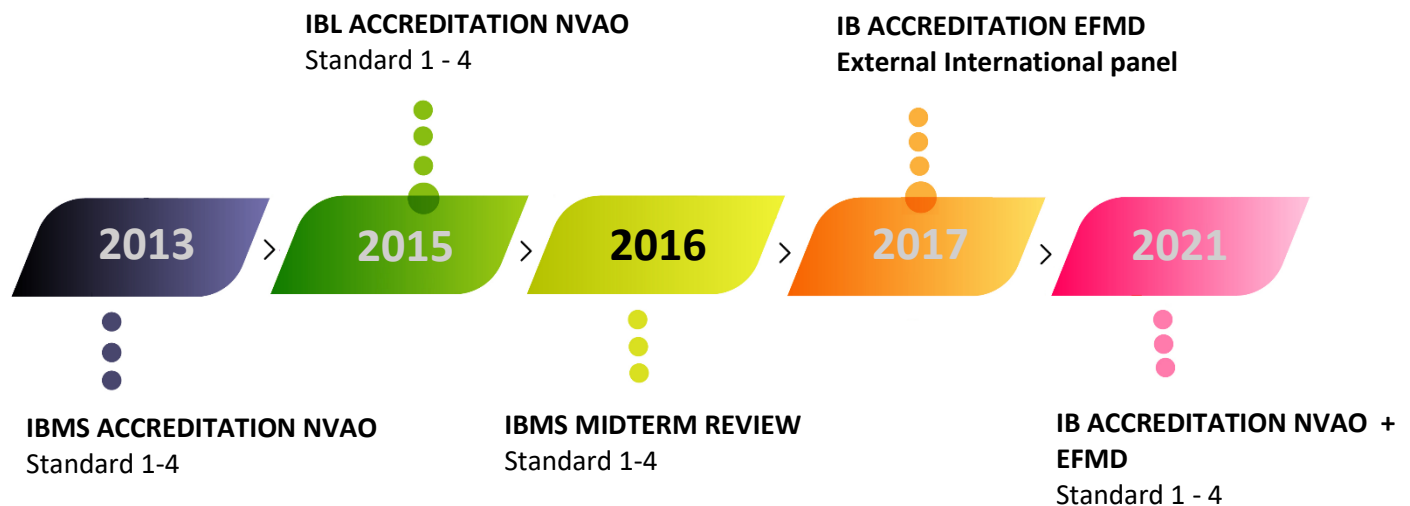




QUALITY ASSESSMENT 2021

BACHELOR'S PROGRAMME INTERNATIONAL BUSINESS

TIMELINE



CONTEXT

The Bachelor's degree programme International Business decided to hold the external peer review for standard 2 and 3 at the same time as the assessment for Standard 1 and 4 thereby using the same panel¹². The assessment was performed in the framework of the combined EFMD³-NVAO accreditation visit, whereby the process was organised in such a way that the assessment fulfilled the respective requirements of the agencies. Given that EFMD programme assessment covers extensively all the elements required by the NVAO framework for limited programme assessment on standards 2 and 3, it was possible for the Bachelor's degree programme International Business to use the outcome of the EFMD programme accreditation as an external peer review for NVAO standards 2 and 3. Hence, this document contains the results of the peer review for standard 2 and 3. Please see amsterdamuas.com/quality for background information on the accreditation system in the Netherlands and the 'lighter degree programme accreditation' experiment. More extensive information in Dutch is available via hva.nl/kwaliteit.

¹ An experiment started on 1 September 2018 concerning institutional accreditation with a lighter form of degree programme accreditation. The AUAS is one of three higher education institutions participating in the experiment. For degree programmes participating in the 'experiment', only the Accreditation Organisation of the Netherlands and Flanders (NVAO) Standards 1 (Intended learning outcomes) and 4 (Achieved learning outcomes) are assessed during the accreditation extension process. The NVAO is not involved in assessing Standards 2 (Teaching-learning environment) and 3 (Student assessment), which are required to be publicly reported via this document, published on hva.nl/kwaliteit. The panel composition requirements in the context of the experiment and related publication are the same as the requirements for a midterm review.

² Please see:

https://www.nvao.net/files/attachments/_139/Assessment_Framework_for_the_Higher_Education_Accreditation_System_of_the_Netherlands_2018.pdf

³ European Foundation for Management Development

DIALOGUE PARTNERS

The selected panel members meet the criteria stated in The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), are independent and have signed a statement of independence. They have dealt with all documents and information carefully. The panel consists of a chairperson, two academic peers, one industry peer and a student. They have conducted interviews with various dialogue partners within the organisation, ranging from programme management to lecturers, students, the degree programme committee, examination committee, alumni and representatives from the professional field.

PREPARATIONS

A number of steps are undertaken as part of preparations for the external peer review on Standards 2 & 3:

1. The degree programme team has conducted a self-evaluation and shared this with the panel in advance;
2. A site visit took place from 25 to 27 January 2021. Due to the COVID-19 pandemic, the visit was held online;
3. At the end of the visit the panel has provided its initial feedback;
4. The panel has shared its definitive feedback⁴ in the report (Bachelor Programme Set International Business. EFMD Peer Review Report) with the degree programme team.

DISCUSSION TOPICS

The peer review team discussed a wide variety of topics with the programme stakeholders. Key elements that were raised in several sessions concerned:

- Programme design and curriculum components;
- Intake, throughput and success rate of students;
- Staff qualifications (notably in delivering research informed teaching);
- Assessment system;
- Assessment quality of end level products.

OUTCOMES

Based on the interviews and the underlying material provided, the panel has observed a teaching-learning environment that exceeds the basic quality standards in many respects. Furthermore and also based on the interviews and the underlying material, the panel regards the student assessment system in place as adequate. In addition, the panel observed a strong performance in the following areas:

Standard 2 (Teaching-learning environment):

- The IB programme, as a merger of two programmes, looks robust: the new programme is clearly different yet there is also a continuity between the two former variants and IB.
- The IB curriculum components are relevant and coherent, and the learning goals of the respective modules are aligned with the learning outcomes at programme level.
- The curriculum has a strong international focus, with good attention to practice-based learning.
- The recruitment of domestic and international IB students, and the large number of exchange students.
- The programme features properly qualified staff with an excellent international profile.

Standard 3 (Student assessment):

- IB is anchored in a strong assessment system, based on university and faculty level provisions.
- The assessment of individual courses is rigorous.
- The quality of assessment is assured by a competent Examination Board and test assessment committee.

⁴ The full report is available upon request via Amsib-mt@hva.nl

- The new approach to the internship assessment is highly interesting and links well with the AMSIB values.
- The evaluation form used for the thesis assessment allows for precise quantitative scoring and for qualitative feedback to motivate the score.

RECOMMENDATIONS

The panel has issued the following recommendations to the degree programme.

Standard 2 (Teaching-learning environment):

- The review of the end-level products has shown that more guidance could be given to students in defining their research question and in data treatment (collection and analysis).
- In terms of didactics, IB should certainly proceed in transitioning from a traditional teaching and studying style to more active and interactive methods. IB will have to address students' resistance to change and help them become more active in their learning strategies.
- To identify ways on the one hand to reduce student drop-out and failure rate in the first year, and on the other hand to increase the success rate (nominal period + one year);
- Given that AMSIB explicitly aims to develop the research profile of its faculty, IB should aspire to achieve the right mix of competencies for its teaching staff, notably by raising the share of PhD-qualified staff.

Standard 3 (Student assessment):

- The evaluation form of the new internship assessment requires some further thought as the link between the assessment criteria and the learning goals is not yet entirely clear.
- More systematic qualitative feedback should be provided in the thesis evaluation forms to underpin the scores on the different criteria so that student fully understand the merits and limitations of their work.
- The thesis review has shown that it is not easy to define the minimum level of quality a thesis should demonstrate. The programme may want to consider setting up complementary and alternative procedures (calibration, intervision, external examiner) for such borderline cases.
- IB may want to organise a formal confirmation of the achievement of programme ILOs by building a system of performance measurement that ties together course learning goals and programme learning outcomes through the use of assessment rubrics that allow comparisons within cohorts and monitor programme efficiency over the years.

NEXT STEPS

The degree programme team benefited greatly from the discussions with the panel and the dialogue partners. As NVAO standards 2 and 3 have been assessed in the framework of EFMD programme accreditation, the Bachelor's degree programme International Business is reflecting continuously on its progress and reports this progress in a midterm report to EFMD after 2.5 year after the accreditation decision, which in turn provides feedback on this progress.