



Postbus 5050

NL-3502 JB Utrecht

+31 30 87 820 87

www.AeQui.nl

info@AeQui.nl

B International Business

The Hague University of Applied Sciences

Advisory report of the assessment of the existing programme
13 November 2025

Summary

On 13 November 2025, the bachelor's programme International Business (IB) of The Hague University of Applied Science was assessed. The panel's overall judgement is **positive**.

Intended learning outcomes

The IB programme is a full-time, English-taught bachelor's degree offered at The Hague University of Applied Sciences in two tracks: the Four-Year Programme (FYP, 240 EC) and the accelerated Three-Year Programme (TYP, 180 EC), both leading to the same final qualifications. It prepares students for international careers as adaptable, ethically aware business professionals with strong communication and collaboration skills. The panel considers IB a practical, hands-on programme with an attractive international focus. The programme has fully adopted the national Programme Learning Outcomes (PLOs) based on the 2018 national IB framework, and is currently redesigning its curriculum to align with the updated 2023 national IB framework. The panel finds both the current and future PLOs coherent, relevant, and appropriately set at NLQF level 6. The programme demonstrates a distinctive identity through its international community, inclusive culture, and practice-oriented, 'glocal' learning environment. The panel encourages the programme to further sharpen its unique profile. Strong ties with the professional field, including an active Business Advisory Council, ensure that the curriculum remains relevant and responsive to evolving labour market needs. The panel thus concludes that the programme meets this standard.

Teaching-learning environment

The IB programme offers a well-structured and practice-oriented curriculum that prepares students for international business careers. The curriculum progresses logically in complexity,

student autonomy, and professional orientation. Students develop a strong foundation in international business through core modules in marketing, finance, operations, and communication, supported by applied projects. In later years, students can personalise their learning paths through specialisations, minors, electives, internships, and international exchanges. A dedicated research methodology module prepares students for graduation, which consists of a full-time internship and either a thesis or professional product. The panel commends the programme for its inclusive and international learning environment, centred around the community known as the 'TrlBe'. Students work in multicultural teams and participate in interdisciplinary projects. The curriculum promotes collaborative, intercultural, and experiential learning. The use of English as the language of instruction is well justified, supporting both inclusivity and international relevance. The panel does note that student attendance in some modules is low and recommends further efforts to foster engagement and consistency in teaching quality. The IB programme has a strong student support system, including structured mentoring and targeted guidance for students with diverse needs. Students reported feeling supported and safe. Lecturing staff are experienced, internationally oriented, and professionally active. Continuous staff development is encouraged through training, peer consultation, and involvement in research and educational innovation. The panel supports the planned curriculum revision, encouraging the programme to reduce fragmentation, and more explicitly embed contem-

porary themes such as AI, Environment, Sustainability, and Governance (ESG), and geopolitics. The panel thus concludes that the programme meets this standard.

Student assessment

The IB programme has a well-structured and coherent assessment system that aligns with THUAS's institutional policy and educational vision. Assessment is considered an integral part of learning, aimed not only at measuring outcomes but also at supporting students' academic and professional development. The programme uses a balanced mix of formative and summative assessments, including written exams, research reports, professional products, and portfolios. Rubrics and clear criteria ensure transparency and consistency. Students report that they are well informed about assessment expectations and appreciate the clarity and constructive nature of feedback. The programme is shifting towards more integrated and competency-based assessment in line with the 2023 national IB framework. This includes the use of professional products and criteria-based interviews. The panel supports this transition and values the training offered to lecturers. The quality of assessment is actively safeguarded by the Exam Board and the Assessment Committee. Regular reviews, calibration sessions, and follow-up actions demonstrate a strong focus on assessment quality. The panel thus concludes that the programme meets this standard.

Achieved learning outcomes

The graduation phase of the IB programme demonstrates that students achieve the intended learning outcomes at bachelor level. The final year consists of a full-time internship and the Final Integrated Project, in which students conduct applied research or develop a professional product for a real business case. Graduation projects show that students are able to

analyse international business challenges and present well-founded recommendations. The work reflects awareness of stakeholder dynamics and intercultural contexts, and is grounded in real-world practice. However, the panel noted inconsistencies in academic writing, referencing, and methodological justification. It recommends reinforcing academic writing support and clarifying the supervisor's role in guiding research quality. The panel also advises embedding ethical considerations and ESG topics more consistently, in line with the IB programme's profile, PLOs, and their increasing relevance in international business. Feedback from alumni and industry professionals confirms that graduates are well prepared for international roles. Many secure employment through internships. The panel thus concludes that the programme meets this standard.

Suggestions

In order to bring the IB programme to an even higher level of quality in the future, the panel gives the following recommendations:

- Further integrate contemporary themes – Embed geopolitics, artificial intelligence (AI), and ESG topics more explicitly into learning outcomes, teaching materials, and electives, to reflect developments in international business practice and the IB THUAS profile.
- Support ownership during curriculum renewal – Involve lecturers closely in the design and implementation of the revised curriculum and ensure sufficient time, capacity, and support to maintain educational quality during the transition.
- Improve teaching alignment and student attendance – Promote consistency in teaching quality and style across modules through peer review, didactic coaching, and classroom observations. Stimulate inter-

action and engagement by making sessions more active and relevant.

- Strengthen academic writing and ethical reflection in the graduation phase – Provide additional support to improve students' use of sources, referencing, and research

justification. In addition, embed ethical reflection and ESG considerations more systematically in final projects, in line with international business developments and the programme's profile.

All standards of the NVAO framework have been positively assessed. On this basis, the panel provides a [positive recommendation](#) regarding the accreditation of the IB programme.

On behalf of the entire site visit panel,
Utrecht, January 2026

Ab Groen
Chair

Yvet Blom
Secretary

Introduction

Profile

The Hague University of Applied Sciences (THUAS) is located in the Randstad region of the Netherlands. The university consists of seven faculties. THUAS offers associate degree, bachelor's, post-bachelor, and master's programmes to approximately 26,000 students.

THUAS' mission is to educate students to become competent, independent professionals and responsible global citizens in an increasingly interconnected world. To realise their mission, THUAS brings together education, professional practice and applied research. THUAS has built strong partnerships with corporations, governments and other stakeholders. Together with these partners, THUAS contributes to solving societal challenges and to working towards a smart and economically resilient region, by educating future professionals as well as by conducting applied research and working on innovation projects through the Centres of Expertise.

The Bachelor of International Business (IB) is part of the Faculty of Business, Finance & Marketing (BFM). It is offered alongside programmes such as Marketing, Entrepreneurship & Retail Management, Finance & Control, and Accountancy. With over 1,600 enrolled students, IB is the largest programme within the faculty.

Programme

The IB programme at THUAS is a broad, practical-oriented programme that educates well-rounded generalist business professionals. The IB is taught in English and offered in two different variations: the Four-Year Programme (FYP, 240 EC) and the accelerated Three-Year

Programme (TYP, 180 EC). Both variations lead to the same final qualifications. The programme is currently transitioning to a more flexible and personalised curriculum, to ensure the programme is in alignment with THUAS's Educational Vision (2023) and a new national profile for IB programme (2023).

The curriculum combines fundamental business knowledge such as marketing, finance, operations and strategy, with practical-based learning and professional skills development. Students engage in real-world projects, case studies and simulations and internships. The year prior to graduation (year 2 for TYP and year 3 for FYP), students specialise in one of three tracks: Marketing & Sales, Operations & Supply Chain, or Finance & Accounting. Throughout the curriculum, students develop essential competencies such as intercultural communication, ethical awareness, critical thinking, and data-informed decision-making. The programme aims to prepare graduates who know how to analyse organisations, markets, and industries, and who can combine data-driven research with local expertise to address challenges and uncover opportunities.

Two elements are central to the programme's identity. First, the IB 'TriBe': a diverse, inclusive and internationally oriented learning community of students and staff, representing over 80 nationalities. This community fosters intercultural exchange, collaboration, and a strong sense of belonging. Second, the programme's commitment to 'glocal' education: the integration of global and local perspectives in teaching and learning. Students collaborate with internationally oriented companies, participate in

international projects, and are exposed to content and case studies from both emerging and non-Western economies. Business language training further supports their preparation for international careers.

Approximately 15-20% of IB lecturers are actively involved in applied research. They contribute to THUAS research groups such as Data-Driven Marketing and New Finance, as well as to Centres of Expertise including Digital Operations & Finance and Mission Zero. Through their dual roles as educators and researchers, these lecturers integrate recent research findings and developments directly into the curriculum.

The assessment

THUAS has commissioned AeQui to carry out the current assessment of the programme (see Attachment 1 for the administrative details). For this purpose, AeQui, in collaboration with the programme, has assembled an independent and knowledgeable panel, see Attachment 2. A preparatory meeting with representatives of the programme has taken place.

The panel oriented itself during the preparatory meeting and during the deliberation phase towards the cluster of programmes to which this programme belongs. The necessary expertise for this was present within (a part of) the panel. The assessment was conducted based on the Accreditation Framework for Higher Education in the Netherlands, according to the program

outlined in Attachment 3. The institution has a positive institutional audit decision, and therefore four standards were assessed.

An open consultation hour was scheduled prior to the site visit, for which one student registered. During the session, the student primarily asked questions regarding the objectives and procedures of the accreditation process. She expressed a positive view of the programme overall.

Recommendations for further development were made during the previous assessment. The programme has taken action in response (see Attachment 4). The panel has integrated this follow-up into its considerations for the current assessment.

The panel conducted the assessment independently; the panel received the necessary information to arrive at a judgement. At the end of the assessment, the programme was informed of the findings and conclusions.

This report was sent in draft to the programme; the programme's responses have been incorporated into this final report.

At the initiative of the programme, a development meeting will take place, date and month to be determined. The results of this development meeting will not affect the assessment presented in this report.

Intended learning outcomes

Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

The Bachelor of International Business (IB) at The Hague University of Applied Sciences (THUAS) educates students to become well-rounded generalist (international) business professionals. IB graduates have global careers as leaders, entrepreneurs or managers. The graduates possess an adaptive mindset and the ability to communicate and collaborate effectively in international and intercultural environments. They combine specialised business knowledge with ethical awareness and can make data-driven, sustainable, and responsible decisions.

Intended Learning Outcomes

The intended learning outcomes of the IB programme are based on the 2017 National IB Framework. This framework was developed under the direction of the National Platform for International Business. They consulted over 140 international companies, more than 60 lecturers from Dutch universities of applied sciences, and 11 European partner universities. Through interviews, expert meetings and workshops, these stakeholders developed a shared set of Programme Learning Outcomes (PLOs) that reflect the competencies expected of international business graduates at bachelor level (NLQF 6). The framework is grounded in the KSAVE model (Knowledge, Skills, Attitudes, Values and Ethics). The KSAVE model serves as the conceptual foundation of the framework and supports a balanced and comprehensive formulation of both domain-specific as well as generic learning outcomes. The national framework distinguishes four domains: ways of thinking, ways of working, living in the world, and tools for

working and management. Each of these four domains are subdivided into 3 to 5 themes (14 in total). Together, these themes are reflected in 24 Programme Learning Outcomes (PLOs). The national framework is in line with national and international requirements, including the Dutch HEO standard, NLQF 6, and the Dublin descriptors. The IB programme of THUAS has fully adopted the national PLOs as its intended learning outcomes.

Transition

In 2023, the National Platform for International Business published an updated National IB Framework. The revision replaces the 2017 set of 24 PLOs with four broader, integrated and multidisciplinary learning outcomes. The revised PLOs align closely with THUAS's Educational Vision (2023), particularly because of their emphasis on global citizenship, inclusion and collaboration and challenging practice-oriented education. Both the PLOs and the educational vision also align in terms of focus on ethical awareness, sustainability, digitalisation, and the development of 21st-century skills, such as critical thinking and adaptability. In response to the new national IB Framework and THUAS' Educational Vision, the IB curriculum is being redesigned. Key design directions include personalised learning pathways, flexible 5-ECTS units shared within THUAS' economic domain, a stronger focus on professional products, and intensified co-creation with industry and applied research partners. The start of the academic year 2026–2027 is the intended launch date of the revised curriculum.

Positioning

The 2017 National IB Framework provides a common structure of IB programmes worldwide, while allowing universities to still have the freedom to develop a distinctive profile for their specific IB programme. The IB-programme at THUAS has adopted a broad, generalist international-business profile. During the site visit, programme management noted that the former requirement to cover all 24 PLOs has tended to prioritise comprehensive coverage over distinctiveness. In a 2024 internal peer audit, the programme was advised to sharpen its profile with the aim of positioning itself more clearly in relation to other International Business programmes and within THUAS, and communicate its distinctive value to prospective students. In response, the programme is currently in the process of redefining its profile and unique selling points (USPs).

Lecturers and management confirmed during the site visit that this process is ongoing. The implementation of the new national framework, which replaces the 24 PLOs with four broader and integrated outcomes, offers greater flexibility to strengthen the programme's identity while retaining its international scope. The programme aims to educate responsible business professionals and engaged global citizens. Key themes include global leadership, general management, and data-driven, ethical, and sustainable decision-making. The IB team and students described the programme as broad and inclusive, preparing students to become 'bridge builders' who connect disciplines, domains, and stakeholders through effective communication and collaboration. The programme's identity is partially shaped by The Hague's international 'glocal' context and a strong student-staff community (the TriBe). Although the IB USPs are still being listed, the panel concludes that the combination of a strong community, a practice-

oriented approach, and the programme's international glocal context already contribute to a distinctive and recognisable IB programme identity.

Professional field

The IB programme has strong ties with the (regional) professional field, primarily through its Business Advisory Council (BAC). The BAC is composed of experienced professionals and alumni from a range of sectors, such as consultancy, international trade, supply chain management, digital transformation and sustainability. The BAC meets four times a year. In these meetings, the BAC advises the programme on labour market trends, international business developments, and graduate profiles. During the current curriculum redesign, the BAC is actively involved by offering strategic input and reflecting on the relevance of course content. Their contributions help ensure that the curriculum remains aligned with the needs of the international business field. In return, the IB team provides updates on course content and curriculum innovation.

During the site visit, the panel met online with representatives from the professional field, including members of the BAC and alumni. They highlighted the need for generalist IB professionals with an agile mindset, who can think analytically and work effectively with a wide range of stakeholders across countries and cultures. In particular, the representatives stressed the growing relevance of digital and AI-related competencies, as well as the need to address geopolitical developments more explicitly in the curriculum. They see a clear demand for graduates who are able to use data to inform decision-making, understand the impact of digitalisation on business models, and evaluate the societal and strategic implications of AI in international contexts. Representatives have advised the IB programme to increase its attention to AI

and digital literacy within the upcoming curriculum revision.

The representatives expressed appreciation for the programme's practice-oriented learning and international exposure throughout the curriculum. They praised the openness of the IB team to feedback and value the opportunities for collaboration through internships, guest lectures, real-world projects, and other practices of co-creation with the IB programme.

Considerations

The panel believes that with the IB programme, THUAS offers a practical hands-on bachelor's degree that is aimed at delivering well-rounded, generalist (international) business professionals. The practical nature as well as the international orientation of the IB programme are attractive features for students.

The programme has fully adopted the PLOs of the national framework as its intended learning outcomes. The revision of both the national IB profile and THUAS's Educational Vision has prompted an IB curriculum redesign. The new curriculum will be aligned with the four integrated PLOs introduced in the 2023 IB framework. The panel considers both the current and the forthcoming PLOs to be coherent, relevant, and well aligned with the expectations of the professional field. As both versions of the national framework are grounded in the HEO standard and the Dublin descriptors, the panel confirms that the PLOs are formulated at an appropriate bachelor's level and meet the required academic and professional standards, including alignment with NLQF level 6.

The panel values the programme's broad and internationally oriented profile. Although the programme's USPs are still under construction, the panel believes that the programme already

demonstrates a distinctive identity. The programme's identity is reflected in the diverse international learning community of the programme, the strong sense of belonging among students and staff, and the focus on practice-based, 'glocal' education. The panel sees the upcoming implementation of the revised national IB framework as a valuable opportunity to further refine and articulate the programme's unique profile. It encourages the programme to align its USPs more explicitly with the new framework, in order to strengthen its positioning and distinctiveness within the international business domain.

The panel considers the programme's strong and sustained engagement with the professional field a clear strength. The BAC plays an active role and provides valuable strategic input on curriculum development and international labour market trends. During the site visit, representatives from the professional field and alumni expressed appreciation for the programme's practice-oriented learning and international focus. They emphasised the growing importance of digital and AI-related competencies, as well as the need to address geopolitical developments more explicitly in the curriculum. The panel advises the programme to follow this advice and to integrate these themes more explicitly into the curriculum. The panel is confident that, through the close collaboration with the BAC and the regular input it provides, the programme's intended learning outcomes are, and will continue to be, well aligned with the needs of the professional field.

Taking these considerations into account, the panel assesses that the programme meets this standard.

Teaching-learning environment

Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

The IB programme is a full-time, English-taught bachelor's degree that combines theoretical business knowledge with practical, international and intercultural learning. The programme is offered in two tracks: a Four-Year Programme (FYP, 240 EC) and a Three-Year Programme (TYP, 180 EC). The TYP is intended for students who hold a secondary school diploma equivalent to or higher than the Dutch pre-university (vwo) level. The TYP offers an accelerated, intensive study programme. Both tracks lead to the same final qualifications.

Curriculum

The IB curriculum is based on the 24 PLOs from the National IB Framework, which have been translated into Module Learning Outcomes (MLOs). A PLO-matrix ensures constructive alignment by specifying how each module contributes to the development of a specific PLO and at what level. The curriculum has a coherent design and gradually increases in complexity and student autonomy with each year.

The FYP is structured around a progressive learning journey across four academic years. In the first and second year, students are introduced to the fundamentals of international business. Core modules address subjects such as marketing, accounting, finance, operations, business mathematics, statistics, and business communication. The modules are supported by integrated projects that simulate real business challenges. Students work in diverse teams and develop fundamental academic and

professional skills, including academic writing, presenting, teamwork, and intercultural communication. The IB programme has a strong mentor component in place from the start of the programme to guide students' personal and professional development. Students follow Personal and Professional Development (PPD) modules and receive comprehensive mentoring. The second year includes a project called International Week, a faculty-wide project that fosters intercultural collaboration through global business topics.

TYP students follow a more intensive bachelor programme, combining elements from the first and second year of the FYP. From the second year onward, they participate in the same specialisations, electives, internship and graduation project as FYP students.

The third year of the FYP, and the second year of the TYP, offers students the flexibility to explore more specific interests and to develop domain-specific expertise. Students have to choose a specialisation in one of the following three areas: Sales & Marketing, Finance & Accounting, or Supply Chain & Operations. Students define their individual learning paths further via a minor or elective modules. Minors that are offered include Business in Asia, Sustainable Business, and Business Analytics. FYP students also have the option to study (a semester) abroad. For TYP students, this option is more limited, unless they choose to replace their minor space with a study abroad period. To help every FYP and TYP student prepare for the

graduation phase the following year, the programme recently introduced Research Methodology for Professional Products module (RMPP). This module equips students with the research skills needed to successfully complete their final project. Students with whom the panel spoke expressed appreciation for the ability to tailor the programme to their personal interests and ambitions.

The final year of the FYP revolves around graduation. Year 4 consists of a full-time internship (30 EC) and the graduation project (30 EC). The year starts with the internship. Students are required to work for a company or organisation that operates internationally. The workplace has to be suitable for students to perform tasks in line with their specialisation. After completing the internship students start working on the graduation project. The graduation project involves an applied research study. Students are expected to integrate academic knowledge, research methodology, and professional skills to produce a relevant and evidence-based business solution. Recently the IB programme has added the possibility to graduate with a professional product such as substantiated strategies, solutions, models or frameworks.

For TYP students, the structure differs slightly due to the shorter duration of the programme. In their final year, students first complete a 30 EC minor, followed by the 30 EC graduation project. The minor can be filled in various ways: a full 30 EC internship, a combination of a 15 EC internship and a 15 EC minor, or a full 30 EC minor, either as a single module or divided into two 15 EC parts. The graduation project is organised in the same way as in the FYP.

During the site visit, students told the panel that they would like more emphasis on geopolitics and (international) political developments

during the programme. Lecturers stated that while there is no dedicated module on geopolitics, these topics are addressed during class discussions. Lecturers also indicated that the upcoming curriculum revision will offer students the opportunity to choose from a broader range of modules. As part of the new design, students will have more flexibility to select 5 EC elective units from across the economic domain, including geopolitical modules offered by other programmes.

Research

Research forms part of the curriculum from the very start of the programme. Students develop applied research skills step by step. They gradually built up and culminate their knowledge up until the graduation phase. Approximately 15-20% of IB lecturers are active in research groups such as Data-Driven Marketing and New Finance, and in Centres of Expertise including Mission Zero and Digital Operations & Finance. The lecturers use applied research findings to enrich the content of their modules.

Curriculum improvement

In anticipation of the curriculum redesign scheduled for 2027–2028, the IB programme has already implemented several targeted improvements. The improvements are based on findings from the internal Quality Management System (QMS). QMS ensures a structured and evidence-based approach to continuous curriculum enhancement. The system is built around four key performance indicators: professional field, bachelor level, study success, and student satisfaction.

Recent adjustments include a revised graduation phase in both the Four-Year Programme (FYP) and the Three-Year Programme (TYP), and the introduction of the Research Methodology for Professional Products (RMPP) module.

Previously, a 15 EC minor in the graduation year of both the TYP and FYP disrupted the continuity of the internship and graduation project, particularly for students completing these components abroad. Therefore the minor was removed from the graduation phase. RMPP was first piloted in the TYP due to its smaller scale and the need to update the existing 9 EC research project. The introduction of RMPP and the restructured final year improve the overall coherence and feasibility in and between both programmes.

Learning environment

The IB programme at THUAS offers an international, inclusive, and practice-oriented learning environment. The programme embraces the university's Educational Vision (2023) which highlights the importance of feasible, challenging, and stimulating education. An important strength of the IB programme is its international community, referred to as the 'TriBe'. During the site visit, students, staff, and alumni consistently described TriBe as inclusive and supportive.

The IB programme kicks off with a three-day introduction programme. International students can be paired with a student buddy. Buddies help students navigate life in The Hague during the first weeks of the start of the programme, and provide informal support on practical matters related to housing, studying, and student life. Students told the panel that the buddy system is still new and not yet widely used.

Teaching within the programme is grounded in active and collaborative learning. A wide range of methods is used, including workshops, blended learning, flipped classrooms, and projects with real companies. Students study theory independently before class, allowing classroom time to focus on discussion, analysis, and practical application. Although the didactic

principles are consistent across the FYP and the TYP, their implementation differs. The FYP places greater emphasis on workshops and interactive classroom activities, supporting the gradual development of academic and professional skills. The TYP, intended for students with a higher prior education level, follows a more intensive structure and focuses more strongly on theoretical content, delivered primarily through lectures and independent study.

Teamwork is an essential part of the curriculum. Students develop collaboration skills through integrated projects, learning to work across cultures, set goals, and manage group dynamics. Diversity in the classroom further strengthens learning. THUAS offers the so-called international classroom, a dynamic, multicultural learning environment in which students with different cultural and educational backgrounds learn to collaborate effectively. Students learn to express themselves constructively, listen to others, reflect on potential cultural biases, and adjust their communication when needed.

Intercultural and interdisciplinary learning is supported by faculty-wide activities such as the BFM Business Game and International Week. In addition, students can tailor their learning through internships, study abroad, business languages (Dutch, Spanish, Chinese), electives, and minors. Learning extends beyond the classroom through the student association Focus, which organises business trips, guest lectures, and events such as 'IB's Got Talent'.

Student attendance

The IB programme identified via the self-evaluation report, that student attendance is a point of attention. Management, lecturers and students all confirmed that attendance can be low in certain modules, with participation rates dropping to around 40 percent. Classes that are

interactive tend to attract more students, while theory-heavy or early-morning sessions often see lower participation. Students noted variation in teaching styles and communication among lecturers and expressed a need for greater consistency across modules. They suggested more active monitoring of teaching quality, for example through peer or management observations. Management acknowledged that increasing the value students attach to in-person learning is a key priority. Several measures have been taken, including didactic coaching to support engaging and coherent teaching, and regular calibration sessions to align expectations and delivery across the programme.

Language

The IB programme is taught entirely in English. This choice is based on the international character of both the curriculum and the student population, as well as the demands of the international business field. English is the standard language in international business. Professionals are expected to work across borders, often in multinational teams, where English is the common means of communication. In addition, most business literature, research, case studies and industry guidelines are published in English. Offering the programme in English ensures that graduates develop the language skills needed to operate effectively in international contexts. This is in line with the 2023 national IB framework, which includes 'intercultural proficiency' as a key learning outcome. Using English throughout the programme helps students strengthen their communication skills and cultural awareness, both essential in a global working environment.

The English-taught programme also supports the creation of an international classroom. The student body includes both Dutch and

international students, representing over 80 nationalities. Teaching in English ensures that all students can participate equally and allows the university to attract international lecturers with a wide range of academic and professional expertise. In this way, the use of English contributes to THUAS's ambition to educate global citizens and foster an inclusive international community, as described in its Strategic Plan 2023–2028.

Admission

The IB programme has an annual intake of approximately 400 students for the Four-Year Programme (FYP) and 110 students for the Three-Year Programme (TYP). Students are eligible for the FYP programme if they hold a Dutch mbo-4, havo, or vwo diploma, or an equivalent international qualification. In all cases, students are required to have a sufficient command of English, as well as completed final examinations in mathematics and either economics or business studies. International applicants who have not completed previous education in English must submit an English language proficiency certificate. Admission to the TYP is open to students who hold a Dutch vwo diploma or an international equivalent. In addition to meeting the general English language requirements, TYP candidates must demonstrate a high level of proficiency in English and mathematics. THUAS organises interviews with all applicants, where lecturers assess students' English and Mathematics level.

Lecturing staff

The IB programme is delivered by a diverse and experienced team of lecturers, who have solid academic backgrounds and substantial professional expertise. Many lecturers bring expertise from industry, ranging from running their own businesses to working in areas such as marketing, finance, and operations. Lecturers in more

specialised fields, such as languages or research, also have relevant industry and/or academic experience. All lecturers, except two, hold at least a master's degree, and several have obtained or are pursuing senior teaching and assessment qualifications. Their academic backgrounds span a broad range of disciplines, including business, law, engineering, comparative literature, and psychology. During the site visit, students described lecturers as approachable, involved, and supportive. They also praised the safe and inclusive atmosphere fostered by the teaching staff.

The IB programme promotes continuous professional development of their staff members. All lecturers with a permanent contract have the BKE (basic qualification assessment) or are in the process of completing it. Lecturers on a temporary contract with possibility of permanence can complete the BDB (basic didactic qualification), which also includes BKE. New staff members are required to deliver a trial lecture to assess their didactic skills and English proficiency. Further training is available for those wishing to improve their teaching or language skills.

THUAS offers lecturers workshops and training sessions on a range of topics, such as formative feedback, assessment and AI, inclusion and wellbeing. During staff days, lecturers share expertise on subjects like generative AI, personal leadership, critical thinking, and classroom management.

For the 2025–2026 academic year, new training sessions are planned on internship coaching, criteria-based interviewing, and programmatic assessment. Several IB lecturers are involved in faculty-wide communities on coaching, innovative didactics, and AI. Lecturers are also encouraged to stay connected to the international

business field through research groups, conferences, and international teaching exchanges.

Student guidance

During the site visit, students spoke positively about the guidance provided within the IB programme. Each student has a mentor who facilitates three formal mentoring sessions per academic year. The mentoring sessions focus on academic progress, personal development, and career orientation. In the Personal and Professional Development (PPD) learning line, additional guidance is provided through structured coaching by mentors and peer feedback from classmates. Students reported feeling safe, supported, and recognised by both mentors and fellow students.

The programme acknowledges that students from diverse educational and cultural backgrounds could encounter challenges adjusting to the higher education system in the Netherlands. To support this transition, additional academic counselling and coaching are available. In the first year, mentors play a key role in helping students adapt, particularly in developing study skills ("Learning to Learn").

THUAS is fully committed to being a university where inclusivity is a top priority. Therefore, the IB programme offers support for students with additional study requirements. Several lecturers receive extra hours in their workload to provide personalised guidance, and one staff member is designated for individual coaching in complex situations. Students with special needs confirmed that they receive regular, structured support, including biweekly check-ins. They also mentioned the availability of a dedicated coach for students with ADHD, who is even able to provide advice on financial matters. When needed, students are referred to university-wide support services, such as counsellors or

psychologists, which they described as accessible and helpful.

Considerations

The panel finds that the IB curriculum is well structured and coherently designed. The curriculum offers a clear progression in terms of complexity, student autonomy, and professional orientation. Students acquire and apply business knowledge, research skills and intercultural competences in authentic international contexts. Integrated projects and assignments provide practical experience and help develop essential professional skills.

The panel recommends embedding contemporary themes such as geopolitics, AI, and Environment, Sustainability, and Governance (ESG) more structurally within the curriculum. Although geopolitical developments are addressed in class discussions and intercultural context, the panel believes it is important to make the topic more visible in learning outcomes, teaching materials, and electives. The Hague offers a unique opportunity to connect to international politics and diplomacy. AI and ESG themes were consistently mentioned during the site visit by students, staff, alumni, and professional field representatives as increasingly relevant to international business.

The panel supports THUAS's decision to implement the new curriculum in phases, giving time for gradual adjustment. The panel emphasises the need to involve lecturers closely in both the design and implementation. Given the scope of the changes, the panel recommends providing sufficient time, resources, and support to help lecturers take ownership and maintain the quality of education.

The panel considers the learning environment of the IB programme to be one of the key

strengths of the programme. The programme offers a stimulating environment that aligns well with THUAS' educational vision. The active involvement of students and lecturers contributes to a strong sense of community. The 'TriBe' is considered to be inclusive, engaging, and supportive. The IB programme uses a wide range of teaching methods and ensures that collaborative, intercultural and interdisciplinary competencies all have a place within the programme.

THUAS has made a clear distinction between the FYP and the more intensive TYP. Each track has its own structure and didactic approach, tailored to students' prior education and learning needs. They do, however, share the same overarching curriculum framework, including the specialisations, electives, and international exchange options. Both students and the panel appreciate the flexibility the programme offers, through specialisations, electives, minors, and international exchange opportunities, allowing students to shape their individual learning paths.

The panel believes that the ways students are supported and mentored during the IB programme are strong elements of the programme. The structured mentoring system and the PPD modules play an important role in supporting students' well-being and their personal and professional development. Students report feeling supported and safe. They appreciate the availability and accessibility of counselling and individual coaching. The panel has been particularly impressed with the support offered to students with special study requirements. These students have access to regular, biweekly guidance sessions tailored to their specific learning and development needs, and can even receive advice on financial matters. The panel commends this as a holistic and student-centred approach to support.

Student attendance, however, is an area of concern. Attendance varies across modules and appears to be closely connected to teaching style and perceived relevance of the class. The panel advises continued investment in the didactic quality of lecturers, stimulate more interaction between students, and use classroom observations and peer review to promote alignment across modules. To further strengthen student engagement, the panel encourages the programme to focus on building a sense of community with each enrolling student from the very start. The panel suggests expanding the introduction period to a full week, encouraging greater use of the buddy system, and offering extra guidance to Dutch havo graduates, who may need additional support to adjust to the programme's international and reflective learning environment.

The panel is impressed with the qualifications, expertise, and commitment the lecturers show. Lecturers combine strong academic backgrounds with substantial professional business experience. This allows lecturers to bring current (international) business developments directly into the classroom, ensuring that education

remains relevant and up to date. Students describe their lecturers as accessible, motivated, and highly engaging. The panel also sees positive development in team alignment, supported by joint module preparation, regular calibration sessions, and didactic coaching.

The IB programme is taught entirely in English and uses an English name. The panel considers this choice fully appropriate, given the international orientation of the curriculum, the diversity of the student population, and the demands of the global business field. Moreover, the use of English is fully in line with the national IB profile and the corresponding RIO registration. Offering the programme in English enables international recruitment, supports an inclusive learning environment, and prepares students for international careers. The panel supports this decision and confirms that lecturers have adequate English proficiency.

Taking these considerations into account, the panel assesses that the programme meets this standard.

Student assessment

Standard 3: The programme has an adequate system of student assessment in place.

Findings

The IB programme has a solid assessment policy that aligns well with the institutional vision on assessment and the central assessment framework of THUAS. The bachelor-level assessment policy is described in the faculty-wide BFM Assessment manual, which outlines the full assessment cycle, as well as the roles and responsibilities of committees. For the IB programme specifically, the assessment policy is further described in the Education and Examination Regulations 2025–2026 (EER). The EER specifies the rights and obligations of students with regard to teaching and assessment.

Vision on assessment

The IB programme has a clear vision on assessment. Assessment is viewed not only as a way to measure achievement but also as a meaningful tool to support learning and professional development. It plays an active role in the learning process by encouraging students to study consistently, reflect on their progress, and avoid postponing their work. To support this approach, formative assessment is structurally embedded in the curriculum. These assessments provide students with timely and constructive feedback.

Summative assessments are used to determine whether students have achieved the intended learning outcomes. The programme ensures a balanced and feasible mix of assessment methods, such as written exams, research reports, professional products, presentations, and portfolios. In group assignments, individual contributions are assessed separately to ensure that all students meet the required standards. The variety of assessment formats allows students to demonstrate their competencies in different

ways. Reflecting the applied and practice-based character of the programme, assessments are closely connected to real-world business situations. Assignments often involve international case studies and business challenges, requiring students to combine theoretical knowledge with practical skills.

Assessment system

The IB's assessment system has been designed to ensure that students achieve the PLOs. Assessments are in line with the 2017 national IB framework, the programme's learning objectives, and THUAS-wide quality standards.

During the site visit, lecturers described the assessment design process as collaborative, involving regular team meetings, alignment sessions, and a four-eye principle for written exams. Each assessment is based on an assessment matrix derived from the PLOs. One lecturer is responsible for developing the assessment, while a second lecturer reviews it. Written exams are supported by detailed answer models that outline how points are allocated. Other formats—such as projects, reports, or portfolios—use grading rubrics. New and revised modules are supported by weekly team sessions to promote alignment and clarity in assessment expectations.

Since 2021–2022, the IB programme has used Remindo, THUAS's digital assessment platform, for all written summative assessments. Lecturers involved in digital assessment are required to complete training before gaining access to the system. The transition to digital exams has improved flexibility and legibility, eliminated issues related to handwriting, and supports THUAS's sustainability goals by reducing paper

usage. Remindo supports the full assessment cycle, including question development, exam administration, (automated and manual) grading, student review sessions, result analysis, and archiving. All written exams are now conducted digitally, and many modules include formative assessments in Remindo to familiarise students with the interface and exam structure. Lecturers can use the built-in analytics to monitor assessment quality and make informed improvements.

Students have access to module descriptions and assessment matrices via Brightspace at the start of each module. Students told the panel that they feel well-informed about learning objectives, assessment methods, and grading criteria. They consider the rubrics clear and the feedback from lecturers both transparent and constructive. The panel notes that, compared to the 2020 accreditation, the programme has made clear progress in improving assessment transparency and the quality of feedback provided by lecturers.

In line with the 2023 national PLOs and the THUAS Educational Vision, the IB programme is shifting toward integrated, competency-based assessment. This includes greater use of professional products, portfolios, and formative assessment cycles. Lecturers have been trained in professional products, criteria-based interviews (CBI), formative assessment, and didactic coaching.

All assignments are submitted digitally via Brightspace. Internship reports and final graduation projects are submitted through OnStage, where all submissions are automatically checked for plagiarism. A minimum grade of 5.5 out of 10 is required to pass each module. Each assessment includes a review session where students can access their work, receive feedback,

and gain insight into the assessment criteria. For digital exams in Remindo, review sessions are held in a supervised computer room. If students disagree with the outcome of an assessment, they may file a formal objection with the Exam Board.

End level

The bachelor's end level of the IB programme is guaranteed by using the AUCOM model. The AUCOM model defines competency levels based on the complexity of tasks and the degree of demonstrated autonomy. Where applicable, the curriculum and assessment are aligned with the highest levels of the AUCOM model. For both the current and revised PLOs, the programme is designed to build towards NLQF level 6, consistent with the Dublin descriptors for bachelor's degrees. The quality and level of the IB programme are regularly assessed via consultations with education advisors and formal reviews by the Curriculum Committee, the Assessment Committee, and the Exam Board.

Quality assurance

The quality of assessment in the IB programme is safeguarded by the Exam Board and the Assessment Committee. Since September 2023, one central Exam Board is responsible for the full-time Bachelor of International Business and all master's programmes within the BFM faculty. The board consists of five members: a chair, a vice-chair from the IB programme, the chairs of both assessment committees (IB and master's), and an external member, with support from an exam board secretary. The Exam Board is responsible for ensuring the validity, reliability, and transparency of assessment. Its main tasks include appointing examiners, reviewing student requests, and monitoring assessment quality.

The Assessment Committee acts on behalf of the Exam Board and plays a central role in quality control. Each block, the Assessment Committee reviews a sample of assessments. These reviews examine the consistency between module descriptions, assessment matrices, and the actual exams. In addition, the committee carries out extra reviews when requested by the Exam Board.

Assessment quality is further supported via calibration sessions, internal moderation, and structured exam reviews. These measures are part of a broader quality culture that promotes peer feedback, student input, and lecturer development. During the site visit, the panel was given examples of how the Exam Board and the Assessment Committee have intervened when inconsistencies in grading or misalignment with learning outcomes were found. Lecturers confirmed that the programme encourages a culture of continuous improvement, supported by regular peer consultation, student feedback, and training on assessment.

AI in assessment

The IB programme has developed clear guidelines for the use of generative AI in assessments to protect academic integrity. After the Exam Board published its guidelines in early 2025, lecturers were asked to review their assessments for potential vulnerability to AI misuse. They are encouraged to adapt assignments, for example by adding oral exams, or convert tasks into on campus exams. Several modules have already been revised accordingly. According to students, expectations regarding AI are generally clear, although there is still a lack of a consistent AI use policy. Some lecturers encourage students to learn about the use of AI, while other lecturers are more hesitant.

The Exam Board emphasised to the panel that the aim is not to ban generative AI, but to help students develop critical awareness and ethical competence in using such tools, in line with the programme's learning outcomes. Lecturers are supported through THUAS-wide initiatives such as the Teaching & Learning Lab and the Assessment Lab, which offer training and resources on AI in education. The Assessment Committee also addresses this theme during quality assurance checks, with AI-sensitivity now part of the standard assessment review process.

Considerations

The assessment system of the IB programme is well-aligned with the THUAS and BFM assessment policy framework. The programme uses a broad range of valid assessment methods that reflect the intended learning outcomes and support students in their personal and professional development. The panel appreciates that assessments are embedded in the learning process and help students to study regularly rather than only at the end of a module. The use of rubrics, transparent criteria, and timely feedback gives students a clear understanding of expectations and supports their learning effectively.

The panel notes clear improvements since the previous accreditation in 2020. Students reported that module information, assessment formats, and grading rubrics are more accessible and understandable. Feedback from lecturers is constructive, and review sessions help students to reflect on their performance. The use of Brightspace and Remindo contributes to the clarity, accessibility, and traceability of assessment procedures.

The panel considers the programme's move toward more professional products, portfolios, and formative assessment cycles a positive development. This shift reflects a more integrated

and competency-based approach to assessment, which aligns with the 2023 national IB framework and the THUAS Educational Vision. The panel supports this direction and acknowledges the training efforts to prepare staff for this transition.

The panel values the way in which the IB programme is responding to the rise of generative AI. To safeguard assessment reliability, the programme has adapted assignments that were vulnerable to unauthorised AI use. Clear guidelines have been developed to instruct students when and how AI-generated content may be used, and under what conditions it must be acknowledged. The panel appreciates that the Exam Board is not focused solely on preventing misuse, but also actively encourages responsible and ethical engagement with AI as part of students' professional development. The panel encourages the programme to further refine and formalise its vision on AI, and to embed this

more systematically in both teaching and assessment practices. By doing so, the programme strengthens its ability to prepare graduates for a professional environment in which emerging technologies play an increasingly important role.

The panel is positive about the role of the Exam Board and the Assessment Committee in maintaining the quality of assessment. Their reviews, calibration sessions, and follow-up actions demonstrate a strong focus on quality assurance. However, the panel recommends that the Exam Board takes on a more proactive role in guiding assessment innovation, particularly in the context of the upcoming curriculum revision.

Taking these considerations into account, the panel assesses that the programme meets this standard.

Achieved learning outcomes

Standard 4: The programme demonstrates that the intended learning outcomes are achieved.

Findings

To assess the final level of the IB programme, the panel reviewed fifteen graduation projects (theses and internship reports) from students who graduated between 2020 and 2022. This sample included nine projects from the FYP and six from the TYP, along with the corresponding assessment forms. Based on this review, the panel concludes that the final level of the programme is convincingly demonstrated. The projects show that students are able to conduct applied research, analyse organisational challenges in international and intercultural contexts, and develop well-reasoned, practice-oriented recommendations. The assessment forms demonstrate the use of clear rubrics aligned with the 2017 national PLO framework. Overall, the academic quality, structure, and analytical depth of the reviewed work meet the expectations for a bachelor's programme at NLQF level 6.

Graduation phase

The final year of the programme is fully dedicated to graduation. It consists of two key components: a full-time internship and the Final Integrated Project. This phase allows students to demonstrate that they have achieved the intended learning outcomes at bachelor level.

During the internship, students work full-time in a company or organisation, applying their knowledge and skills in a professional, international context. They define personal learning objectives, reflect on their development, and receive structured guidance from academic coaches. The internship is assessed based on a reflection report which showcases relevant situations and lessons learned from challenges encountered during their placement. The panel

found that internships are well-organised and provide sufficient academic depth, supported by quality assurance processes such as regular calibration between supervisors. High pass rates and positive employer feedback indicate that students are able to perform effectively in international business settings.

The Final Integrated Project allows students to either carry out applied research on a business problem or develop a professional product. Students submit a proposal, collect and analyse data, and present their findings in a written report and oral defence. Both are assessed by two independent evaluators using a structured rubric. Assessment criteria include research quality, reflection, presentation, and justification of choices. All final projects are screened for academic integrity, and students receive ongoing feedback to ensure the authenticity of their work.

Students who opt for the professional product format follow a similar process. Instead of a traditional thesis, they create a substantiated solution, model, or intervention for a real business need. This format focuses on professional impact and applied outcomes, while maintaining academic standards through evidence-based justification and alignment with the PLOs.

The panel found that students demonstrate a solid command of applied business research. They are able to structure research projects, analyse qualitative and quantitative data, and offer actionable recommendations. Projects cover a broad range of topics such as marketing, operations, sustainability, and business analytics, and are clearly grounded in professional practice. Students also show awareness of business

dynamics, stakeholder interests, and intercultural sensitivity. Many incorporate data-driven approaches and respond to real organisational challenges. However, the panel observed that ethical reflection and ESG considerations are not yet structurally embedded in the graduation phase. Although themes such as sustainability and stakeholder interests are sometimes addressed, broader ethical perspectives are often missing. Additionally, the panel noted variation in academic writing quality. Referencing standards, particularly APA, were not always consistently applied, and methodological choices were at times insufficiently substantiated.

Quality assurance of graduation

The quality of the graduation phase is actively monitored by the Exam Board. This body is responsible for appointing assessors and reviewing the overall level of graduation work through sampling and formal evaluation procedures. Within the IB programme, the Final Integrated Project Committee plays a coordinating role in ensuring consistency. It organises calibration sessions and training for assessors and supervisors, and oversees adherence to procedural standards. Graduation reports with scores between 5.0 and 5.5, as well as those awarded exceptionally high marks, are automatically subject to a third assessment. External calibration and benchmarking, both with professionals from the business field and peer institutions in the Netherlands, further strengthen quality assurance and help ensure that the level of final projects meets national expectations.

Professional Field

The final level of the programme aligns well with labour market demands, as confirmed by representatives from the professional field. According to them, IB graduates are well prepared for international business practice. They are valued for their flexibility, creativity, and ability to

connect different areas of business. Graduates are seen as adaptable generalists, capable of working across departments and cultures thanks to their intercultural sensitivity, strong communication skills, and professional mindset.

The representatives highlighted the graduates' ability to bridge theory and practice, operate in complex environments, and act with cultural awareness, all of which are essential qualities for professionals in international business. The programme's practice-oriented approach, including internships and real-world projects, plays a major role in preparing students for the workplace. The panel also noted that stakeholders welcomed the move towards professional products in the graduation phase, as this allows students to create final outputs that address real business needs. According to the field representatives, this approach strengthens students' problem-solving abilities, teamwork, and impact orientation. The number of students who receive job offers from their internship companies further confirms the programme's professional relevance.

Alumni

The alumni who spoke with the panel confirmed that the programme had prepared them well for careers in international business. Many were offered jobs at the companies where they completed their internships. They noted that the practical and up-to-date nature of the course content enabled them to gain relevant work experience early in their studies. Alumni also reported frequent use of AI tools in their current roles and welcomed the programme's increasing attention to digital and AI-related skills.

Alumni described how the programme helped them develop the skills needed to operate in diverse, international settings such as communicating effectively, taking initiative, and adapting

to new environments. Alumni appreciated the broad and multidisciplinary nature of the curriculum, which enabled them to enter a wide range of professional roles, even in areas outside their chosen specialisation. The foundation years of the programme had equipped them with the core competencies needed to succeed across different business domains.

Overall, alumni reported a smooth transition from study to work. One even mentioned that their master's programme offered relatively little new material compared to what had already been covered in the IB programme.

Considerations

The panel is of the opinion that the graduation products of the IB programme meet the required bachelor's level. The reviewed graduation works show that students are capable of conducting applied business research, analysing organisational challenges, and formulating well-founded recommendations. The overall analytical quality, structure, and practical relevance of the graduation works are consistent with the expectations of NLQF level 6. The panel also notes that examiners use the rubrics provided by THUAS, which are aligned with the programme's intended learning outcomes. The panel values the programme's systematic approach to quality assurance, which includes second assessments, calibration sessions, and external benchmarking.

Although the panel is impressed by the overall quality, it observed differences in the standard of academic writing, especially in referencing, source justification, and adherence to APA guidelines. In several reports, the rationale for methodological choices was limited or inconsistently explained. These findings suggest there is room to strengthen academic rigour, particularly in the use of sources and

justification of research methods. The panel recommends enhancing support for academic writing during the graduation phase and clarifying the supervisor's role in guiding students in their methodological reasoning and correct referencing.

The panel also observed that ethical issues and ESG themes are not yet consistently integrated in the graduation works. The panel advises the programme to embed these topics more structurally into the graduation phase, in line with international business developments and the programme's own ambitions regarding responsible business.

Given the rapid rise of generative AI tools, the panel questions whether a strong focus on written reports, such as the internship report and thesis, remains the most reliable way to assess individual performance. Although the programme already takes measures to ensure authenticity including draft submissions, structured feedback, and oral defences, the panel supports the move towards more competency-based formats such as professional products and Criteria-Based Interviewing (CBI). These formats offer more holistic and realistic ways to assess students and are more in line with current developments in education and the professional field.

Finally, the panel confirms that the level achieved by IB graduates matches the expectations of the international labour market. Representatives from the professional field expressed appreciation for graduates' flexibility, creativity, and ability to link different business domains. Alumni indicated that they felt well prepared for various roles in international organisations. Many found employment through their internships. This feedback confirms the professional

relevance of the programme's learning outcomes and final qualifications.

Taking these considerations into account, the panel assesses that the programme meets this standard.

Attachment 1: administrative details of the programme

Institution

Name in RIO	The Hague University of Applied Sciences
Addres	Johanna Westerdijkplein 75 2521 EN The Hague
Website	https://www.thuas.com/
BRIN-number	27UM
Status (funded or unfunded)	Funded
ITK (yes or no)	Yes

Programme

First name, as in RIO	International Business
Location	The Hague
Programme number in RIO	30029
Orientation and level (wo/hbo/ad/ba/ma)	Hbo-ba
Research master?	No
Language of instruction	English
Legal) professional requirements (yes or no)	No
All programme tracks/specialisations	4 year programme, 3 year programme Specialisations: - Marketing & Sales - Operations & Supply Chain - Finance & Accounting
Joint programme degree	No
Special feature	No
Degree and addition	BBA
Studyload in EC (60, 90, 120, 180, 240, 360)	240 ECTS (4-year programme) / 180 ECTS (3-year programme)
Modes: fulltime, parttime, dual	Fulltime
Working with units of learning outcomes (fulltime, parttime, dual)	Fulltime
Assessment cluster	HBO IBMS groep 2 Midden
Submission date	1 May 2026
Other (e.g. name change or extension of study duration)	Not applicable

Attachment 2: assessment panel

Ab F. Groen, Chair
Board member in education at GOO

Drs. Ing. Pieter van Essen, MBA
Advisor at Education and Organizational Consulting Bureau, PUM expert and lecturer in International Management

Drs. Joost Haandrikman
Head of Education and Programme Director International Business – Hanze University of Applied Sciences

Berend Floor, Student Member
Student at Utrecht University: MSc Philosophy of Science

The panel was supported by Yvet Blom, certified secretary.

All panel members have completed and signed a statement of independence and impartiality, and these have been submitted to NVAO.

Attachment 3: site visit programme

Prior to the site visit, an online preparatory meeting of the panel took place on Thursday, 6 November, from 19:30 to 21:00. On Friday, 7 November, staff and students were offered the opportunity to participate in an online open consultation session. One registrations was received for this session.

Time	Session	Note
8.30	Arrival panel & welcome	
9.00-9.45	Management	
9.45-10.00	<i>Break for panel</i>	
10.00-11.00	Students	A representative selection of students (8) following the FYP and TYP (year 1, 2, 3, and 4, including a member of the Programme Committee.
11.00 – 11.15	<i>Break for panel</i>	
11.15-12.00	Walk around Guided by IB	Walk around with students, show community feeling and IB activities (<i>final programme will follow</i>)
12.00-13.00	<i>Lunch / deliberation time panel</i>	
13.00-14.00	Lecturers	A representative selection of IB colleagues (8) with relevant roles such as Module Coordination, developing, research, DPAC, Curriculum committee.
14.00-14.15	<i>Break for panel</i>	
14.15-15.00	Quality assurance	A representative selection of the Exam Board, Assessment committee, Final Project Coordinator/Chair, Internship coordinator, and the Curriculum Committee (8)
15.00-15.15	<i>Break for panel</i>	
15.15-16.00	Business advisory council & alumni	Mix between BAC members and alumni (6)
16.00-16.15	Pending issues	
16.15-17.45	<i>Panel deliberation</i>	
17.45	Conclusion & closure	

Attachment 4: Recommendations from previous assessment

Standard	Recommendations (2020 accreditation & 2024 peer audit)	Actions Taken and Status
1. Intended Learning Outcomes	2020: No recommendations 2024: Evaluate what can be skipped and what gaps should be addressed considering the change from 24 to 4 PLOs	24 former PLOs are embedded in the new 4 PLOs and domain learning outcomes. New PLOs have been cross-referenced in the confrontation matrix and PLO-MLO matrices.
	2024: Provide a more specific profile to enhance the added value of IB at THUAS and in The Hague	In 2025, work started on a new identity/USP. Profiling and (re)positioning began in April 2025 and will continue after November 2025. Outcomes will inform the 2026 curriculum redevelopment.
2. Teaching–Learning Environment	2020: Improve research skills and industry connection	BAR Team (est. 2022 via NPO funds) organised events to connect students with alumni and professionals. BAC meetings used more strategically. Internship and IP7 committees now include alumni officers. Professional Products project started to replace IP8. Progress made, vertical alignment needs further attention.
	2024: Intensify professional practice through co-creation	Professional practice integrated into specialisations, projects, internships, and the new professional products research line.
	2024: Involve more students in research groups	Minor participants work with research groups (e.g. Purposeful Marketing, Data-Driven Business). Projects linked to research professors.
	2024: Give a more specific description of the research learning outcomes	Professional products research line 75% implemented. First cohort to graduate in 2025–2026 using design thinking/action research.
	2020: Improve organisational and communication issues	Weekly Bulletin Board for staff; regular communication letters to students by year coordinators. Brightspace improved and standardised. Code of conduct created with staff and verified by DPAC.
	2024: Provide support to students to bring them to a comparable English level	Redesigned Business Communication modules. No general language support; Chinese students receive extra support for IP8. In progress.
	2024: Enlarge support for students with study delay	Since 2022, a team of coaches provides dedicated support.
	2024: Discuss alignment between time, budget and team ambition	BC team now consultants for learning lines; integrated into new Y3/Y4 internship and graduation structure.
	2024: Increase applied research and interdisciplinary projects	Professional products project (IP8) in progress. Authentic industry cases now integrated in student projects. Completed.

Standard	Recommendations (2020 accreditation & 2024 peer audit)	Actions Taken and Status
3. Student Assessment	2020: Increase transparency of assessment through documentation and qualitative feedback	Module descriptions and matrices available in Brightspace. Re-mindo introduced with four-eye principle and analytics. Review sessions scheduled. QMS monitors quality. Calibration sessions and interventions where needed. Completed.
	2024: Create a more balanced, cohesive assessment programme (e.g. Dominique Sluijsmans model)	Assessment programme increasingly aligned and visible. All documents accessible via Brightspace.
	2024: Ensure quality assurance by Assessment Committee and Exam Board is reflected in documentation	Alignment between module descriptions, exams and OLP reviewed periodically by CurCom and AssCom. Programme director attends Exam Board meetings each block.
4. Achieved Learning Outcomes	2020: Define the products that establish the end level	PLO-MLO matrix available; improvement in PPD4, IP7 and IP8 manuals. Completed.
	2024: Shift towards professional products in graduation phase	Professional products for TYP now being implemented. First cohort graduates in 2025–2026. Research line started in 2024–2025.
	2020: Have fewer but more integrated assessments	Ongoing. Assessments reduced and integrated further in 2024–2025 and 2025–2026 via annual OLP reviews.
	2024: Improve IP8 products – more critical thinking and solution-focused	PLOs now explicitly incorporated in IP8 work. Research-related modules like Statistics redesigned. Completed.
	2020: Provide richer feedback on what the student did well (not only shortcomings)	IP8 process improved, calibration and assessor training strengthened.
	2020: Keep track of alumni's master's continuation and preparation	Alumni profile tracking ongoing. Alumni survey by IB National Platform. IB graduates now have option to continue with new BFM master's programmes. In progress

Attachment 5: reviewed documents

- Self-Evaluation Report
- Programme Overview 2025–2026
- THUAS Accreditation Cycle
- National Framework IB 2017 and 2023–2024
- HEO Sector Plan
- BOKSA
- THUAS Educational Vision
- THUAS Institutional Plan
- Minutes of Programme Committees
- Module Descriptions 2025–2026
- PLO Matrix (Old and New)
- Internship Manual 2025–2026
- Exam Board List of Examiners 2025–2026
- Quality Management System – Example
- BFM Assessment Manual
- Education and Examination Regulations (EER) and OLP 2025–2026
- Policy on (Generative) AI
- Graduation Syllabi and Assessment Forms (Internship and Graduation Project)
- National Alumni Survey 2024
- A selection of 2024–2025 student products, including per selected module:
 - o Module Description
 - o Assessment Matrix
 - o The Test itself
 - o Rubric
 - o Three student products:
 - One graded between 5.5–6.5 (minimum 5.5)
 - One graded between 6.5–7.5
 - One graded 7.5 or higher

Graduation work of 15 students (theses and internship reports); this sample includes nine projects from the FYP and six from the TYP between 2023–2025

