interests. Once they have completed the survey, the applicant is contacted for an interview (online or offline). After the interview, the applicant receives an email with one of three outcomes: 1) Match with IB, 2) Action required (e.g. improve marks in maths), or 3) No match with IB. Although the matching process is an enrolment requirement, it is not an admission requirement. This means that even when there is no match, someone can enrol in the IB programme. According to the ISB, the matching leads to about 50 % of negative results.

21+ assessment

An applicant can take the 21+ entry assessment if he or she does not meet the education requirements defined, has not been exempted from the requirements based on article 7.28 of the Higher Education and Research Act and will be at least 21 years old at the start of the degree course in the year relevant to the application. The 21+ entry assessment includes English, Mathematics,

²¹ <http://www.internationalstudy.nl/>, last access on November 22, 2022

²² <https://www.hanuniversity.com/en/study-and-living/studying-at-han/rights-and-responsibiliti/20-21-Code-of-Conduct-for-Education-in-Languages-other-than-Dutch.pdf>, last access on November 22, 2022

²³ <https://www.hanuniversity.com/en/programs/bachelor/international-business/fulltime/practical-info/Regulations-Enrolment-2022-2023-ISB-IB-CS.pdf>, last access on November 22, 2022

²⁴ See self-evaluation report p. 9

and Economics.²⁵ From the 21+ entry assessment HAN ISB currently receives on average of about eight students per academic year of which 25 % pass the assessment.

Counselling for prospective students

HAN ISB organises several recruitment events for prospective students, such as “Open Days” and the possibility of being “Student for a Day”.²⁶ Both events can be attended on campus or online. Attendees are invited and encouraged to ask questions during this interactive event. Some current international students visit their former secondary schools and give presentations about IB. The recruitment team also visits secondary schools in the Arnhem-Nijmegen region.

Prospective students can use the *ASK HAN* button on the website to request further information or clarification. *ASK HAN* employees are available from Monday to Friday from 8.00 to 17.00. Prospective students can call, send a WhatsApp message, or fill in a contact form. *ASK HAN* employees are dedicated to answering questions or connecting students to people who can give them more detailed information.

Prospective students who need help during their admission procedure can contact the Admissions Office. They offer a step-by-step guide to *Studielink* (the national portal for enrolment in tertiary education). They are invited for an online interview (matching process see above) and receive a recommendation by email. Students who are accepted receive an acceptance letter.

After an application has been submitted, students receive an email containing a link that students with special needs can use to apply for further counselling. When such a request is received, a meeting is scheduled to assist the student and learn what they need. An online session titled ‘Why the Netherlands’ is organised for prospective international students.

HAN is experimenting with a buddy system in which prospective students are linked to a current student to get a more personal welcome and any extra information they need.

Other ideas regarding recruitment and counselling for prospective students include offering a parent information session during the online Open Days and/or adding a parent journey on the ISB website.

Ensuring foreign language proficiency

To ensure that students can successfully complete an English-taught programme, HAN has set minimum language requirements and offers English and Business English as a compulsory part of the curriculum:

- To maintain high standards of English language competence in the international classrooms and in compliance with Dutch national guidelines, HAN has set minimum language requirements (B2 level) for students. It is the student’s responsibility to ensure that they

²⁵ p. 36 in Education and Examination Regulations available online:

<https://www.hanuniversity.com/en/programs/bachelor/international-business/fulltime/practical-info/DS-FER-IB-2022-2023-July-22.pdf>, last access on November 22, 2022

²⁶ <https://crmwebforms.han.nl/en-US/studentforaday/?ef=student%20for%20a%20day%20-%20Registration&faculty=Algemeen&programForm=none&programLevel=none&programName=none&host name=hanuniversity.com&verwijzing=en%2Fbachelor%2Finternational-business%2Ffulltime& ga=2.218521946.2146594256.1669117235-1063721354.1655469764#/event-registration?id=e189f378-981f-ed11-b83d-000d3ab45a8f&hc=30029 vt en>, last access on November 22, 2022

meet these requirements by providing evidence of their language competence in the form of an official certificate: IELTS, TOEFL, or Cambridge. One of the following is required:

- IELTS score of at least 6.0;
 - TOEFL score of 80 or higher (internet-based);
 - Cambridge certificate: FCE Grade C minimum score 169 / CAE / CPE.
- During their studies, students follow English language courses to increase their level of English (speaking and writing), especially in a business communication setting. Students achieve a final proficiency at the C1 level.

Transparency and documentation

Prospective students can order a printed brochure to be sent to their home address or download it directly from the HAN website.²⁷ The brochure describing the IB programme for prospective international students is available in English. Dutch students have four brochures available: one about study programme choice, one about studying at HAN, one for the parents about study programme selection, and one about the IB programme.

The website also offers detailed information about the study programme, career prospects and practical information (e.g. admission requirements, tuition fees, housing, location, and student testimonials). This information gives prospective students an impression of what it feels like to study at the International School of Business. The school also uses social media to share information and connect with prospective students. For example, HAN is active on Instagram, Facebook and YouTube, and recently added a TikTok account.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are taken into account.

Applicants can directly turn to a student counselling service (on- and offline) for clarification of specific questions, or to request brochures about studying at HAN and the International Business study programme. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. As selection is not allowed for EU-students according to Dutch law, and HAN is not applying a selection procedure for non-EU students, all applicants go through a matching process. This includes a motivation letter and an interview after which applicants receive a recommendation for studying International Business at HAN. To decrease student drop-out (see statistics above), the panel **recommends** adding a programme specific question (for example about global citizenship) into the interview form as part of the matching process. This would link the vision on global citizenship to the target group.

²⁷ https://crmwebforms.han.nl/en-US/brochure-aanvragen/?hc=30029_vt_en&faculty=Algemeen&programForm=none&programLevel=none&programName=none&hostname=hanuniversity.com&verwijzing=en%2Fbachelor%2Finternational-business%2Ffulltime& ga=2.109964742.2146594256.1669117235-1063721354.1655469764, last access on November 22, 2022

The required language proficiency level is checked during admission and English language courses ensure that students are able to successfully complete the study programme (English courses up to level 3).

The admission procedure is described, documented, and accessible on the website for interested parties. The admission decision is based on transparent criteria and is communicated in a letter.

		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)					X
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

Logic and conceptual coherence

The programme’s content is defined by the PLOs of the national framework, which then were operationalised in smaller units and put in levels. This allows students to make feasible steps throughout the programme. After a student acquires a firm general foundation, they can adjust the content to fit their individual talent and interests.

Figure 1: IB Curriculum Overview 2022-2023

YEAR 1					
ECONOMICS 2,5 EC	DIGITAL INNOVATION 2,5 EC	STATISTICS 2,5 EC	MANAGEMENT 2,5 EC	ACCOUNTING FINANCE 2,5 EC	RESEARCH 2,5 EC
PROJECT TRENDS & INNOVATIONS 2,5 EC			PROJECT OPERATIONS 2,5 EC		
BUSINESS COMM 2,5 EC	PERSONAL & PROF DEVELOPMENT 2,5 EC		FOREIGN LANGUAGE 2,5 EC	FOREIGN LANGUAGE 2,5 EC	
MANAGEMENT 2,5 EC	ACCOUNTING & FINANCE 2,5 EC	STATISTICS 2,5 EC	MARKETING 2,5 EC	SUPPLY CHAIN MANAGEMENT 2,5 EC	RESEARCH 2,5 EC
PROJECT THE ORGANISATION 2,5 EC			PROJECT EXTERNAL ENVIRONMENT 2,5 EC		
PROBLEM SOLVING & DECISION MAKING 2,5 EC		ENGLISH 2,5 EC	PERSONAL & PROF DEVELOPMENT 2,5 EC		INTERCULTURAL AWARENESS 2,5 EC
YEAR 2					
SUSTAINABLE INNOVATION 5 EC	PERSONAL & PROF DEVELOPMENT 2,5 EC		FOREIGN LANGUAGE 2,5 EC	SPECIALISATION SPECIFIC STUDY UNIT 5 EC	
DATA & INFORMATION MANAGEMENT 5 EC	1 ELECTIVE 2,5 EC		FOREIGN LANGUAGE 2,5 EC	SPECIALISATION SPECIFIC STUDY UNIT 5 EC	
INTERNATIONAL ECONOMICS 2,5 EC	SUPPLY CHAIN MANAGEMENT 5 EC		FOREIGN LANGUAGE 2,5 EC	MARKETING & SALES 5 EC	
FINANCE 5 EC	ORGANISATION & CHANGE 5 EC		FOREIGN LANGUAGE 2,5 EC	1 ELECTIVE 2,5 EC	
YEAR 3					
THIRD YEAR INTERNSHIP 30 EC					
MINOR - STUDY ABROAD 30 EC					

YEAR 4

GRADUATION INTERNSHIP AT A COMPANY 30 EC		
SPECIALISATION SPECIFIC STUDY UNIT 5 EC	SPECIALISATION SPECIFIC STUDY UNIT 5 EC	SPECIALISATION SPECIFIC STUDY UNIT 5 EC
RESEARCH INCLUDING PROFESSIONAL DEVELOPMENT & INTERCULTURAL MANAGEMENT 10 EC		2 ELECTIVES 2,5 EC EACH
GENERAL STUDY UNITS	ELECTIVES 4	COMPULSORY FOREIGN LANGUAGE
PROJECT & SUPPORTING STUDY UNITS	STUDY UNITS FOR THE SPECIALISATION	

The curriculum is further detailed on the next pages. The specialisations are abbreviated with:

- OM – Organisation and Change
- MS – Marketing and Sales
- FIN – Finance
- SCM – Supply Chain Management

Figure 2: IB Curriculum Overview

	Study unit name	SU abbreviation	Teaching method	Scheduled /Self-study in hrs	EC	Duration in minutes	Assessment type	ind/group
A cluster		A cluster						
IB-general	Accounting&Finance/Financial Accounting 1A	ACF1A	Lectures/seminars	18/52	2,5	120	written	individual
IB-general	Project External Environment	APE1A	Workshops/coaching/groupwork	31,5/38,5	2,5	n.a.	portfolio/presentation	group
IB-general	English 1A	ENG1B	Practice sessions/role plays	21/49	0,88	60	written	individual
IB-general	English 1A	ENG1A	Practice sessions/role plays		0,88	60	written	individual
IB-general	English 1A	ENG1A	Practice sessions/role plays		0,75	n.a.	presentation	individual
IB-general	Intercultural Awareness 1A	ICA1A	Lectures/workshops	18/52	2,5	n.a.	portfolio	individual
IB-general	Project The Organisation 1A	AIO1A	Workshops/coaching/groupwork	31,5/38,5	2,5	n.a.	portfolio/presentation	group
IB-general	Management 1A	MAN1A	Lectures/workshops	18/52	2,5	90	written	individual
IB-general	Marketing 1A	MKT1A	Lectures	21/49	2,5	90	written	individual
IB-general	Personal & Professional Development 1	PPD1A	Workshops/lectures/coaching	18/52	2,5		portfolio	individual
IB-general	Problem Solving & Decision Making 1A	DNM1A	Workshops	14/56	2,5	n.a.	portfolio	individual
IB-general	Research 1A	RES1A	Workshops	16,5/53,5	2,5	n.a.	report	individual
IB-general	Supply Chain Management 1A	SCM1A	Lectures	14/56	2,5	120	written	individual
IB-general	Statistics 1A	STA1A	Lectures/workshops	11/59	2,5	120	written	individual
	∑ EC A cluster				30 EC			
B cluster								
IB-general	Accounting & Finance/Managerial Accounting 2A	ACF2A	Lectures/seminars	18/52	2,5	120	written	individual
IB-general	Digital Innovation 1A	DIN1A	Lectures/groupwork	13,5/56,5	2,5	90	written	individual
IB-general	Economics 1A	ECN1A	Lectures/discussions	13,5/56,5	2,5	120	written	individual
IB-general	Business Communication 1A	BUC1B	Lectures/peer feedback	18/52	0,75	n.a.	presentation	individual
IB-general	Business Communication 1A	BUC1B			1,75	105	written	individual
IB-general	Management 2A	MAN2A	Lectures	18/52	2,5	90	pc exam	individual

	Study unit name	SU abbreviation	Teaching method	Scheduled /Self-study in hrs	EC	Duration in minutes	Assessment type	ind/group
IB-general	Project Operations 1A	POP1A	Workshops/coaching/groupwork	42/28	2,5	n.a.	portfolio/report/presentation	individual
IB-ge+A32:K37 general	Personal & Professional Development 2A	PPD2A	Workshops/lectures/coaching/community service	18/52	2,5	n.a.	portfolio	individual
IB-general	Research 2A	RES2A	Workshops	15/55	2,5	n.a.	portfolio/presentation	individual
IB-general	Statistics 2A	STA2A	Lectures/workshops	18/52	2,5	120	pc exam	individual
IB-general	Project Trends & Innovations1A	PTI1A	Groupwork	36/34	2,5	n.a.	report/presentation	individual
IB-general	Dutch 1A*	NED1A	Lectures/blended/pairwork	18/52	1,5	120	written	individual
IB-general	Dutch 1A*	NED1A			1	10	presentation	individual
IB-general	French 1A*	FRA1A	Lectures/practice	18/52	2,5	120	written	individual
IB-general	German1A*	DEU1A	Integrative exercises	18/52	2,5	15	oral	individual
IB-general	Spanish 1A*	ESP1A	Lectures/groupwork/role-plays	18/52	2,5	60	pc exam	individual
IB-general	Spanish 1A*	ESP1A						
IB-general	Dutch 2A*	NED2A	Lectures/blended/pairwork	18/52	1,5	120	pc exam	individual
IB-general	Dutch 2A*	NED2A			1	120	oral, computer assisted	individual
IB-general	French 2A*	FRA2A	Lectures/practice	18/52	2,5	120	written	individual
IB-general	German2A*	GER2A	Integrative exercises	18/52	2,5	120	written	individual
IB-general	Spanish2A*	ESP2A	Lectures/groupwork/role plays	18/52	1,75	60	pc exam	individual
IB-general	Spanish2A*				0,75	15	oral	individual
	∑ EC B cluster (1 language)				30 EC			
C cluster								
IB-general	Financial management/Accounting & Finance 3A	ACF3A	Lectures/groupwork/presentations	56/84	2,5	120	written exam	individual
IB-general	Financial management/Accounting & Finance 3A	ACF3A			2,5	n.a.	portfolio	group
		BUC3A			n.a	n.a.	memo-report fin	individual
IB-general	International Economics 2A	ECN2A	Lectures/discussion	13,5/56,5	2,5	120	written exam	individual

	Study unit name	SU abbreviation	Teaching method	Scheduled /Self-study in hrs	EC	Duration in minutes	Assessment type	ind/group
IB-general	Online marketing 1A	ONL1A	Lectures/workshops /presentations	22,5/117,5	2	n.a.	portfolio	individual
IB-general	Online marketing 1A	BUC3A			3	5	sales pitch	individual
IB-general	Organisation and Change 1A	ORC1A	Lectures/workshops /groupwork	37/103	3	120	written exam	individual
IB-general	Organisation and Change 1A	ORC1A			1,2	n.a.	portfolio	group
IB-general	Organisation and Change 1A	BUC3A	Meetings		0,8	n.a.	meetings	individual
IB-general	Supply Chain Management 1A	SCM2A	Lectures/workshops	36/104	3	n.a.	paper	individual
IB-general	Supply Chain Management 1A	SCM2A			2	n.a.	portfolio	group
IB-general	Supply Chain Management 1A	BUC3A			n.a.	n.a.	memo-report scm	individual
Elective					2,5			
Elective					2,5			
Elective					2,5			
	Σ EC C cluster				30 EC			
D cluster								
IB-general	Sustainable Innovation 1A	SIN1A	Ideation in pairs and teams/Practice/Site visits	36/104	2	n.a.	portfolio	group
IB-general	Sustainable Innovation 1A	SIN1A			3	n.a.	reflective summary	individual
IB-general	Data & Information Management 1C	DIM1C	Lectures/case studies/groupwork	27/113	3,5	120	written exam	individual
IB-general	Data & Information Management 1C	DIM1C	Lectures/case studies/practice		1,5	30	oral exam	group
IB-general	Personal and Professional development 4A	PPD4A	Discussions/learning journal		1,25	n.a.	portfolio	individual
IB-general		BUC4A.5			1,25	n.a.	report	individual
Elective					2,5			
Elective					2,5			
Elective					2,5			
	Σ EC D cluster general part				20 EC			
MS	International Marketing Management strategies	MMS1A	Lectures/workshops	18/122	3	90	written exam	individual
MS	International Marketing Management strategies	MMS1A			2	n.a.	plan and presentation	group
MS	Selling and Sales Consulting 1A	SSC1A		29/111	2,5	n.a.	oral (roleplay)	individual

Study unit name	SU abbreviation	Teaching method	Scheduled /Self-study in hrs	EC	Duration in minutes	Assessment type	ind/group	
MS	Selling and Sales Consulting 1A	SSC1A		2,5	n.a.	report	individual	
OC	Internal Change 1A	ICH1A	Kick-off/roleplay sessions	26/114	3	n.a.	reflection report	individual
OC	Internal Change 1A	ICH1A			2	30	presentation	group
OC	Organisational Change 2A	ORC2A	Kick-off/roleplay sessions	26/114	3	n.a.	blog	individual
OC	Organisational Change 2A	ORC2A			2	30	presentation	group
SCM	Sustainability in the Supply Chain 3A	SCM3A	Lectures/tutorials	27/113	3	120	written exam	individual
SCM	Sustainability in the Supply Chain 3A	SCM3A			2	30	report/presentation/defense	group
SCM	Lean Six Sigma 1A	LSS1A	Lectures/Simulations/Peer feedback	27/113	2	30	report/presentation/defense	group
SCM	Lean Six Sigma 1A	LSS1A			3	120	written exam	individual
FIN	Financial Management 2/Accounting & Finance 4A	ACF4A	Lectures/groupwork/presentations	27/113	3	120	written exam	individual
FIN	Financial Management 2/Accounting & Finance 4A	ACF4A			2	n.a.	portfolio	group
FIN	Advanced Financial Reporting 1A	AFR1A	Lectures/projectwork	27/113	3	180	written exam	individual
FIN	Advanced Financial Reporting 1A	AFR1A			2	n.a.	portfolio, presentation, defense	individual
	Σ EC D cluster specialisation				10 EC			
	Σ EC D cluster total per specialisation				30 EC			
E cluster								
MINOR	Study Abroad or minor in The Netherlands	SAB	n.a	n.a	30	n.a.	n.a.	n.a.
	Σ EC E cluster				30 EC			
F cluster								
IB-general	Third Year Internship 1A	FTI1A	Internship	40/800	30	60	portfolio and CBI	individual
	Σ EC F cluster				30 EC			
G cluster								
IB-general	Professional Development Research 1A***	PDR1A	Lectures/workshops/coaching		10	n.a.	research report and defence	individual
IB-general	Professional Development Research 1A***	ICA1A	Lectures/workshops/coaching		0	n.a.	choice intercultural development area	individual
IB-general	Professional Development Research 1A***	ICA1A	Lectures/workshops/coaching		0	n.a.	workshop	group
Elective					2,5			

Study unit name	SU abbreviation	Teaching method	Scheduled /Self-study in hrs	EC	Duration in minutes	Assessment type	ind/group	
Elective				2,5				
	Σ EC G cluster general part			15 EC				
MS	Marketing, Innovation and Technology 1A	MIT1A	Lectures/workshops	27/113	2	30	group presentation	group
MS	Marketing, Innovation and Technology 1A	MIT1A			3	n.a.	report/blueprint	individual
MS	Strategic Marketing, Entrepreneurship and Sustainability	MES1A	Lectures/workshops/blended education	36/104	2	30	video pitch	group
MS	Strategic Marketing, Entrepreneurship and Sustainability	MES1A			3	n.a.	oral defence	individual
MS	Entrepreneurial Selling	ENS1A	Lectures/flipped classrooms/peer feedback	36/104	2	30	debate	group
MS	Entrepreneurial Selling	ENS1A			3	3 days	written exam (take home)	individual
OC	Project Management	GPM1A	Flipped classroom/consulting/meetings	36/104	2	30	presentation	group
OC	Project Management	GPM1A			3	n.a.	report	individual
OC	Organisational development	ODA1A	Lectures/workshops/peer assessments	36/104	2	30	video presentation	group
OC	Organisational development	ODA1A			3	n.a.	blogs (written)	individual
OC	International Human Resource Management	IHRM1A	Flipped classroom/consulting/meetings	36/104	2	30	oral	group
OC	International Human Resource Management	IHRM1A			3	n.a.	report	individual
SCM	Operations Management	OPM1A	Lectures/field observations/peer feedback	27/113	5		portfolio	individual
SCM	Procurement and Vendor Management	PV1AM	Lectures/exercises/negotiation	27/113	2	30	report and presentation	group
SCM	Procurement and Vendor Management	PVM1A			3	45	oral	individual
SCM	Sales and Operations Planning	SOP1A	Lectures/presentations/case analysis	27/113	2	n.a.	presentation	group
SCM	Sales and Operations Planning	SOP1A			3	120	written exam	individual
FIN	Enterprise Risk Management	ERM1A	Lectures/exercises/projectwork	27/113	2	n.a.	report and defence	individual
FIN	Enterprise Risk Management	ERM			3	180	written exam	individual

FIN	International Financial Management	IFM1A	Lectures/groupwork	48/92	2	n.a.	project	group
FIN	International Financial Management	IFM1A			3	120	written exam	individual
FIN	Data Analytics	DAN1A	Lectures/pairwok	27,5/112,5	2	15	oral	pair/individua
FIN	Data Analytics	DAN1A			3	15	oral	pair/individual
	∑ EC G duster specialisation					15 EC		
	∑ EC G duster total per specialisation					30 EC		
H cluster								
IB-general	Graduation Internship 1A***	HGI1A	Internship	25/815	30	n.a.	portfolio and cbi	individual
	∑ EC H duster					30 EC		
	∑ EC programme per specialisation					240 EC		

Here is a list of electives:

	Study unit name	SU abbreviation	Teaching method	Scheduled /Self-study in hrs	EC	Duration in minutes	Assessment type	ind/group
Elective	Trendwatching	TRE	Lectures/workshops /debates	13.5/56.5E	2,5	n.a	portfolio	individual
Elective	Circulair Economy	CIR1A	Lectures/flipped classroom/debates	18/54	2,5	120	written	individual
Elective	Creating your own Start-up	CSU1A	Lectures/practice	16/54	2,5	n.a	portfolio	group
Elective	Gamification	GAME1	Lectures/training	16/54	2,5	n.a	assignment	goup
Elective	Get Hired!	ENG1A	Lectures/training	16/54	2,5	n.a	portfolio	individual
Elective	Block Chain in Business	BIB1A	Simulations/gaming /coaching	14/56	2,5	20	oral	individual
Elective	International Sales Contacts	LAW1A	Lectures/negotiations	14/56	2,5	90	written	individual
Elective	Portfolio Management	MSP1A	Lectures/practice	31,5/38,5	2,5	n.a	report	individual
Elective	Crossing Borders without Crossing Borders	CBW1A	Blended/groupwork	21/49	2,5	n.a	report	group/individual
Elective	Decision Making in Business	DBM1A	Management game	21/49	2,5	90	written	individual
Elective	E-Fulfillment	EFF1A	Lectures/groupwork	18/52	2,5	n.a	report	individual
Elective	Excel	EEXC1A	Computer workshops	13,5/56,5	2,5	90	pc exam	individual
Elective	International Consumer Behaviour	CBE1A	Lectures	13,5/56,5	2,5	n.a	portfolio	individual
Elective	Advanced Qualitative Methods	RRR1A	Flipped classroom/guest speakers	13,5/56,5	2,5	30	report/presentation	pairs
Elective	Brand Strategy and Design	BCP1A	Lectures/workshops /case studies	18/52	2,5	n.a	presentatio	individual
Elective	Consulting and Coaching	CAC1A	Flipped classroom/guest speakers	18/52	2,5	30	oral/written	pairs

Study unit name	SU abbreviation	Teaching method	Scheduled /Self-study in hrs	EC	Duration in minutes	Assessment type	ind/group	
Elective	Advanced Quantitative Research	AQTA1A	Lectures/workshops	13,5/56,5	2,5	n.a	portfolio	individual
Elective	Supply Chain Finance	ESC1A	Lectures/case studies/games	14/56	2,5	120	written	individual
Elective	Value creation from Data	VCD	Lectures/Case studies	13.5/56.5	2,5	30	oral/written	group
Elective	Dutch 3	NED3A	Lectures/blended/p airwork	18/52	2,5	90	pc exam	individual
Elective	Dutch 3	NED3A			2,5	n.a	portfolio	individual
Elective	Dutch 4	NED4A	Lectures/blended/p airwork	21/49	2,5	90	pc exam	individual
Elective	Dutch 4	NED4A			2,5	n.a	portfolio	individual
Elective	Dutch 5	NED5A	Lectures/role plays/blended	18/52	1	120	pc exam	individual
Elective	Dutch 5	NED5A			1,5	n.a	portfolio	individual
Elective	Dutch 6	NED6A	Lectures/role plays/blended	18/52	1	120	pc exam	individual
Elective	Dutch 6	NED6A			1,5	n.a	portfolio	individual
Elective	Dutch 7	NED7A	Lectures/role plays/blended	18/52	2,5	n.a	portfolio	individual
Elective	Dutch 8	NED8A	Lectures/role plays/blended	18/52	2,5	n.a	portfolio/defence	individual
Elective	French 3	FRA3A	Lectures/speaking	18/52	2,5	10	oral	pairs/individual
Elective	French 4	FRA4C	Lectures/Excercises	18/52	2,5	120	written	individual
Elective	French 5	FRA5B	Practice, roleplays	18/52	2,5	10	oral	individual
Elective	French 6	FRA6B	Practice, roleplays	18/52	2,5	45	oral	individual
Elective	French 7	FRA7A	Practice, roleplays	18/52	2,5	20	oral	pairs
Elective	French 8	FRA8A	Training/analysis	18/52	2,5	15	oral	individual
Elective	German 3	DEU3B	Training	18/52	2,5	120	written	individual
Elective	German 4	DEU4C	Training	18/52	2,5	120	written	individual

Study unit name	SU abbreviation	Teaching method	Scheduled /Self-study in hrs	EC	Duration in minutes	Assessment type	ind/group	
Elective	German 5	DEU5B	Integrative excercises	18/52	2,5	120	written	individual
Elective	German 6	DEU6B	Training	18/52	2,5	30	oral	individual
Elective	German 7	DEU7A	Training	18/52	2,5	60	research colloquim	individual
Elective	German 8	DEU8A	Training	18/52	2,5	30	oral	individual
Elective	Spanish 3	ESP3A	Lectures/blended/groupwork	18/52	1	60	pc exam	individual
Elective	Spanish 3	ESP3A			1,5	n.a	portfolio	individual
Elective	Spanish 4	ESP4A	Lectures/blended/groupwork	21/49	2,5	120	pc exam	individual
Elective	Spanish 4	ESP4A			1	n.a	portfolio	individual
Elective	Spanish 5	ESP5A	Lectures/blended/groupwork	18/52	1	60	pc exam	individual
Elective	Spanish 5	ESP5A			1,5		portfolio	individual
Elective	Spanish 6	ESP6A	Lectures/blended/groupwork	18/52	1	60	pc exam	individual
Elective	Spanish 6	ESP6A			1,5	n.a	portfolio	individual
Elective	Spanish 7	ESP7A	Lectures/blended/groupwork	18/52	1	60	written	individual
Elective	Spanish 7	ESP7A			1,5	n.a	portfolio	group/individual
Elective	Spanish 8	ESP8A	Lectures/blended/groupwork	18/52	1	60	written	individual
Elective	Spanish 8	ESP8A			1,5	n.a	portfolio	group/individual

* Languages: students choose 1 foreign language

** Electives: students choose respectively 3 (in C & D cluster) or 2 (in G cluster) electives

	*** Carry out in the context of the specialisation
	General IB Project and supporting study units
	General IB study units
	Specific study units for the specialisation
	Electives

The programme is adjusted where necessary to keep up with developments in the field. This means a greater focus on skills, a greater focus on flexibility by offering a wide range of electives, and a focus on digital developments. Following a recommendation of the professional advisory committee, an obligatory second language is integrated into the curriculum.

In each module, students work on several PLOs at a specific level. A PLO can be addressed across several modules with each module focused on allowing the student to achieve a certain level within the PLO at the end of the unit. In the following year, students work on the same PLOs at a higher level.

The Programme Learning Outcomes (PLOs) of the national IB Framework define the end levels for the IB programme. They are based on the four highest levels of Bloom's revised taxonomy: applying, analysing, evaluating, and creating. Then the AuCom Model²⁸ is used to define the required bachelor degree level more precisely. This model distinguishes between different competence levels. These levels are determined by combining:

- the degree of autonomy the student or professional shows while performing tasks;
- the complexity of the tasks and context.

For this purpose, three levels are identified. Level 3, as defined in this model, can be regarded as bachelor degree level, compared with the European Dublin descriptors. Therefore, at the end of the programme, almost all the PLOs in the IB framework should be accomplished at level 3, except for the languages and the PLOs of the following four themes in the Tools for Working and Management domain: Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management, and Organisation & People. Of these four themes, at least one (related to the chosen specialisation) should be accomplished at level 3. The other themes should be accomplished at level 2.

After the first year, students have completed the programme at level 1 and receive a propaedeutic certificate. In the second year and internship, the students work on the PLOs at level 2. The minor can be taken at level 2 or 3. In the fourth year, the student works at level 3 for the PLOs that must be completed at that level (horizontal coherence).

For assessment of the language skills, HAN uses the Common European Framework of Reference for Languages (CEFR). All students obtain a C1 level of English. The exit level for French, Spanish, Dutch and German is at least B1+ (teaching is provided up to B2+).

Implementation of PLOs in modules: PLOs to MLOs

Module Learning Outcomes (MLOs) are used to ensure that the module is at the correct level and the student can attain the final level of the PLO. MLOs are defined as the levels required at the end of the module and the level increases along with the complexity of the assignments and the students' independence.

²⁸ Bulthuis, 2011 in Framework International Business

PLO 13: Use appropriate verbal and non-verbal communication in an intercultural setting		
Example of a Level 1 MLO	Example of a Level 2 MLO	Example of a Level 3 MLO
Students demonstrate comprehension of the basics of theories on intercultural communication.	Students recognise how diverse communication styles influence their actions and the actions of others.	Students develop effective use of verbal and non-verbal communication styles in a business setting.
PLO 17: Incorporate developments of the digital landscape in a marketing strategy		
Students identify, recognise and analyse developments that shape marketing and sales strategies within organisations.	Students evaluate the new digital landscape for traditional companies, for digitally native firms and for the consumer.	Students develop a relevant business model based on knowledge about digital technologies and data science in a business setting.

Figure 3: Example of MLOs

The MLOs have come into being by means of an iterative process and are continuously strengthened based upon the results of evaluations. PLOs and MLOs are part of the module descriptions.

Specialisation

Every student starts with a broad foundation, but from the second half of the second year onward they can specialise within the programme, according to their individual ambition and field of interest:

- Marketing and Sales
- Organisation and Change
- Supply Chain Management
- Finance

A student can also combine specialisations, which leads to a generic diploma. Every specialisation focuses on specific PLOs of domain 4, Tools for Working and Management (vertical coherence). The four specialisations serve a wider labour market and increase the employability of students. The specialisations can be quickly adapted to developments in the professional field.

Electives

In addition to choosing a specialisation, students can further personalise the programme by choosing electives. These electives are another important means for ISB to stay agile and respond quickly to current events and demands from professional practice. Students can select from a range of electives in the second year and the first half of the fourth year. Students may also take more than the required number of electives to challenge themselves, develop an individual profile and enhance their employability. Electives are small, independent, interchangeable modules worth 2.5 ECTS credits. The range of electives differs per period and per year, depending on demand and topicality. Electives can be specialising or differentiating. Students can choose from 22 electives (counting the consecutive electives for one language as one elective).

Programme name and degree

After successful completion of the study programme, students obtain the Bachelor of Business Administration (short BBA) (Bachelor of Arts/B.A.) degree in International Business. The title and degree of the programme have been agreed upon at a national level by the Vereniging Hogescholen (The Netherlands Association of Universities of Applied Sciences) and confirmed by the Dutch Ministry of Education, Culture and Science.²⁹

Integration of theory and practice

Linking theory to practice is at the core of the IB curriculum design. Wherever possible, theory-based modules are offered in tandem with a practical module (e.g. in A cluster, students learn theory about supply chains during the supply chain module and apply this theory in the External Environment project, where they are asked to create a supply chain plan as part of an import strategy. Similarly, in B cluster, students apply their knowledge of statistics during the Project Operations module to identify quality problems and where efficiencies can be achieved during simulations). In various modules, students work directly with businesses and organisations on real-life questions and problems (e.g. the module “DMRS1 - International Marketing Management Strategies”, IB - Specialisation Marketing & Sales, where students develop a marketing plan for a real client).

Finally, simulations and games are used throughout the curriculum (e.g. as part of the exam for the “DSCM2 - Lean Six Sigma” course, students use a simulation in which they must implement Lean Six Sigma theories and concepts to improve a paper airplane manufacturing plant). As students advance through the clusters, they take on the responsibility to stay up to date with relevant theory, while the focus of the module shifts to applying the theory they have learned. For example, groups of students in the International Marketing Management Strategies module write a well-founded marketing plan for a real international company based on thorough internal and external analyses of the company, competition and markets.

During the internships in their third and fourth years, students apply the accumulated knowledge and theory in real-life professional practice. The duration of each internship is a consecutive period of 21 weeks (840 hours). The study abroad period is another opportunity to put cultural awareness theory into practice while adapting to the host country.

Third-Year Internship

The internship tasks and responsibilities are defined in advance and included in the Internship Proposal Form. At least 80 % of the tasks should align with the IB competencies and be related to the IB subject areas (Organisation and Change, Marketing and Sales, Supply Chain Management, Finance). The internship company must offer an international context (e.g., international team, globally active, internship country is different from nationality/culture of the student) and the company coach must have at least a Bachelor’s level, three years of relevant work experience, and fluency in English, so she/he can give sufficient supervision to the student. Before the internship, the student takes a “Intercultural Readiness Check” (IRC) and a coaching session with an IRC licensed intercultural competencies coach.

²⁹ See self-evaluation report p. 11

During the internship students are expected to work 40 hours a week from Monday to Friday, five days a week. The hours for working on the ISB assignments and deliverables (on average 8 hours a week) are included in this total, hence, students spend on average one day a week on the deliverables and work four days a week for the internship company. There are two obligatory virtual return days during the internship. The return days are an opportunity to meet with other ISB interns and to exchange experiences and to discuss topics as intercultural differences, challenges, dealing with pressure and stress, deliverables, tips and tricks. The student receives 30 ECTS credits after successfully completing all requirements of the internship, including:

- Final Internship Portfolio (to be handed in in week 19), including
 - the Personal Internship Plan (PIP),
 - Infographic Departmental Analysis,
 - Business Canvas Model,
 - ICA reports,
 - Interim Performance Reports and summary of the first appraisal meeting,
 - Sustainability Scan,
 - two 360° Feedback Forms,
 - two appraisal forms (interim and final) and
 - proof of tasks/assignments performed for the company.
- Criterium Based Interview (CBI): Pitch and evaluation (take place in week 20/21 with internship supervisor and company coach)

At the end of the internship the student is assessed on the products developed for the company and the five internship performance areas:

- Entrepreneurial behaviour with innovative and creative capacity
- Collaborative capacity
- Reflective capacity
- Intercultural capacity
- Investigative capacity

The internship supervisor fills in the assessment form and grades the internship.

Graduation Internship (GI)/Fourth-Year Internship

This last year consists of the G-cluster modules including a research thesis (GPR/GRP), and a graduation internship (H-cluster). During the graduation internship students gain working experience and are exposed to working as a starting professional on an entry-level in a particular industry or field. Students spend time working on relevant tasks set by them and the company coach, with the purpose to learn about the field, making (industry) connections, and developing both hard and soft skills on mainly strategic and/or tactical level.

Professional Performance Areas:

- Entrepreneurial Behaviour,

- Collaborative capacity,
- Intercultural Proficiency,
- Innovative Capacity, and
- Reflective Practitioner.

According to the institution's "three cultural experiences principle"³⁰, Dutch students who did their third-year internship in the Netherlands, have to go abroad for their fourth-year internship. International students who already have two cultures (own culture and studying in the Netherlands) can do their GI in the Netherlands or in another country (including their home country).

During the GI process the following roles can be distinguished:

- Student
- Company coach
- Supervisor (also 1st examiner)
- (2nd) Examiner
- GI advisor (GIA)
- SSCC
- Internship Administration

These roles and their respective responsibilities are defined in the Graduation Internship Manual. Supervisors and examiners can be ISB lecturers but also external employees who are officially appointed by the Exam Board.

Deliverables:

- first interim portfolio (week 9/10)
- second interim portfolio (week 13/14)
- concept final portfolio (week 17)
- final portfolio (week 19)
- two Meeting reports of company visits by supervisor (week 3 and 10/11)

In the final portfolio students reflect on their own performance as a starting professional, covering the company related tasks, activities and professional products and the five Professional Performance Areas (PPAs). Contents and format of the portfolio are defined in the Graduation Internship Manual.

As the nature of the tasks and the professional products to be delivered can differ so significantly between each GI trajectory, a holistic approach has been chosen for the final assessment of the GI. Students will be assessed on demonstrating a satisfactory professional performance in the five Professional Performance Areas. Moreover, the level and added value of the company related tasks, activities and professional products is assessed. The assessment criteria are:

³⁰ see chapter 3.4

- PPA 1 - Entrepreneurial behaviour: The student shows pro-active behaviour and an investigative attitude to be able to anticipate changes in the internal and external environment;
- PPA 2 - Innovative capacity: The student shows a problem-solving attitude by improving existing, or creating new, procedures / working methods and/or products /services, supported by analytical behaviour;
- PPA 3 - Collaborative capacity: The student collaborates effectively together with people, inside and outside the own team, from different backgrounds and with different interests, to achieve the required result.
- PPA 4 - Intercultural proficiency: The student recognizes cultural differences and shows effective and appropriate behaviour and communication in interculturally challenging situations;
- PPA 5 - Reflective practitioner: The student takes responsibility for their own professional behaviour and development.
- Company related tasks, activities and professional products: The student provides reliable evidence of their contributing to the organisation on Bachelor exit level 3 in terms of complexity and autonomy by including not only reflections, but also the professional products he/she worked on.

The Criterion Based Interview (in week 21, or resit interview in week 25) will take about 60 minutes including a pitch (ten min), and an interview (35 min).

The student is responsible for planning a suitable time and date with the supervisor, examiner and company coach for this interview. Before the CBI, supervisor and examiner will have provisional scores in mind based on the final portfolio. The final interview is not assessed separately, but it may result in the supervisor and examiner adjusting previously awarded scores and thus the final grade. If the resit fails, a retake of the complete GI within another organisation needs to take place.

Interdisciplinary thinking

According to ISB, the field of International Business is intrinsically multidisciplinary. The curriculum covers all fields of business, and all students are required to attain at least a basic understanding of each field. Moreover, students are taught about intercultural awareness and emergent fields like sustainable innovation, which are interdisciplinary. The electives address 'hot' topics and respond to the demands of the professional field (e.g. "Block Chain in Business", "Gamification" and "Circular Economy"). Such knowledge is applicable across disciplines. Throughout the curriculum, students work on projects that require them to develop new concepts and solutions to problems while integrating multiple disciplines. The business problems that form the core of a practical education at a University of Applied Sciences are approached from an interdisciplinary point of view. For example, in the first-year "Project External Environment", students work in groups on several interdisciplinary assignments. Eventually, they formulate a recommendation about how a specific company can best distribute a selected product to a new market. This project requires students to apply theories learned in the Marketing, Supply Chain Management, Research, English, Professional Development and Intercultural Awareness modules. Furthermore, students in the second-year "DMRS1 – International Marketing Management

Strategies” module are assessed on a marketing plan they write by integrating marketing elements, conducting thorough research and complying with ethical and social responsibility standards.

Ethical aspects

The curriculum displays a focus on international businesses and organisations with regard to ethics, sustainability and intercultural awareness. That commitment has strengthened the institution’s aim to develop global citizens and HAN’s overall ambition to contribute to a smart, green and social world.

Ethics is addressed contextually throughout the study programme and considered a competence that is addressed across various modules (mandatory study programme and electives). Ethical aspects are integrated into the curriculum and a respective PLO has been formulated: LW10 Ethical and Social Responsibility. Examples of modules that integrate ethical aspects are “DMRS1 – International Marketing Management Strategies” (specialisation Marketing & Sales), “DAF2 - Advanced Financial Accounting and Reporting” (specialisation Finance), “DOR1 - Internal Change” (specialisation Organisation & Change), and “DSCM1 - Sustainability in the Supply Chain” (specialisation Supply Chain Management). More examples:

- In “GMRS1 - Marketing, Innovation and Technology” (specialisation Marketing & Sales) students incorporate technological innovations in a company’s marketing strategies. Ethics is an important aspect of this: for example, students need to analyse the ethical implications of artificial intelligence at a banking organisation.
- In “DSCM1 - Sustainability in the Supply Chain” (specialisation Supply Chain Management) students analyse diverse ethically sensitive sustainability issues within the supply chain, such as social inequality or environmental pollution.
- In “GOR2 - Organisational Development” (specialisation Organisation & Change) students apply concrete ethical issues to the employee life cycle.

Although ethical aspects are addressed throughout the curriculum, IB aspires to integrate these concepts to an even greater extent in the future. A project group is now working on integrating ethical aspects into the newly developed “Global Citizenship Policy” that will be implemented from 2023.

Methods and scientific practice

The IB programme gives students the research skills they need to perform as professionals in an international business environment: The ability to recognise a problem, identify the right source of information to respond to the problem, search those sources efficiently, assess the quality of the collected information, and use the information effectively to tackle the problem. These research skills are critically important to 21st-century professionals and are developed by:

1. Stimulating an investigative attitude

An investigative attitude involves wanting to know, being critical, wanting to understand, wanting to achieve, wanting to innovate and wanting to share. The programme is designed around this concept. The project courses in the first year require students to investigate a range of business problems and situations and use research to come up with viable solutions and advice. In the second year, several courses further cement the need for an investigative attitude in a business professional by showing students how this links to everyday practice (e.g. in the Lean Six Sigma

course where students must find the key areas of improvement in a production process). This culminates in the fourth-year research project, where the student independently chooses and investigates a current business issue to discover and understand its impact on a professional field or specific company.

2. Focusing on applied research

Research is deployed to help students find applicable business solutions. This means research is not the goal, but an instrument. The research activities taught in the programme contribute to maintaining and developing international professional practices. The research courses are structured around the concept of applied research. In these courses, research is taught as an action that managers take to understand and solve problems. Thus, the students conduct research into a business topic or explore a business problem during the course. This approach is further implemented in second-year courses, where students use research techniques to solve business problems.

3. Deploying sound and up-to-date business research methodologies

Qualitative and quantitative methodologies are part of the curriculum. These not only include methods that are scientifically proven to be effective, but also new methods implemented in the business context. Students learn these methods systematically by using real-case projects in the courses, and the internship and the graduation year. In the final year, students demonstrate the ability to carry out applied research independently to solve a business problem. The first year of the programme includes research courses that cover the basics of doing good research based on the norms of social science research practice. Finding and accessing appropriate and trustworthy secondary sources is also addressed. The proper collection and handling of both qualitative and quantitative data is covered, and students learn the basics of qualitative data analysis. Separate courses in statistics address the analysis of quantitative data, which is then applied in both the research courses and the Operations project.

Students can further their research knowledge and skills by taking electives. For instance, the Advanced Quantitative Methods elective focuses on using more advanced statistical methods to analyse large data sets.

Students take two “Research” modules where they learn and apply the basics of desk research and write a research report and two “Statistics” modules, all of 2,5 ECTS credits each. Research is applied in the first year projects “The External Environment” and “Trends and Innovations”. In the second year students take “Data and Information management” (5 ECTS credits) and research is applied in several general modules like “Sustainable Innovation”, “Supply Chain Management”, “Organisation and Change” (5 ECTS credits each) and in study stream specific modules of each stream. In the third-year internship, students complete several comprehensive research assignments in line with short cyclical research. In their graduation year students follow another research module and write their thesis.

Assessment policy and programme

The ISB’s vision on assessment is in line with their vision on education.³¹ This includes offering a wide variety of assessments, often practice-oriented, that are related to an international business

³¹ see chapter 3.3

context. At least 60 % of the assessment of a module is individual. The other part can be pair or group assessments. Each module should include at least one individual exam, and the final level is always assessed individually.

The vision on assessment is determined in the ISB Assessment Policy, which also includes the assessment quality criteria and future developments. One of these is the further development of formative assessment. The majority of exams are still summative. A complete overview of the exams in the entire programme is described in chapter eight of the Education and Examination Regulations (EER).³² The purpose of exams is not only to assess the PLOs at the different levels but also to give students insight into their development.

Feedback – both from the professional field (e.g. in internships) and from lecturers and fellow students – is an important quality assurance tool. The first-year exams focus on knowledge, understanding and application, while the exams in later years focus more on application, analysis and creation. The variety of examination formats includes for languages, for example written exams (letter, essay, vocabulary/grammar) and oral exams (often in the form of conversations or presentations). For projects or other modules, students might be asked to write a report or compile a portfolio, usually combined with an oral presentation or an interview. Blogs, pitches or debates are also forms of examination.

Graduation programme

The practice-oriented research and the graduation programme at HAN ISB was presented as a best practice example for other universities of applied sciences.³³ The graduation programme spans two semesters (i.e. the entire fourth year) and follows a practical approach.

In the first semester of the fourth year, research is assessed at the end level (i.e. students show they can perform research independently (field and desk research, level 3)). This research can be regarded as the student's final thesis and it is credited with 10 ECTS credits. Students follow the Professional Development and Research (GPR) module and complete individual research assignments based on a topic of interest to them and related to one of the specialisations HAN offers (not necessarily the area the student specialises in). Through analysis and self-reflection, the student defines a complex business-related theme that requires in-depth research. The aim is to formulate an evidence-based feasible recommendation for the involved business sector and thus give the research a practical character.

After thorough research, the student completes various assessments that lead to a final grade. Each student hands in a research report and a selling tool, which means there is a combination of different exam formats (one theoretical and structured, the other practical and creative). The audience for the selling tool is the business sector that needs advice about the problem the student has identified and solved. The selling tool is presented during an oral defence followed by a discussion. Some students' articles are published or students attend conferences, mostly with their supervisors. For example, a paper titled "How to reduce mental health concerns among students in the post-Covid-19 universities – An empirical analysis of HAN International School" was accepted to the European Conference on Education in London in July 2022.

³² <https://oer.han.nl/e5b546b9-dc5b-4ee1-ac4b-b316810eda41>, last access on December 19, 2022

³³ see <https://lnkd.in/egNut7eR>, last access on November 28, 2022 and self-evaluation report p. 13

In the second semester of the fourth year, students prove they are qualified to be starting, autonomous professionals who are able to fulfil complex tasks in an intercultural setting by completing the graduation internship, thus proving a bachelor exit level. By that time, all the PLOs have been assessed on level 3, so this internship is focused on five professional performance areas (PPAs). These PPAs correspond to the end level PLOs. The PPAs guarantee a holistic approach and can be seen as measuring the behaviours a young professional needs to demonstrate. Furthermore, a wide variety of exam forms are used: report writing, portfolio building, company feedback and convincing the committee in a presentation and discussion.

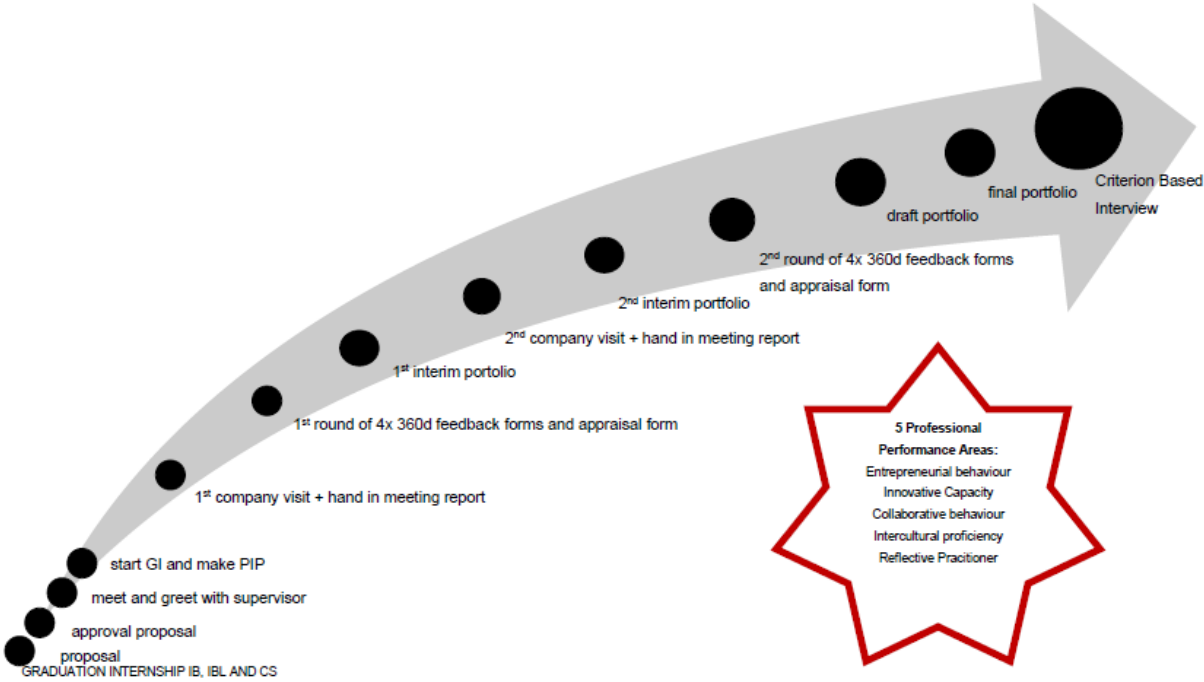


Figure 4: Graduation Internship Overview

PLO	PPA	Criteria
<p>LW9</p> <p>Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.</p>	<p>Entrepreneurial behaviour</p>	<p><i>The student exhibits proactive behaviour and an investigative attitude that shows the ability to anticipate changes in the internal and external environments.</i></p>
<p>WT 2</p> <p>Create innovative ideas in a changing business environment in a systematic fashion.</p>	<p>Innovative capacity</p>	<p><i>The student exhibits a problem-solving attitude by improving existing, or creating new, procedures/ working methods and/or products/services, supported by analytical behaviour.</i></p>
<p>WW6</p> <p>Collaborate effectively with different kinds of stakeholders in various cultural, organisational and political landscapes to contribute to achieving agreed goals.</p>	<p>Collaborative capacity</p>	<p><i>The student works effectively with people, inside and outside their own team, from different backgrounds and with different interests to achieve the required result.</i></p>
<p>LW12 & LW 13</p> <ul style="list-style-type: none"> • Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds. • Use appropriate verbal and non-verbal communication in an intercultural setting. 	<p>Intercultural proficiency</p>	<p><i>The student recognises cultural differences and shows effective and appropriate behaviour and communication in intercultural challenging situations.</i></p>
<p>LW8</p> <p>Express reflections on one's personal development with the aim of personal growth.</p>	<p>Reflective practitioner</p>	<p><i>The student takes responsibility for their own professional behaviour and development.</i></p>
<p>TWM 15-24</p> <p>Students execute tasks & activities set by the company.</p>	<p>Company-related tasks, activities and professional products</p>	<p><i>The student provides reliable evidence of contributing to the organisation on bachelor exit level 3 in terms of complexity and autonomy by including not only reflections, but also the professional products they worked on.</i></p>

Figure 5: PLOs and PPAs

Appraisal:

The curriculum follows nationally agreed qualification objectives (National International Business Framework). The contents of the modules are in general well-balanced, logically connected and oriented towards the intended learning outcomes. However, the panel **recommends** to add a core module in International Business to connect all the themes of the curriculum and make students draw on their knowledge on all the different aspects of doing international business. To further enhance the interdisciplinary character of the programme, the panel **recommends** to have more modules taught by two lecturers from different departments (schools).

The panel also misses a module on business law and **recommends** to include an introductory class with an international perspective on the subject.

The areas of specialisation enable students to acquire additional competences and skills. The panel **recommends** to make taxation a compulsory part of the finance specialisation.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

The integration of practical examples is a core strength of the International Business programme at HAN ISB. Business partners are included in the design and development of the curriculum (Professional Field Advisory Committee). The graduation internship sets a benchmark for other institutions when it comes to making the most of student's application of theory in the real world, and external second examiners from the professional field are employed during the assessment of the final projects.

Ethical implications are integrated and form one of the programme's learning outcomes. The panel would like to underline the ISB's ambition to make ethical considerations more explicit in the programme.

Students acquire methodological competences. 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.

However, after reviewing some of students' final theses, the panel was not convinced of students' ability to do scientific research. The final theses did not contain methods at the required level.

As the institution struggles with many cases of fraud, the academic rigour in general seems to be lacking. The HEI has established regulations in their EER covering consequences of fraud and the Board of Examiners is responsible to check and act upon those cases. The HEI keeps track of those cases and is aware of the problem.

The panel formulates the following **condition**:

The HEI takes appropriate measures to ensure that with their final thesis, students show their ability to do scientific research (qualitative and quantitative methods).

The final thesis must meet the appropriate scientific research requirements and all theses should comply with essential elements such as a clear introduction chapter, followed by literature review based on cutting edge scientific literature with a clear chapter on research methodology, followed by results and findings with a final discussion and conclusions. The thesis must be written in a selected referencing style with clear guidelines to avoid plagiarism. The School should implement a system to curb possibilities of ghost writing.

With its statement on the report, the HEI handed in a document describing some measures already implemented and some measures planned to address the panel's critique. After reviewing these measures, the panel came to the conclusion that, while with some of these measures, the HEI is on the right track, there are some critical points still missing:

1) Some of the measures described in the statement had already been implemented before and are not new, so that from the panel’s point of view, these did not lead to the required outcome (higher research quality of theses according to international standards).

2) The measures proposed for the future are missing a long-term perspective, or lack in scope, respectively (e.g. “Require self-supporting literature reviews in earlier courses using the same assessment criteria”, “Organize dedicated workshops on referencing in the 4th year, including use of appropriate tools”). The panel encourages HAN to focus on measures regarding the continuous improvement and the evaluation cycle(s) and to formulate appropriate long-term and sustainable targets to achieve their goals. As a suggestion for the HEI, a long-term measure could be to increase the quantity of qualified academic staff in order to have the appropriate framework available. Additionally, relevant structured training and workshops for the academic staff, especially for academic supervisors, could help to put a continuous emphasis on this very important element of the IB programme.

Considering this, the panel holds on to the condition and specifies that the formulation of appropriate measures needs to include long-term and sustainable measures to meet formulated targets of the HEI and the integration of this into their quality system.

These students also expressed that they would prefer to have the statistics module closer to writing their final thesis. The panel **recommends** to integrate methods into different modules and projects, and to teach statistics later on in the programme, and closer to the final thesis, or to offer a refresh course in research and methods before or during the final thesis.

Students also mentioned to be rather unhappy with their external supervisors when it comes to their availability. Hence, the panel **recommends** to keep external advising and coaching during final thesis projects to a minimum.

	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)			condition	

3.2 Structure

Projected study time	4 years (8 semesters)
Number of Credit Points (ECTS credits)	240 ECTS credits (210 ECTS credits in the major, 30 ECTS credits in the minor)
Workload per ECTS credits	28 hours
Number of modules/courses	<p><u>Propaedeutic phase (first year):</u> 24 modules Semester 1: 12 with 2,5 ECTS credits each Semester 2: 12 with 2,5 ECTS credits each</p> <p><u>Postpropaedeutic phase (year 2):</u> 16 modules C-Cluster: 5 with 5 ECTS credits each D-Cluster: 4 with 5 ECTS credits each (2 thereof in specialization modules) and 1 with 2,5 ECTS credits C- and D-Cluster: 6 electives with 2,5 ECTS credits each</p> <p><u>Year 3</u> E-Cluster: Minor 30 ECTS credits, or Pre-master Tilburg for 30 ECTS credits F-Cluster: 30 ECTS credits Internship</p> <p><u>Year 4:</u> 7 modules G-Cluster: 10 ECTS credits Professional Development and Research module, 3 specialisation modules with 5 ECTS credits each 2 electives with 2,5 ECTS credits each H-Cluster: 30 ECTS credits Graduation Internship</p>
Time required for processing the final thesis and awarded ECTS credits	30 ECTS credits, 16 weeks
Number of contact hours	IB general = 830,5 h Elective = 316,5 h Languages = 582 h Specialisation Finance = 156,5 h Specialisation Marketing and Sales = 146 h Specialisation Organization and Change = 160 h Specialisation Supply Chain Management = 135 h

The programme is structured in semesters, each with two periods. Every period consists of six lecture weeks, one week for activities (can last a day or a week) and two assessment weeks. There is a buffer week between the first and second semesters that can be filled with educational activities.

Year 1: the propaedeutic phase

In the first year, students work on short projects (6-7 weeks) where they immediately apply the knowledge they have gained in the content modules (modules) to the project. The underlying idea is for students to focus on a few PLOs and be rewarded with ECTS credits. The first year is strongly guided and structured by the ISB. This offers students (all of whom are used to different teaching methods) the opportunity to analyse their own study methods and develop independence within a clear structure.

Year 2: the 2nd academic year

Second-year students can choose from four specialisations: Marketing and Sales, Finance, Supply Chain Management, or Organisation and Change. Eight electives (four of those for the chosen language) complement the programme. In the first semester of the second year, all students focus on broad knowledge and take modules to familiarise themselves with a specialisation. They also follow a module in “International Economics”. In the second semester of the second year, all students complete a specialisation consisting of two modules. They all complete two additional modules: “Data & Information Management” and “Sustainable Innovation”.

Year 3: the 3rd academic year

In the third-year internship, students complete several comprehensive research assignments in line with short cyclical research. The third year also includes a minor. It is possible to swap the order of the internship and minor. The internship is not a compulsory part of the specialisation, so students can choose how broad or specific they want the internship to be in terms of specialisation. The same applies to the minor, which can be followed at HAN ISB (Data-Driven Decision Making), at a partner institution abroad, or at another (English-taught) degree programme at or outside HAN. It is also possible to attend a pre-master programme at Tilburg University (the Netherlands).³⁴

Year 4: the graduation year

In the fourth year, students can continue with the specialisation chosen in the second year or broaden their knowledge by completing modules from another specialisation. Students finally demonstrate their professional entry-level competence. Students can follow a standard route in which they have the space to determine how they will prove they can implement professional tasks effectively. Part of this is done in professional practice or at a research group/research centre.

Study and exam regulations

Each degree programme has its own Degree Statute/Education and Exam Regulations (DS/EER) which state all procedures and rules that apply to the degree programme and give extra information. These include rules about fraud and irregularities, content of the degree programme and related exams, types of exams, timeframes in which grades need to be announced, exemptions, and objection and appeal procedures. It is published online³⁵ each academic year after quality control by the Curriculum Committee, the Degree Committee and the Academy Council.³⁶

³⁴ <https://oer.han.nl/e5b546b9-dc5b-4ee1-ac4b-b316810eda41#54-premaster>, last access on November 28, 2022

³⁵ <https://oer.han.nl/e5b546b9-dc5b-4ee1-ac4b-b316810eda41>, last access on November 28, 2022

³⁶ see chapter 5

HAN University of Applied Sciences complies with the agreements of the Lisbon Convention. A regular degree programme at HAN consists of five semesters, one minor (usually a study abroad semester), and two internships of one semester each. HAN ISB recognises diplomas and credits obtained at other higher education institutions in the Netherlands or abroad. Furthermore, the EER states that all credits for periods of prior practical work and internships are recognised (Part 2/4,2/6 and 2/8). Students who believe they have received an unfair assessment can file a complaint with the ISB Board of Examiners. According to HAN, the Board of Examiners received 21 requests in 2020-2021, 14 of which were settled.

The Board of Examiners

The ISB Board of Examiners (BoE) guarantees the quality of the programme's content and assessments and guarantees that students achieve the required end levels. By certifying diplomas, the BoE confirms that graduating students have met the requirements in the Education and Examination Regulations (EER). The BoE is also responsible for appointing examiners, assuring the quality of assessments, compiling guidelines and regulations within the framework of the EER, constructing assessments, and confirming the results of oral, paper and online assessments. The BoE issues directives that are updated annually. These include instructions for lecturers on pre-assessment, assessment and post-assessment matters that guarantee that all lecturers work according to the quality standards set jointly by the school and the BoE. For example, there are directives about the maximum percentage of re-use of old exam material, preventing and detecting irregularities, plagiarism and fraud, and using the four-eyes principle in creating and assessing exam questions. Students who feel they have been treated or assessed wrongly by (an) examiner(s) or who have complaints about an exam can also appeal to the BoE.

The BoE consists of lecturers and an external member. They are appointed by the HAN Executive Board. All BoE members hold the Senior Qualification Examination Certificate. In the year 2020 to 2021 93 cases of fraud were reported to the committee, and 84 cases of illegality were found. These cases can partly be explained by students plagiarising themselves. This happens on the one hand, because students hand in different stages of their reports at different times, so the software detects that parts of the same work are handed in. On the other hand, some students have published papers in journals and continue their research at HAN, again leading to self-plagiarism.

Assessment Committee

The ISB Assessment Committee (AssC) is mandated by the Board of Examiners to assesses the quality of assessments. This assessment is based on a checklist and an overall assessment plan. Each semester, the AssC reports its findings to the Exam Committee. In addition to its monitoring role, the AssC advises lecturers on exam design or exam result evaluation. The AssC operates well and assesses all exams in clear cycles. The Assessment Committee members are all lecturers who hold the Senior Qualification Examination Certificate.

Feasibility of study workload

To ensure the programme is feasible for students, several preconditions have been set:

- Most modules run for one period. Where possible, the modules in a semester can be followed independently of each other (i.e. they are not sequential). Most modules are worth 2.5, 5 or 10 ECTS credits. Electives are worth 2.5 ECTS credits, meaning they are also interchangeable with modules and electives in other degree programmes.

- Students can re-sit modular exams in the same semester or otherwise in the following.
- Every semester is evaluated via group representatives, and feasibility is an important criterion.³⁷
- The student representatives on the Degree Committee and the Academy Council³⁸ provide input on the workload of modules.

Throughout the programme, students work on their personal and professional development (PPD). This is organised with a PPD coach for every student who provides guidance and is the first point of contact for students, also when it comes to feasibility of the workload. PPD coaching is organised in classes and in individual sessions. This study coaching is currently further developed regarding the growth and development, well-being and responsibility of students, and concerning the tasks and training of coaches. Implementation is planned for February 2023.

Students can also discuss personal concerns about study progress with the senior study career coach (SSCC). They can, for example, help with temporarily cutting back on study load. (for more information on PPD and SSCCs³⁹) There is a student counsellor for students to turn to in case of financial problems or needs for special provisions due to (chronic) illness, disability or other circumstances. Students can contact student psychologists if they encounter personal problems that influence their study participation or progress. Furthermore, the HAN-wide HAN Study Success programme provides training, workshops and coaching for all students at HAN. Courses focus on developing skills, both in and beyond specific fields of study. Unfortunately, most courses are only offered in Dutch. International students can take the Social Dutch course free of charge.

³⁷ see chapter 5

³⁸ see chapter 5

³⁹ see chapter 4.1.

Equality of opportunity

Rules, regulations and facilities are in place to guarantee equal treatment of students. First, the Student Charter describes what a student can expect of HAN and what HAN expects of its students. It explains rules about matters like tuition fees, the quality of education, examinations, student facilities, personal data, and acceptable and unacceptable behaviour. Students' rights and obligations are further elaborated on in various Codes of Conduct, like the Integrity Code, Student Code and Code for the Student Counsellor.

All students have access to a range of support services. Additional services are available for students with special needs that affect their ability to study (e.g. disability, chronic illness or involvement in elite sport) (see EER section 7.1 and Regulations of the Board of Examiners Appendix 3).⁴⁰ These include modifications to make buildings more accessible, study aids, potential alternatives to curriculum components, timetable adjustments, modified attendance requirements, and financial aid in case of study delay. The ISB community regularly organises events like a Coming Out Dinner (to celebrate LGBTIQ+ students and staff members), Let's Talk about Gender Workshop, International Women's Day get together and Popcorn Talks about topics like racism to increase awareness and steer appropriate behaviour.

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 ECTS credits per module on the basis of the necessary student workload. Practical components are designed and integrated in such a way that ECTS credits can be acquired. The module descriptions provide detailed information of intended learning outcomes in line with the ECTS Users' Guide. However, the quality of the module descriptions is still quite heterogeneous, and the level of detail should be standardised systematically. The panel understood that the process of standardisation is currently in progress.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme obliges students to study abroad at other HEIs for a certain time or to do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention. The final grade is supplied with a grade distribution table.

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 (for example individual PPD coaches, access to psychological counselling).

When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the

⁴⁰ <https://oer.han.nl/e5b546b9-dc5b-4ee1-ac4b-b316810eda41>, last access on November 28, 2022

programme and examinations (established in the EER). Students in special circumstances may apply for timetable adjustments, modified attendance requirements, and financial aid in case of study delay.

	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

Logic and plausibility of the didactical concept

HAN's vision on methodology and assessment (or vision on education) is based on their ambitions, the national degree programme profile, HAN students' characteristics and relevant literature. HAN strives for a flexible and personal approach to education to help students discover and develop their talents. Examples of how this is implemented in the programme:

- The students can choose from foreign languages, specialisations, electives and minors.
- In addition to evaluating whether students have mastered the competences, the purpose of assessment is to provide insights into their learning process and ways to develop further.
- There is an individual assessment in every module. Assessment, feedback and feedforward are focused on the individual as much as possible.

Moreover, education at HAN ISB is tailored to professional practice. Examples of how this is implemented in the programme:

- Students gain practical experience during projects and internships. The professional field is involved in teaching and assessment as guest lecturers, clients and assessors.
- Professional products and professional tasks provide authentic contexts.
- Assessment is based on professional products (authentic assessment).

The approach to education is meant to be attractive because lecturers and students work and learn better when they enjoy themselves.⁴¹ Education should encourage students to learn. Treating each

⁴¹ See self-evaluation report p. 17

another well and maintaining a positive atmosphere are crucial. Examples of how this is implemented in the programme:

- The curriculum includes a wide variety of instructional formats (seminars, lectures, workshops, coaching sessions, presentations, group work, role plays, practice sessions, simulations, case studies, guest lectures, self-guided excursions, exercises) and exam types (presentation, portfolio, report, written exams and/or computer assisted tests, oral exam/defence).
- The design of the curriculum (based on consecutive clusters) helps students develop knowledge progressively. Each cluster sets students up for success in the following cluster.
- The curriculum is integrated and cohesive. Everything done is related to a business issue or theme, and to doing international business.

Students are treated as young professionals from day one. HAN ISB grants them ownership of their own development, and encourages them to develop an active, curious and critical work attitude, a growth mindset and a focus on creative solutions. Examples of how this is implemented in the programme:

- Students are encouraged to work actively on their personal and professional development (PPD), creating their own biography marked by purpose and personal fulfilment.
- In all modules, attention is paid to developing an inquiring attitude and a problem-solving mindset. Students also learn from each other; peer feedback and peer assessments are important.

Evaluations have shown that there are special didactics to make even better use of the international classroom. The results of two Comenius Research projects will be used to that effect. (A Comenius grant is a grant for educational innovation awarded by the Dutch government.) The first project focuses on internationalisation of the curriculum, and the other focuses on peer feedback in the international classroom. Recently, the ISB has been awarded a third Comenius grant to study intercultural competence development in virtual education.⁴²

Course materials

For each module, learning materials have been designed to facilitate the students' achievement of the learning objectives. The module manual specifies the compulsory literature and any optional sources students may want to consult to further engage in self-study. The manual also tells students which pages they must read and which assignments they must prepare every week. Both the module manual and the learning materials are updated annually and further developed based on new insights and received feedback. Usually, the slides shown during lectures or other materials used are also made available to students on #OnderwijsOnline.

Guest lecturers

Guest lecturers are planned as interactive sessions to link the theoretical concepts students study in class to professional international practice.

Examples from the current semester are:

⁴² See self-evaluation report p. 18

- a logistics manager from Unilever spoke about what the Unilever supply chain should look like in 2024 (year 4),
- speakers from ABN Amro and Arches Capital addressed students in the Portfolio Management elective,
- a speaker from Axodel spoke about sustainable innovation, and
- a speaker from Innodex spoke about organisational behaviour (year 2).
- Meet & Greet PPD: multiple speakers who talk about what it is like to work in a junior position in one of the specialisations (year 1).
- “Deep dive sessions”: A speaker from the professional field interacts with students about a specific professional subject. 25 deep dive sessions were organised in the past two years.

In the future, HAN ISB is inviting guest lecturers from their partner university network to the programme. In addition, this is an economically friendly way for HAN to bring in more specific knowledge create new knowledge together with partners (1+1=3).

Lecturing tutors

Lecturers are currently not involved in tutoring, but the School plans to implement a student tutoring system.

Appraisal:

Lecturers employ different teaching and learning methods, especially to include practical examples, such as case studies, practical projects, and guest lecturers. However, it is not described why lecturers chose the various different methods (seminars, lectures, workshops, coaching sessions, presentations, group work, role plays, practice sessions, simulations, case studies, guest lectures, self-guided excursions, exercises). According to HAN ISB their teaching style is personal, flexible and attractive, which isn't a concept in fact. Regarding current teaching there could be more explicit reasoning on the mix of teaching methods. The process should be started to develop a vision and target model. The panel **recommends** HAN ISB to elaborate on their didactical concept in a more systematic way, including their current approach to teaching methods for different categories of modules and their future approach to blended learning along the curriculum (value added, organising every day study life, new requirements for infrastructure and competencies).

Students seem to take a very active role in creating their own learning journeys while contact hours are kept to a minimum.

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. The programme could further benefit from the other schools at HAN. The panel **recommends** to bring in guest lecturers from the other schools at HAN or co-teach some modules with lecturers from different fields.

There are currently no lecturing tutors, but the panel underlines the notion of HAN to implement this as an advantage for senior students to help them in their professionalization. Especially for qualitative and quantitative methods courses, like statistics, a tutorial is useful and **recommended**. This would further support student’s ability to employ methods appropriately as discussed in chapter 3.1.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept				
3.3.1*			X		
3.3.2*			X		
3.3.3			X		
3.3.4					X

3.4 Internationality

International content and intercultural aspects

The International Business programme is international by name. Hence, international contents and intercultural aspects play an essential role throughout the programme. Examples of how they are put into practice:

- All students complete the “Intercultural Awareness” module (2.5 ECTS credits) in their first year.
- All assignments and cases students work on are put in an international context and involve international literature.
- Another aspect of intercultural competence is learning to speak a foreign language. All students will extend that to three semesters (15 ECTS credits in total).
- Internships are done at companies that operate internationally.
- Cultural aspects are part of students’ internship portfolios.
- Intercultural skills and languages can be put into practice during study abroad and internships.
- The IB focuses on intercultural skills and on intercultural collaboration: For example, the Talent Event where student groups present their work to lecturers from partner universities. This gives students feedback on their work from people with different perspectives and cultures.
- The international student body helps students practice cultural awareness every day since they continually have to cooperate with each other.

Modules that explicitly focus on international and intercultural aspects are as follows:

- CEC - International Economics
- ICA - Intercultural Awareness
- DMRS1 - International Marketing Management Strategies
- GAF2 - International Financial Management
- GOR3 - International Human Resource Management
- EBC - Elective Blockchain in International Business
- ECB - Elective International Consumer Behaviour
- EIS - Elective International Sales Contracts
- CBW1A - Elective Crossing Borders Without Crossing Borders
- Minor Latin American Business Studies (MLA)
- MLA - International Marketing
- MLA-CUL - Business, Culture & Society

International and intercultural aspects are considered in all the modules and form an integral part of the PLOs (for example “Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals”, “Use appropriate verbal and non-verbal communication in an intercultural setting. Develop a well-founded marketing plan to support the creation of value for international customers.”⁴³).

Three cultural experiences principle

In the new policy to be implemented from 2022-2023 onwards all students will have at least three cultural experiences embedded in the curriculum:

- 1) study a foreign language,
- 2) study abroad for one semester (do a minor at a partner university abroad or an internship abroad) and/or
- 3) work on a virtual collaborative project with students from one of our partner universities. This virtual project is offered as an elective, it will be a mandatory part of the new curriculum. This allows to limit travel as much as possible and comply with the sustainability aspects of the institution’s visions on global citizenship.

However, students can still go abroad several times during their studies: for study abroad and their internships. Almost all students (99 %) do their minor abroad, and more than 70 % of our students do an internship abroad.

HAN maintains collaborations with about 125 partner universities from all over the world for student and teaching staff exchanges (see also chapter 4.3).

Moreover, the institution maintains an extensive network of international businesses. They influence the content of the programme and give students more international experiences (see also chapter 4.3).

Internationality of the student body

IB students come from about 60 nations that represent a wide range of language areas and cultural backgrounds. The international classroom is one way of offering intercultural experiences to students. The ISB tries to maintain and increase the international character of the student body by

⁴³ see chapter 1

actively recruiting students from multiple countries. Targeting countries and regions: Germany, Portugal, Spain, Romania, Bulgaria, Lithuania, Latvia, Estonia, Poland, Vietnam, Indonesia, India, Brazil, Hungary, and the Dutch Caribbean. In the winter term 2022 120 out of 230 admitted students were international (see statistical data for IB programme).

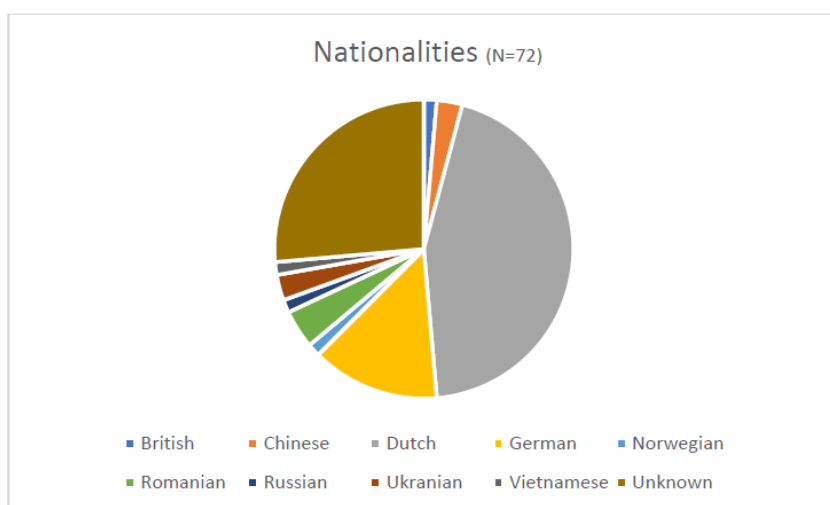


Figure 6: Nationalities of the respondents of the 2022 alumni survey

Internationality of faculty

The institution’s HR policy targets diverse and international staff with an international background and/or work experience that reflects the diverse global community. 30 % of the IB teaching staff is international (non-Dutch), representing more than 20 nationalities. The institution’s ambition is to increase this to 35 %. International and intercultural staff and their experiences help the programme and their students make the learning environment international. This stimulates the intercultural sensitivity of both students and staff. The faculty has the opportunity to work (virtually) with faculty from the network of partner universities.

Foreign language content

IB students can study one or more foreign languages and the cultures that go with these language areas. The new curriculum comprises foreign language modules of 15 ECTS credits and is compulsory for all students. This underscores the importance of foreign language proficiency as a programme objective (end level B1+). In the fourth year, foreign language is offered as an elective (end level B2+). Students can choose between Dutch, French, German and Spanish. English is the language of instruction. The lectures, assessment, course materials and formal communication are all in English. All students graduate with CEFR Level C1 in English.

Given the IB national framework and the PLOs of the programme, the ability to communicate in several languages is important for both “Living in the World” (PLO LW11, ‘use appropriate verbal [...] communication’) and “Ways of Working” (PLO WW4, ‘communicate effectively [...] using advanced English’, and PLO WW5, ‘use one or two additional languages’). Mastering more languages also enhances students’ cultural awareness and ability to become global citizens.

Appraisal:

The programme is by name internationally oriented and includes international contents, case studies, and experiences. Students take a module increasing their intercultural awareness and follow an intercultural readiness test before their international internships. They are clearly being prepared for the challenges in an international working environment.

A significant proportion of the students come from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. Internationality is clearly a key element of the study programme's profile and the HEI should take measures to maintain this international composition of the student body.⁴⁴

The international composition of the faculty and their international experiences are a fundamental element shaping the profile of the study programme, which is promoted by the HEI's staffing policy.

It is an English-taught programme with English lectures and course materials only.

	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)

Students develop their multidisciplinary competences and skills by working on numerous projects and group assignments that integrate skills from various disciplines. Communication skills are important in the “Ways of Working” (PLO WW4: “Communicate (business) messages effectively and persuasively [...] to an (un)informed audience.”) and “Living in the World” (PLO LW11: “Mitigate the pitfalls of cultural differences in business and social contexts”) domains. These skills are acquired in projects and in modules like “Personal and Professional Development” (PPD), “Intercultural Awareness” (ICA), “Business Communication” (BUC), and foreign language acquisition. Students practise public speaking skills in the presentations they give, and business English is integrated in several modules. For example, students in C cluster give a pitch or practise business meetings related to their specialisation, and advanced presentation skills are part of the specialisation modules in G cluster. The graduation programme is the final step, where students must defend their recommendations, intervention or solution in a presentation to company management.

⁴⁴ see **recommendation** in chapter 1.3

The same applies to cooperation skills. Cooperation is part of the “Ways of Working” (PLO WW6: “Collaborate effectively with different kinds of stakeholders [...] to contribute to achieving agreed goals”) domain, in which students are guided and tested step by step on their ability to collaborate effectively with students from different cultures. The collaboration PLO is acquired through projects in several modules in years 1 and 2, during the internship and in the graduation programme. To ensure students are even more consciously acquiring cooperation skills, the concept of ‘peer feed-forward’ is implemented in group projects.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills via group work, projects and presentations (sometimes in front of business representatives). They learn to communicate effectively in English and a third language.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured via company projects and letting students work on real business cases.

		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)

Theory and practice are interlinked throughout the programme. Students work on real-life business challenges from the first year onward, constantly applying multidisciplinary competences and skills. To further lower the threshold to professional practice, they end their education with a practice-oriented graduation programme in which they are holistically assessed on ‘professional performance areas’.⁴⁵

In addition to offering students real-life international business experience, they are encouraged to actively work on their personal and professional development (PPD) by creating their own biography marked by purpose and personal fulfilment to become successful professionals. The PPD is ‘a learning process during which students 1) consider their aims in life, 2) assess their skills, qualities and well-being, and 3) take the right steps to realise and maximise their potential’. This means that first-year students mainly focus on their personal development, and in later years they primarily focus their attention on their future professional career.

The February/August 2022 alumni survey found that respondents are (very) satisfied with the usefulness of the competences they learned in their studies. 40 % considered the employment potential of their degree as very good, 55 % as good. ‘Thinking critically’ and ‘Reflecting on my personal development with the aim of personal growth’ were the highest ranked skills (almost 100 % ranked them very useful). Respondents are satisfied with the way the IB(MS) programme prepared them for their current position (14 % felt very well prepared, 79 % felt well prepared).

⁴⁵ see chapter 3.1

For many alumni, a bachelor’s degree is not the end of their educational journey. 32 % of respondents continued studying after they obtained their degree. Most pursued (or are pursuing) a master’s degree (86 %). Their fields of study are mostly related to international business management in general, business and innovation, or a more specific field of business (e.g. marketing or supply chain).

Appraisal:

The promotion of employability – via the integration of theory and practice and through the promotion of soft skills – runs as a common thread of the study programme through all its modules.

	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

Structure and quantity of faculty in relation to curricular requirements

The ISB has grown from 1,000 to 1,400 students in recent years, and has welcomed approximately 20 new staff members in the last three years. However, enrolment decreased due to the COVID-19 pandemic. As of December 2021 1,363 students are enrolled (the next reference date is October 2022). Currently 104 FTE staff is employed across ISB, including 79 FTE academic staff and 25 FTE management and support staff. Some of the support staff also support other schools regarding international contacts and activities. The institution's aim is to enrol 1,600 students and employ 102 FTE by 2025. The HR policy aims for diverse and international staff with international work experience who preferably hold a PhD. 38 % of the ISB teaching staff is international (non-Dutch), representing 14 nationalities. About 21 % hold a PhD.

86 lecturers work in the IB programme: 29 on a full-time appointment (1.0 FTE) and 57 on a part-time appointment (0.2 to 0.95 FTE). The tables below show characteristics of IB staff:

	Total	Finance & Economics	17
Total academic staff members	86	Marketing & Sales	16
Academic rank		Organisation & Change	12
Full professors	1	Supply Chain Management	13
Senior lecturers	21	Dutch	4
Lecturers	59	English / Business Communications	11
To be appointed	5	German	3
Gender		French	2
Female	49	Spanish	6
Male	37	Skills (ERS, ICA, PPD/SCC)	27
Hold a PhD	20	Research & Statistics	30
Different nationalities	14	GPR- G cluster Research	42
		HGI- H cluster Graduation Internship	42

Figure 7: Academic staff in the IB programme and their areas of expertise 2022-2023

Academic qualifications of faculty

Since 2016, all academic staff have been required to hold at least a master's degree. Lecturers who had been hired before were given the opportunity to obtain a master's degree (facilitated in time and financial support by the programme).

HAN's HR policy is to attract staff who hold a PhD. The number of ISB lecturers with a PhD has grown from 5 % to about 22 % in the past five years. Four lecturers are in the process of obtaining a PhD. All staff with a PhD can spend one or two days per week doing research at the Centre for International Business Research (CIBR) or in one of the IB specialisations (which can but is not necessarily connected to HAN research centres). Four IB lecturers are working at the CIBR one or two days a week, alongside one full professor. Two of the lecturers are working on PhD research. Last year, ISB staff published four articles in peer-reviewed academic journals, this year another two and one article is in the pipeline. Several student articles (under supervision of a CIBR member) were presented during conferences. ISB staff also obtained three Dutch government grants for educational innovation.

Pedagogical/didactical qualifications of the faculty

Didactics and pedagogy

Almost all lecturers hold the Basic Qualification in Didactical Competence (BDB). In this part-time, one year training, lecturers learn how to coach and supervise students and research, design and implement good education, develop and assess exams (BKE) and work on their personal development as lecturers. Newly hired staff are required to follow this training, which is offered in Dutch or English.

Examination

All lecturers hold a BKE (Basic Qualification Examination) and several have a SKE (Senior Qualification Examination). Newly hired lecturers are offered a customised internal training programme for BKE (unless they follow the BDB training) and/or SKE. ISB lecturers are familiar with the existing testing and examination methods. For specific advice on exams, they can also approach the Assessment Committee.

International and intercultural competence

The ISB requires the use of English on at least a C1 and preferably a C2 level. Lecturers can always follow Cambridge English training if needed. Staff exchanges with partner universities are encouraged. To make that possible during the pandemic, virtual exchange programmes with partner universities have been developed. In these programmes, lecturers collaborate with and learn from each other. Dutch government grants are used to further develop these programmes.

Opportunities for training and coaching

Each staff member has a training budget they can use as needed. For the three topics mentioned above, the ISB organises or facilitates training and coaching like:

- training and calibration sessions for staff involved in the research projects and the coaching and examination of internships and conducting criterion based interviews.
- team days, training or coaching on education topics like stimulating student motivation, blended learning, coaching skills and international classroom teaching in which colleagues train colleagues.

New lecturers receive a proper induction period and are appointed buddy lecturers. Teaching has more and more digital components (online and support), so ISB and the HAN Academy provide IT training and coaching for staff. The HAN Open Digital Horizons project is being run across HAN with the goal of enhancing digital literacy among staff and students. Moreover, ISB has a group of dedicated lecturers who form the Centre for Futureproof Business Education. They advise lecturers on how to make their module blended, and they organise training and coaching.

	Number
Total academic staff members	86
BKE (Basic Qualification Examination)	75
SKE (Senior Qualification Examination)	14
Basic didactic qualifications (BDB)	70
Research skills	41
Short-cycle research/research ability	2
Training for 3 rd -year internship	41
CBI (Criterium-based interview) in 3 rd & 4 th years	42

Figure 8: Skills and qualifications of academic staff in the IB programme September 2022-2023

Practical business experience of faculty

A substantial amount of teaching staff has experience in the international professional field: 34 % (excluding language lecturers) have worked abroad. They involve the corporate world and their business experience in their lecturing.

Furthermore, the supervision of third-year internships and graduation internships keeps lecturers in touch with the professional field and gives them insight into the latest developments. The ISB would like to further offer short internships for lecturers so they can stay better up to date about trends and developments in their area of expertise. They are encouraged to attend conferences and join networks to the same end.

Internal cooperation

According to HAN, staff works in “result-responsible” teams.⁴⁶ They have formed education teams around knowledge areas and skills areas like Marketing and Sales, Economics and Finance, Research and Skills, and Foreign Languages. At HAN these teams are called ‘departments’ and each is led by a department chair. In total, there are eight departments.

The departments are responsible for the content of the modules, the quality of teaching and examination, professionalisation, and deployment of department members. For the latter, they work closely with the process coordination team. Departments meet regularly and cooperate closely with each other. There are also regular meetings between department chairs, programme directors and/or curriculum committees. There are various cross-links, in the form of coordinators and committees (e.g. First-Year Coordinator, Main Phase Coordinator, Assessment Committee). In addition to the cooperation within the organisation, lecturers also work together in and with project teams.

Recently, these included the IB Blueprint team, the Global Citizenship team (at the programme level) and the PPD team (at the module level). Other project groups include the project group for digital assessments and the Centre for Future-Proof Business Education, which focuses on digital

⁴⁶ See p. 21 self-evaluation report

tools and skills for education. The ISB study days offer staff the opportunity to discuss certain topics with each other. During the regular ISB lunches, they exchange information on all kinds of current topics and developments.

Student support by the faculty

In essence, every lecturer has a role in coaching students to develop. The personal and professional development (PPD) coach, project lecturer, peers, placement and graduation supervisor, and company coaches all play important roles in coaching students. As part of the formal curriculum, students spend time on PPD in almost every semester. At each stage of their studies, they are supported by a personal coach. The themes they work on differ depending on the stage of their studies. PPD can take the form of a group meeting or an individual meeting. In the first year, community service is part of PPD.

Feedback and reflections from students suggested further improvements for the PPD programme. A project group is working around five themes: student growth and development, student wellbeing, student responsibility, training coaches and staff, and information for students and staff. Implementation of the new PPD programme is scheduled for February 2023.

The Senior Student Career Coach (SSCC) provides support and coaches, informs and advises students during their studies. Coaching also involves discussing problems caused by external conditions that negatively affect the study results. The SSCC helps students find suitable solutions. For instance, an SSCC can make recommendations to the First Year or Main Phase Coordinator and/or the Board of Examiners about needs for extra facilities caused by illness, handicap or other special circumstances. The SSCC advises the First Year Coordinator about waiving or changing the negative binding study advice in cases of exceptional personal circumstances. The SSCC and other staff members always maintain strict confidentiality with regard to information about students.

Appraisal:

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 and pedagogical/didactical qualification of the faculty corresponds to the requirements and objectives of the study programme. The number of lecturers with a PhD has grown and they can spend a maximum two days per week doing research. They receive further training and coaching opportunities by HAN and are encouraged to attend conferences and join professional networks. The HEI ensures that assessors are familiar with existing testing and examination methods. All lecturers hold the "Basic Qualification Examination" certificate and for specific advice on exams, they can also approach the Assessment Committee.

HAN ISB places a major focus on the integration of theory and practice. The faculty members have above-average business experience and use them in their teaching activities.

The panel underlines the very good internal cooperation at the ISB. Some courses are taught cooperatively and there are lots of committees where staff works together on specific topics.

The student support by the faculty is another very positive finding of the panel. The faculty members are very engaged, tutor their students intensively and are available for them outside the specified office hours as well. The students are “fully content” with the support they receive, which serves to help them study successfully.

	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)					X

4.2 Programme management

4.2.1. Programme Director

The ISB is managed by a Dean, two programme directors (IB and CS programmes), the IB professor and the formal secretary/quality assurance manager. The IB programme director provides leadership to the coordinators and the IB departments (Economics and Finance, Marketing and Sales, Organisation and Change, and Supply Chain Management) and manages the English and Foreign Languages departments.

Further portfolios of the IB programme director include internationalisation and operations. Support departments under their responsibility are the International Relations team for the Business programmes and the Operations team (process coordination and study progress).

The programme director conducts performance reviews for staff members in the departments for which she/he is responsible. Together with the other managers and the Dean, the programme director is responsible for strategy (development, implementation and execution), organisation development, change management, HR and professionalization policy, internal and external collaboration, budget guidelines, management agreements and positioning of the school. The programme director reports to the Dean.

Process organisation

Administrative support

Faculty members and students receive support in the organisation of the study programme from various ISB departments and teams:

- The ISB Executive Secretariat supports the management team and assists in organising special events and requests for equipment or the purchase of office supplies and other materials.
- The ISB Process coordination team supports the deployment of lectures, schedules processes and the exam organisation, and supports production of the Education and Examination Regulations (EER).
- The ISB Study Progress team administers the student information system Alluris and can help examiners with grade entry if problems arise.
- The IB Quality Assurance Officer, in consultation with the programme management, plans and performs student monitoring and analyses the results.
- At the Business Connections office lecturers can file requests for guest speakers or other contacts from the professional field. Students can inquire about internships. Work is being done to improve the recording and accessibility of data related to internships so they are accessible to lecturers and researchers and provide input for the curriculum and research.
- The International Relations team is responsible for contacts with and information about partner universities. Students can get information about studying abroad and the partner universities. For lecturers and researchers, they can establish or suggest contacts and help organise lecturer exchanges or collaborations.
- The ISB Education and Quality team advises and supports on topics related to curricula, didactics, examination and rules and regulations.
- The ISB Information Coordinator and the decentralised functional administrators provide support for the functional use of applications, information management, and privacy and security.
- Bodies like the Board of Examiners and the Academy Council receive administrative support from a secretary.

At the institutional level, the programme is supported by several staff and central service units including:

- Quality of Education and Research, including the International Office: supports schools with issues related to quality assurance, curriculum design, didactic approaches, quality of assessment and information technology in educational processes
- Information Management, privacy and security and ICT Services
- Finance & Control
- Student Administration
- Housing and Facility

- Marketing and Communications
- Student Affairs Services
- Human Resources
- Legal Affairs

Involvement of lecturers and students in the decision-making process

ISB has two participation bodies that represent students and staff: the Academy Council (AC) and the Degree Committee (DC). The Academy Council is the formal participation council of ISB. It comprises three students and three lecturers who advise management about the quality of the programme, processes and organisation, and the well-being of students and staff. The AC has advisory rights for annual and multi-year plans and policies regarding personnel and students. They have the right of approval on issues regarding exams at ISB, on issues not regulated in the Degree Statute, and on rules regarding working conditions.

The Degree Committee is a participation council for the English-taught programmes at ISB. It comprises four students and four lecturers who advise management on aspects of the degree course on behalf of other ISB staff and students in a mutual effort to safeguard the quality of education. The DC has the duty to advise on the promotion and safeguarding of the programme's quality. The DC has the right of consent on issues regarding content of the degree course, study and workloads, and quality assurance. The DC has advisory right on issues regarding exams and the actual design of the education.

Lecturers can influence decision-making through membership on the Board of Examiners, the Assessment Committee and the Curriculum Committee. During study days, lecturers provide more informal input for strategy and policy development. Sometimes, students are also invited.

Furthermore, in collaboration with the IB community, occasional 'pizza sessions' are organised to hear information and ideas from students about certain themes.⁴⁷

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by various administrative teams, some of them newly formed. However, during the on-site visit, the panel noted that while there is a lot of work being carried out to support the staff and student body, the degree program is lacking clearly defined responsibilities with regard to their process organization. In addition, the panel learned that the team that is dealing with Quality Assurance was in part newly assigned to the topic and had not yet been effective 100 %, which also showed in the responses from the students (communication issues and the general attitudes of administrative staff were mentioned by students). The HEI is aware of the problem. The administration staff acknowledged the lacking student participation in surveys and regret not getting information across effectively (e.g. information about studying abroad). The

⁴⁷ see chapter 5 for more information on committees and student input

School tried to improve transparency and information provision by introducing new communication channels for communicating with their students (e.g. ISB Newsflash, ISB website, content calendars in the Base Camp, Instagram, email, and TikTok, see also chapter 5). The panel could not conclude that sufficient administrative support is available for the process organization within the degree program especially in regards to clear responsibilities for student support. While the panel noted that increased efforts were made, these appear to have not yet materialized. Hence, the panel **advises** HAN ISB to keep working on process organisation and more effective measures to improve communication with students and define clear responsibilities to achieve this aim. The HEI could offer opportunities for professional development to this end (e.g. intercultural communication training).

Decision-making processes, and responsibilities are shared within different committees that allow students and teachers to participate. The opportunities of electronic service-support are used and supplement personal one-to-one counselling.

	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

Cooperation with HEIs and other academic institutions or networks

ISB is a member of the National Platform for International Business, which represents most Dutch IB programmes. This platform is responsible for drawing up the IB learning outcomes and keeping them up to date and aligned with the requirements of the professional field. Other topics of discussion include the position of IB programmes in higher education, internationalisation and accreditation. The members of the platform meet four times a year, and IB is represented by the programme director.

ISB is also a member of the Society for Intercultural Training and Research (SIETAR), the European Association for International Education (EAIE), Consejo Latinoamericano de Escuelas de Administración (CLADEA) and the European Foundation for Management Education (EFMD). The ISB is working towards EFMD accreditation for the IB programme in 2023.

The ISB research centre (CIBR) is one founder of the International Business Education and Research Consortium in the Netherlands, which was established in 2020. In that consortium, researchers from eight Dutch universities of applied sciences meet and share information about their research, and collaborate in joint research projects.

ISB has a partner network of 125 higher education institutions worldwide where students can do an exchange semester abroad. All partner universities are nationally accredited. Almost 45 % of

these international partner universities are accredited by EFMD and/or AACSB, and 55 % are located in Europe. All individual learning agreements are checked and approved by an examiner who is mandated by the Board of Examiners. Below are some of the ISB's ongoing projects:

- Collaboration in (online) teaching exchange and joint virtual student projects with Hochschule Reutlingen (Germany), the University of Deusto (Spain), and the College of Business and Economics at the University of Wisconsin Whitewater in the United States.
- Virtual collaborations with two Japanese universities were kicked off: Akita International University in September 2022 and Hiroshima University Japan by February 2023.
- Cooperation with the Cranfield School of Management of Cranfield University in the United Kingdom offers IB students from the Supply Chain Management specialisation the opportunity to transfer upon graduation to the master programme at Cranfield through a direct entry route.
- Every year, the ISB hosts approximately 30 lecturers from the partner network at the ISB Talent Event. There, ISB students can present their work (e.g. projects) to lecturers from partner universities and receive feedback from different perspectives.

Cooperation with business enterprises and other organisations

Professional Advisory Committee

The ISB Professional Advisory Committee (PAC) consists of 18 members (partly alumni) who all work in international business. The PAC meets twice a year to discuss developments in international business and ways to incorporate them into the IB programme. PAC members and representatives of other companies participate in focus groups and roundtable discussions on specific topics such as developing ISB's vision on global citizenship and ISB's strategic plan. PAC members also give guest lectures or act as examiners for graduation projects.

Community

The corporate community played an important role in developing the IB Programme in 2018. The PAC and other business focus groups expressed great enthusiasm and commitment, which resulted in valuable input. Representatives from at least 60 companies shared input regarding the establishment of the curriculum.

To ensure the content of the IB programme continues to match market needs the ISB stays in constant dialogue with the business community. The Business Connections (BC) team is responsible for these contacts. Their mission is to ensure that the actual business practices are linked continuously to the content of the educational and research programmes, and to create win-win relations that lead to knowledge sharing, innovation power and success for students, businesses and the ISB.

Company coaches

Evaluations by company coaches are used to keep the third-year internship and graduation internship suitable for the needs of the professional field.

Student experience

Professional activities and products are at the centre of the IB and students get in touch with the real corporate world throughout the programme. For example:

- In the first-year project “The Organisation” (APO), students study a real company case and visit its stores, like Zara and Adidas.
- In “Operations Management” (Year 4), students are working in the Erasmus project with the partner Hochschule Reutlingen on an assignment for Takeda, a Japanese biopharmaceutical company. The students are working on a proposal for the Vienna office about implementing a Supply Chain Control Tower (SCCT) and are recommending the capabilities it should have.
- Twice a year, the ISB organises a big Career Event where companies present themselves to students and students can apply for internship and graduation positions.
- All third-year students complete an internship (often abroad) and fourth-year students complete a graduation internship (possibly abroad). Both semesters give students full-time work experience in an international business setting. Companies from the ISB’s internship network include Kuehne Nagel, Nouryon, ABN Amro, GrandVision, Unilever, Nissan, Bosch, Philips and Friesland Campina.
- The ISB student community organises seminars with guest speakers from the corporate world.

The ISB has started working with focus countries and developing long-term cooperation with several companies. These companies place a consistent number of interns year after year and contribute to education and research. In the coming years, the ISB will further expand and reinforce this collaboration.



Figure 9: ISB Business connections, June 2022

Appraisal:

The scope and nature of cooperation with partner universities abroad and participation in different networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. A special focus lies in the cooperation with business partners.

The Business Connections team and the Professional Advisory Committee are crucial for the facilitation and development of the study programme (student projects with business from semester 1 on, internships, business cases). 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

Quantity, quality, media and IT equipment of teaching and group rooms

The ISB is housed in one of the HAN buildings in Arnhem. The building is fully accessible for disabled students, and its classrooms can accommodate smaller and larger groups of students and staff for teaching and study. The ISB has 19 classrooms available full time and can use classrooms from other schools if necessary. Lecture rooms are equipped with Digiboards, and there are project and meeting rooms with monitors. The building contains many project rooms and workspaces for students, and there are small seating nooks around the building.

ISB students have their own 'living room', the Base Camp. Students can work there, and it is the site of all kinds of social activities. Most lecturers work in open rooms where they can be easily approached by students.

HAN offers a variety of facilities for students and staff:

- Wi-Fi (Eduroam) is available across the entire building for students, staff and visitors. The building also contains numerous fast-charging stations.
- Audio-visual (AV) resources can be reserved via an online self-service portal. Students and staff can borrow a variety of equipment including video cameras and laptops.
- Subject-specific and educational software licences for students (Office365, Power BI, SPSS, Atlas TI).
- Students and staff can buy hardware, software and online learning resources with student discounts through SURF spot (the online ICT shop for education).
- ASK HAN (ServiceDesk & Enquiry Desk) is the collaboration between the various HAN front desks and departments. It is the central point of contact for questions about many topics, including ICT. Lecturers and students can call a support hotline for troubleshooting in

lecture rooms. ASK HAN is available via WhatsApp, phone and email, and they offer support and assistance on location and remotely.

- Students and staff can borrow gadgets like a Bee-Bot, a green screen, a virtual reality set or a drone from iXperium in Arnhem.
- The Graphic Production Center (GPC) is the place for all printing and binding needs, in black and white, and colour. All HAN students, staff and guests can use the printing and copying facilities.
- The Arnhem campus has a quiet room (the Silentium) that can be used for prayer, commemoration, meditation, mindfulness training and more. Students and staff can be alone in silence or come together in a group there.
- The Campus Store sells stationery and cards, readers, HAN-branded items, gifts, hygiene products and supplies for the copy shops.
- The HAN student sports card gives students access to many sports clubs in Arnhem and Nijmegen with student discounts.

The building will be renovated in summer 2023 to create more rooms suitable for contemporary education (small rooms for online lessons, hybrid classroom). There also will be an extra Base Camp equipped for business meetings.

Access to literature

The Study Center offers students access to professional literature and a wide range of online journals and databases. There are 46 databases with an English interface available including Wiley, Web of Science, SpringerLink, JSTOR. For the domain Economics and Management, there are six databases (company info, marketing info) and 15 databases for articles and literature.

The literature required for the study programme is always available in the library and digitally. On the Study Center website, students can learn more about borrowing materials, extending a loan, reserving materials, and getting help to search for reliable professional literature. The website also includes information and instructions about the APA style. In addition, the Study Center offers students courses on these topics. The opening hours on weekdays are from 8.30 to 17.45 (Monday, Wednesday, Friday) or 8.30 to 20.00 (Tuesday, Thursday). There are quiet study areas and student workspaces in the Study and in the ISB building (to be reserved in advance). Students can also access and borrow materials at Radboud University Nijmegen.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme. The rooms provide barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group and study rooms is available.

The opening hours of the library are sufficient, taking into account that most students access their literature digitally. Access to the literature, journals and other relevant digital media is ensured. The literature expressly required for the study programme is available in the library, digitally and is kept up to date. Study and group workspaces are available.

	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

Career counselling and placement service

The Business Connections Team maintains the international network and provides students with information about internships. They organise several annual information sessions, Career Fairs and Meet and Greet events where students can meet business representatives and companies can recruit interns and future employees. Specific services are targeted at different levels of the IB programme:

- C cluster students attend an ‘appetiser’: a general information session about internships.
- D and E cluster students are offered three meetings each semester: one on thresholds, requirements and culture, another on finding an internship, and a third one on vacancies and deadlines.

In addition, every student has a personal intake interview with an internship adviser. They discuss requirements, the student’s preferences regarding country, professional field and company, and the adviser offers feedback about the student’s CV and cover letter. Three internship advisers are available for both the 3rd-year internships and the 4th-year graduation internships.

Students planning an internship are invited to attend ‘return days’ organised by the Business Connections team. There, students who have completed internships can share their experiences, and the internship advisers provide support and problem solving for students, company coaches and supervisors. The ISB career portal ‘Job Teaser’ offers information about internship vacancies, post-graduate positions and tips and tricks for applications and interviews.

Alumni activities

The ISB recently developed a new alumni policy plan with an allocated budget to strengthen ties with their alumni. Part of that plan is to recruit Alumni Ambassadors with the goal of building as large a network as possible. The ISB wants to offer alumni opportunities for further training and workshops and use the knowledge and experience of alumni in educating current students. Therefore, an Alumni Officer has been appointed.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability.

An Alumni Officer has been appointed to facilitate the new alumni policy with the aim of developing an alumni network.

	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)

HAN is a public university of applied sciences funded by the Dutch Ministry of Education, Culture and Science. HAN resources are divided amongst its 14 schools, including the International School of Business (ISB). The University Executive Board has made the strategic choice to offer an international business programme. Funding is based on student numbers (two years after the students' enrolment).

HAN exhibits strong liquidity and solvency positions. As of 31 December 2019, HAN's liquidity was €69 million and equity was €100 million on a balance sheet total of €256.3 million. Additionally, solvency will remain at the upper limit for HAN's target of 40 % for the entire period covered by the plans. This will make it possible to budget for operating at a loss in the long term, and in that way utilise the accrued reserves. HAN expects the income from education and research to stabilise at their present levels.

Appraisal:

Funding at HAN is normally based on student numbers, which is why the panel underlines its **recommendation** from chapter 1.3 to have a contingency plan ready in case (international) student numbers drop again. HAN's resources make it possible for the programme to currently operate at a loss.

However, funding of the study programme for the entire accreditation period is secured, so that students are 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

Quality assurance and quality development regarding content, processes and outcomes

The Quality Assurance process at ISB is shown in the two figures below. This is followed by a description of the committees and officers who play a role in the ‘Check’ phase of the PDCA-process.

ISB ANNUAL CURRICULUM EVALUATION

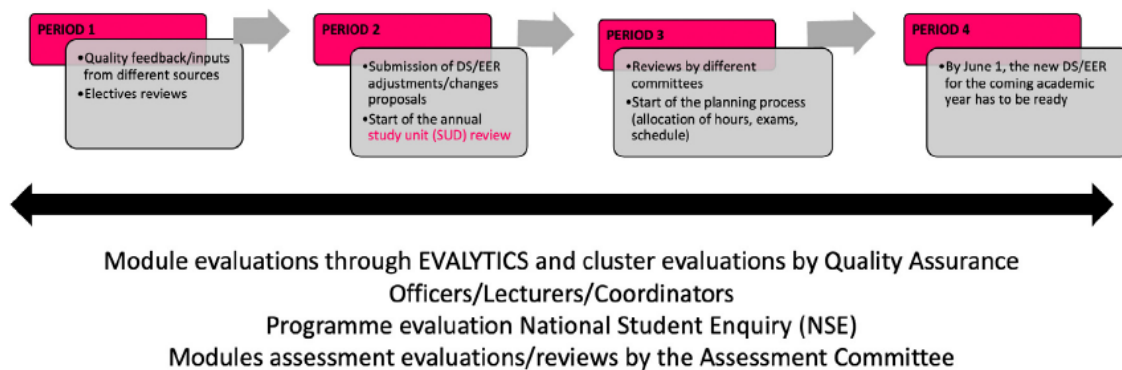


Figure 10: The curriculum evaluation process

ISB CURRICULUM QUALITY ASSURANCE PROCESS

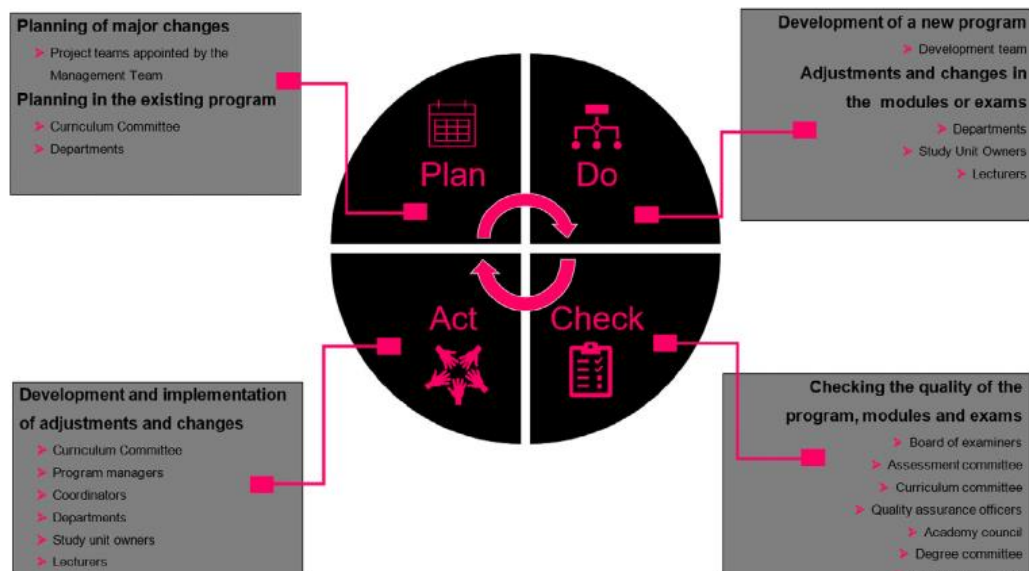


Figure 11: The ISB PDCA cycle

Curriculum Committee

The current Curriculum Committee (CC) was installed in January 2021. For 2022, their agenda consists of two main tasks: developing and implementing policies and evaluating aspects of the ISB curricula. For the latter task, the CC closely collaborates with the Quality Assurance officers.

Eventually, the CC will be the focal point for ensuring the quality of the curriculum by directly receiving the results of the evaluations and the improvements decided on by the department. This will give them a complete overview of the outcomes of the evaluations, the results and the options to manage this process.

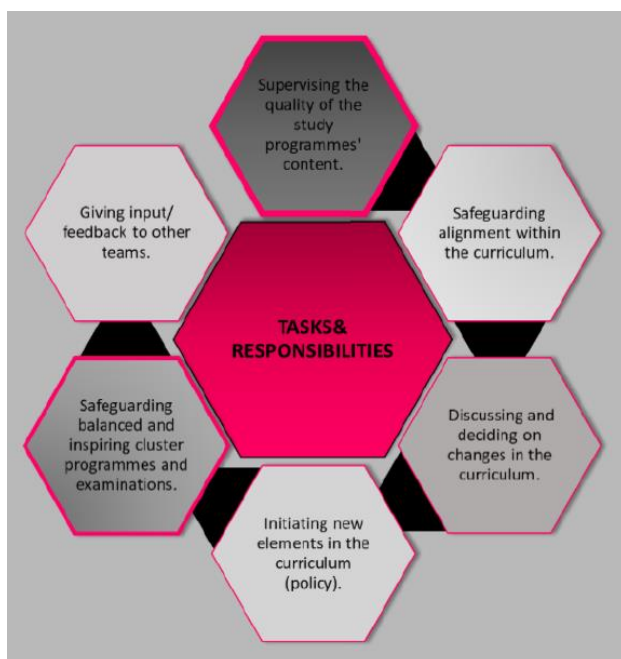


Figure 12: Tasks and responsibilities of the Curriculum Committee

Quality assurance officer and quality team

The quality assurance (QA) officer organises student evaluations and analyses the results. These evaluations include monitoring, group (representative) meetings and the national student survey (NSE). The quality team consists of educational advisers and provides management information (e.g. on success rates). Both support the management team and the Curriculum Committee in overseeing the PDCA cycle. The programme directors have access to all evaluation results in the evaluation tool Evalytics. Recently, this feature also became available to all department leads. With the department leads and the Curriculum Committee in place, a working method has been established.

The Academy Council and the Degree Committee

The Academy Council (AC) and the Degree Committee (DC) are the two ISB participation bodies. Both represent students and staff. The AC advises management on behalf of ISB staff and students in a mutual effort to safeguard the quality of the programme, processes and organisation. The DC advises on issues regarding content of the degree course, study and workload, and quality assurance.

Quality Assurance Body

The Quality Assurance Body (in which the QA officer and the CC, DC, AC, and AssC are represented) meets four times a year and is chaired by the management team’s formal secretary. In these meetings, all aspects related to Quality Assurance are discussed and actions are established.

Instruments for quality assurance

Evaluations by students

IB uses various internal and external tools to evaluate elements of the degree programme. In consultation with the department leads, the quality assurance officer makes an evaluation schedule for each semester. Various methods are used to collect student feedback on the content of the modules, the lecturers and the exams:

- **In-class evaluations:** conducted once or twice a year via the digital evaluation tool *Evalytics*. The main goal of this evaluation is to initiate a discussion and collect qualitative information about the module.

The lecturer starts the evaluation by sharing a code with the students, who fill in the survey. The results are available immediately and projected on the white board. The lecturer discusses the results with the students, asks for clarification or suggestions, and enters them in the system.

- **Online evaluations:** conducted at the end of each exam period in *Evalytics*. These include open and closed questions about the content of the module, the lecturer and the exams.

Students are invited via email to fill in evaluations about modules. The results are shared with the lecturer, the department lead, the students and the programme directors. The departments and lecturers in the role of the Module Owner decide on the adjustments and improvements of the modules, including didactics and exams. The lecturer results are discussed during the annual individual “result and development” conversations between the programme director and each lecturer.

The third-year and graduation internships are evaluated by students and company coaches. The results are shared with and analysed by the Business Connections team and the Module Owners.

The results of the evaluations during the Covid-pandemic were the reason for the student well-being project and for establishing an online education team – the Centre for Futureproof Business Education – to give lecturers tips and tools for online classes. The ISB plans to give even more attention to their diverse international student population in this regard.

The results of all evaluations are documented in the *Evalytics* tool. The programme directors have access to all monitoring results of the modules and lecturers in their programme. Department leads have access to all results of the modules and lecturers in their department, and individual lectures have access to the monitoring results of the modules they are teaching. After receiving the evaluation, lecturers can add feedback to the results. All results and feedback are shared with the students invited for the monitoring. The ability for lecturers to add feedback is a relatively new feature and is not used yet in a structural way.⁴⁸

Group representative meetings

Group representative meetings take place in the second half of each semester in the presence of the First Year or Main Phase Coordinator and the quality assurance officer. Every semester, the ISB organises an introduction session for new first-year group representatives. The meetings use a dialogue guideline. These dialogues address topics such as processes, scheduling of classes and exams, and content-related issues.

⁴⁸ See self-evaluation report p. 29

Minutes are taken in all group representative meetings and shared with the programme director, the curriculum committee and the group representatives. If actions are required, the coordinator can immediately take them or discuss them with the relevant lecturer or department lead. Adjustments of modules (as a result of evaluations or immediate student feedback and experiences of the lecturers) are described in the module information and in Onderwijs Online (OO), in the case of major adjustments, in the module descriptions in the EER. Major changes are recognisable for students by an increase of the extension of the Module Code (for example: DDIDIM1A - > DDIDIM1B); smaller changes are recognisable by outlined changes in the Module Description. On a study day at the start of the 2022-2023 academic year, the quality assurance team and the CC informed all colleagues about the quality assurance process in general. A master's student conducted a master thesis research project to discover why the response rates to online evaluations are so low and how this can be improved. The findings will be implemented in 2022-2023. For example, the ISB is working on a dashboard in Evalytics to provide a combined overview of all evaluation results and to communicate the results and actions with students and staff:

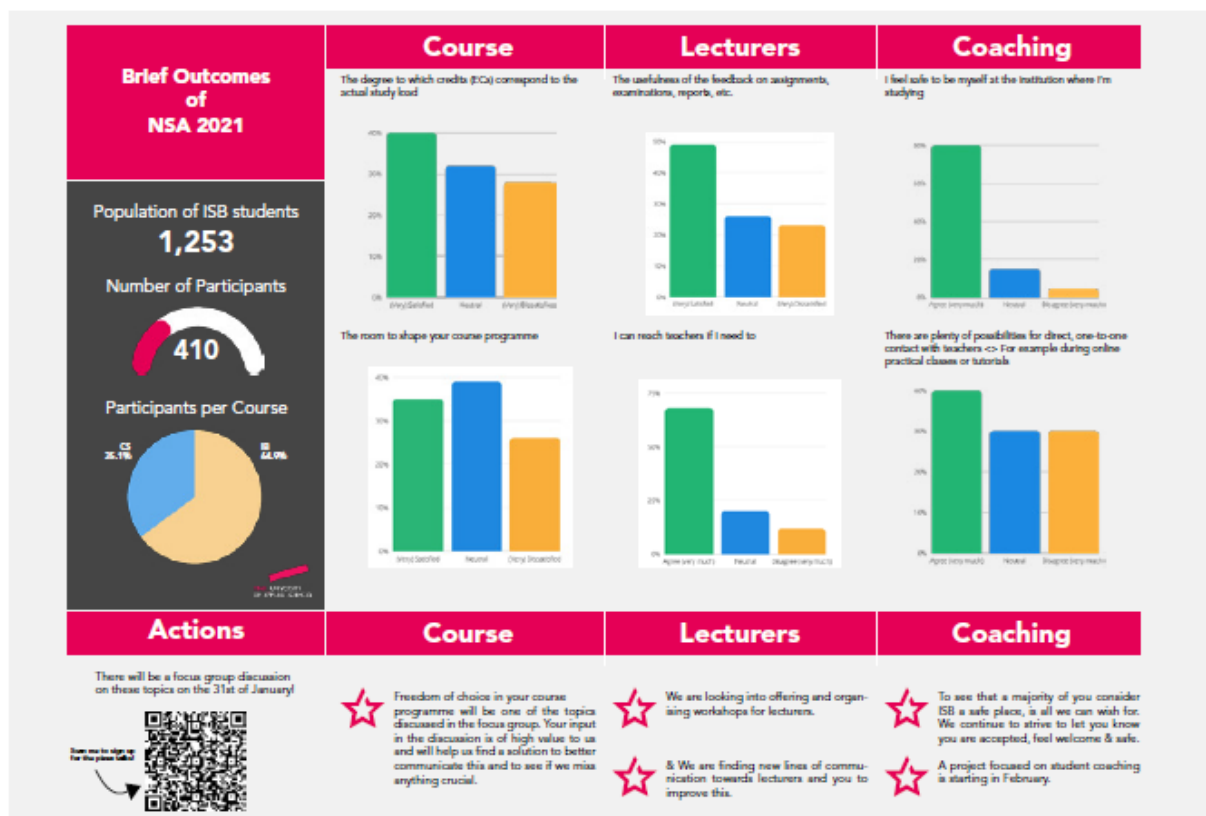


Figure 13: National Student Survey results and actions dashboard for students and lecturers

External student evaluations

IB participates in the National Student Survey (NSE). Topics include the quality of content, didactics, assessment, lecturers and links with the professional field. Student satisfaction has improved slightly in a number of areas, but overall and in some specific categories, student satisfaction still scores below the ISB targets. Just before the summer break 2022, the NSE results were analysed. In September 2022, the ISB programme director will conduct interviews with second and fourth year students. The central question is “What makes ISB students satisfied?”. The NSE analysis shows that students in the propaedeutic phase are more satisfied in all categories than students in the main phase (63 % versus 54 %). Nationally, IB scores in the middle range. The

number of students who would choose IB again has decreased. The ISB considers this an undesirable outcome and wants to increase student satisfaction. The results also endorse the need for actions that have already been initiated on the basis of other evaluation data (including interviews with students) and the ambitions of ISB and HAN. These include student coaching, information provision (where can you go for what, who can help you with what) and the possibilities for the student to shape their own learning route, next to the flexibility on content that ISB already offers to students through electives and specialisations. After further interviews with the students, the ISB will decide whether more topics need to be addressed. For example, students are often dissatisfied with their schedules. In December 2022, the new student information system Osiris will be implemented. It will offer opportunities to change the scheduling process and improve the quality of schedules.

Evaluation by faculty

The departments evaluate the modules and the processes in their teams based on what they notice in class, input from the group representative meetings and evaluation results. Proposed changes that affect the curriculum or the organisation of education are submitted to the Curriculum Committee for approval and are incorporated into the DS/EER annually (see the figure “The curriculum evaluation process” above). In 2021, the evaluation by the Curriculum Committee included the standards and procedures of curriculum development and evaluation, and the evaluation of integrated modules. In 2022-2023, the CC will focus on evaluating the electives and the functioning of the quality assurance system. The CC present and disseminate the curriculum review report and their agenda through various channels: a presentation on the ISB team day, information sessions with module owners, and the ISB Newsflash and ISB website.

External evaluation by alumni, employers and third parties

Every three years, the ISB conducts an alumni survey. Once every six years, the written survey is complemented with interviews with alumni and employers. These surveys are used to examine the employment potential of the programme and the value and usefulness of the programme learning outcomes in alumni’s working environments. In addition, alumni are asked to identify missing knowledge and skills and their input is then used for keeping the curriculum up to date (for example lack of Excel/PowerPoint skills mentioned in one survey is now covered in the module “DDI – Data & Information Management”). The February/August 2022 alumni survey shows that respondents are (very) satisfied with the usefulness of the competences they learned during their studies. ‘Thinking critically’ and ‘Reflecting on my personal development with the aim of personal growth’ are the highest ranked skills.

The Business Connections team, the quality officer, the Research Center and the Curriculum Committee are working on a system of structured collection of relevant internship data and making these data available for regular analysis.

The ISB keeps in touch with the professional field through their Professional Advisory Committee (PAC). The PAC provides formal advice about the curriculum and educational innovations to the ISB Curriculum Committee and the management team.

The PAC meets two or three times a year to discuss topics in the current programme such as:

- Collaboration with the professional field
- Developing an associate degree

- Global Citizenship
- ISB strategy

PAC members are involved in:

- Assessing graduation deliverables
- Joining graduation criterium-based interviews
- Assessing students' professional products in the curriculum

The internship company coaches (third- and fourth-year) take part in yearly evaluations about the setup of the internship and the competences and performance of the interns.

Programme documentation

The HAN intranet, *Insite*, has an English language version where IB students can find information about their study programme, like the Student Charter, Degree Statute, teaching and exam regulations, timetables, graduation, complaints procedures, the Board of Examiners and the ISB community. International students can also find information about student life, immigration, money matters (i.e. how to open a Dutch bank account) and other practical information. First-year students receive a booklet including the structure of the programme, exam procedures, how credits are awarded and where to find important information.

The Student Charter comprises two parts: the part that applies to all HAN students (the Student Charter) and the degree-specific part (the Degree Statute). The Student Charter includes the students' rights and obligations, the code of conduct, the legal protection arrangement, complaints procedures, and available financial support.

Each degree programme has its own Degree Statute (DS). The general part (part 1) of the DS describes the mission and vision of the degree programme, education and supervision, quality assurance, exit qualifications and professional requirements. It also provides information about non-content-related subjects like management and organisation and student facilities (e.g. confidential counsellors, complaints and dispute regulations). Part 2 describes the Education and Examination Regulations (EER) and includes information on the modules, minors, study advice, exams and final assessments and appeal.

Information on modules in the DS include:

- General information, like the name and code of the SU, the teaching period, ECTS and study load and entry requirements.
- Content and organisation, like the PLOs, the content, the teaching activities and the literature and or software.
- Exams, like the assessment criteria, type of exam, duration, allowed resources and weight factor.

HAN has been using the digital learning environment OnderwijsOnline (OO) since 2018. Here, students can find detailed information on each SU: course information, module learning outcomes, assessment criteria, PowerPoint decks of the lessons, answer keys for assignments, exam trainings and videos. OO also includes manuals, information about application procedures, internship agreement forms, information about insurance and visas, time schedules, assessment forms and

much more information in support of the third- and fourth-year internships. It also includes information about the third-year minor, the study abroad.

From 2023, HAN will implement a new Digital Learning Platform (DLP) with tools to support offline and online learning and coaching. The new platform is supposed to support flexible and personalised education and lifelong development through better functionality and ease of use.

Currently, students can access their grades and study progress in the student information system Alluris. It will be replaced by Osiris at the end of 2022.

Information on activities during the academic year

Introduction activities

Every year, in September and February, the ISB organises introduction activities with a general and a social part for new students. All incoming students attend the social part, where they get to know the city in a playful manner. Foreign students also attend a general part with information on practical matters such as housing (if not yet arranged), insurance, bank accounts and registration in the municipality. Programme-related introduction activities include a Meet & Greet, information sessions from the International Office, first-year ISB team building activities, and HAN-wide activities/parties. New students also meet the PPD coaches and attend an outdoor event with the ISB community, International Student Association and International Student Works. During this week, the ISB community also presents itself and students fill out a quick survey about which events/activities they would like to join, so the organisers can cater to their needs and wishes where possible (see ISB community activities further below).

Elective information

Students must enrol for electives in C, D and G clusters. The Elective Coordinator is responsible for all communication about electives and enrolment procedures. For B and C cluster students, who have to enrol before the start of the new semester, the Elective Coordinator organises presentations about the content of the electives and the enrolment procedures. This presentation is also available on OnderwijsOnline.

Internship and career information

Internship and career information is provided by the Business Connections team. Students receive announcements and invitations through Alluris and email. First-year students are also informed by their PPD coach. Business Connections organises Meet and Greet career events every March and October. Here, students can meet business representatives and companies can recruit interns or future employees.

Study abroad information

HAN's general website and the IB study programme pages contain information about studying abroad. During the C and D Cluster kick-off in meet and greet sessions, students receive information about the possibilities and where they can get more information. In the second year, they are informed about studying abroad through the following activities:

- The Journey: all steps of a study abroad are described on a special site and will soon be converted to *Insite*.

- The Introduction to Study Abroad webinar is offered twice a year (mid-March and mid-November). Immediately after the webinar, specific regions are introduced in breakout rooms.
- In country-specific sessions: the Study Abroad Advisor (SAA) for the region provides information about partner universities, countries and regions.
- Scholarships Sessions: provide information about scholarships and the possibilities.
- In pre-departure meetings, the SAA gives students who have accepted a study abroad details about partner universities and further guidance on what they need to do for their study abroad.

Students receive announcements and invitations through Alluris, via email and from their PPD coaches. Further, a website is being developed (now in the testing phase) where students can look up information about the experiences of other students who have been to the partner universities.

ISB community activities

The ISB has a tight-knit community where students, lecturers and staff come together. Throughout the year, the community organises many events. Students do not have to be part of the ISB community, and activities or events are never mandatory. It is purely intended to broaden their experience at ISB if they are open to it. ISB communicates with its students via different channels (content calendars in the Base Camp, Instagram, email and TikTok). At the start of their study career at HAN, students are informed about these channels and which information they can find where. The information shared is supposed to be fun, informative and inviting. The ISB community is not responsible for communicating official ISB information about matters like exam enrolment or changes to schedules. The information shared by the community is always supplemental and may serve as reminders to students.

In the 2021-2022 academic year the ISB community organised events including:

- A Graduate of the Year initiative
- Mindful Study Days (organised three times before the exams to offer students meditation, yoga and mental well-being sessions)
- What is Ramadan? What should you know about it?
- Big donation weeks for Ukraine (collecting goods for charity)
- Weekly sports events: basketball, volleyball and football. All sports are free for students and alumni.

Here are some of the events scheduled for the 2022-2023 academic year:

- Weekly coffee mornings or afternoons on Tuesdays in the Base Camp – students can walk in, grab a cup of coffee/tea, and play games or work on school projects
- Monthly popcorn talks (similar to debate clubs in general)
- Monthly podcast release (ISB Culture Club)
- Potential workshops organised by ISB Business Connections or International Student Works

- Potential event organised by the Vietnamese Student Society
- Weekly sports: basketball, football & volleyball

Additional news from ISB

In 2022-2023, the ISB will start publishing a newsletter for students. This will be used to give students (extra) information about matters in and around the ISB programmes. It will also be used to share the evaluation results (monitoring & group meetings) and the actions that have been or will be taken as a result.

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. It 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. Further measures to specifically cater to the needs of international students are being implemented.

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

Evaluation by the students, faculty, and third parties (e.g. companies) is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the respective groups 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 ISB community regularly organises informative events about current news and information about the study programme and plans to publish a newsletter.

Overall, the administration needs to improve its communication with students.⁴⁹ A lot of efforts are made to organise events and to spread information via many different channels, showing that the HEI is aware of their communication issues. To improve participation of students in evaluations, the panel suggests to show students the results of previous year evaluations and the improvements that followed.

⁴⁹ see chapter 4.2

		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: HAN International School of Business

Bachelor programme: International Business (B.A.)

		Exceptional	Exceeds quality requirements	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 („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	Admission					
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)					X
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					
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)					condition
3.2	Structure					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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					
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 framework conditions					
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)					X
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					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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					
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		