

B International Business, Full-time Programme, Breda + Special Feature ‘Sustainable Higher Education’

Limited programme assessment

Summary

In February 2026, the existing Bachelor's programme in International Business at Avans University of Applied Sciences was reviewed by an NQA visitation panel. The review concerned the four-year full-time variant offered at Breda campus. The audit panel assesses the quality of the study programme as **positive**.

The programme is characterized by a strong international mindset and a vibrant international community. The programme is ambitious and is putting much effort on completing a curriculum redesign. In doing so, the programme succeeds in providing students with a recognizable DNA that fits well within an international work environment: alumni are known for their being open-minded, flexible, and curious.

Standard 1: Intended Learning Outcomes

The programme **meets** the generic quality requirements for standard 1. The programme is well aligned with the National Qualifications Framework 2023 for International Business. For its new curriculum IB Breda fully adopts the four nationally defined Programme Learning Outcomes (PLOs), which are explicitly formulated, verifiable, and levelled at NLQF level 6 and match with the Dublin Descriptors. These learning outcomes are based on extensive consultation with the international working field. In the PLOs there is a strong focus on Sustainable Development Goals. The PLOs reflect the Breda programme's profile, which focuses on educating generalists with a strong emphasis on intercultural competencies and a second foreign language. The dual degree track is a valuable complement to the international profile of the programme. The current rather broad, generic profile of the programme can be strengthened by further elaborating the focus on 'creating impact'.

Standard 2: Teaching-Learning Environment

The programme **meets** the generic quality requirements for standard 2. The programme has succeeded well in aligning the challenges of Avans Ambition 2025 with its own vision, resulting in a coherent, up-to-date, and practice-oriented programme with increasing but still rather limited elective options for students. This is offered within a strong international environment with significant attention to student well-being. Furthermore, there is an internationally diverse teaching team that is both subject-matter and pedagogically competent and works enthusiastically on the innovation and further improvement of education. The panel believes that the strength of the international community could be boosted and that the programme could go even further in stimulating out-of-the-box thinking by students.

Standard 3: Student Assessment

The programme **meets** the generic quality requirements for standard 3. The programme has a transparent assessment system based on the current Avans-wide assessment policy. There is sufficient variety in assessment, with an increasing focus on professional products. The programme utilizes calibration to strengthen assessors' inter-rater reliability. Student experiences with evaluations indicate that this calibration requires ongoing attention. Teething problems, due to the process of innovation are addressed properly. The Examination Board is well-positioned

and fulfils its role in a constructive manner, resulting in valuable advice or instructions. Within the programme, safeguarding assessment quality and ensuring quality are well organised.

Standard 4: Achieved Learning Outcomes

The programme **meets** the generic quality requirements for standard 4. The graduation projects undoubtedly demonstrate the bachelor level and fit well within the profile of the programme. The programme's international orientation is clearly recognizable in all graduation projects. In well-structured reports, students demonstrate that they possess sufficient research skills. In doing so, they generally make useful recommendations. A side note from the panel is that the graduation projects could still gain in depth if students focus more on new insights and dare to think more 'out of the box'. Alumni are satisfied with how they have been prepared for an international career start and find work quickly in suitable international positions. The professional field is satisfied with the recognizable 'DNA' of IB Breda graduates.

Special feature: Sustainable Higher Education

The panel judges positively regarding the awarding of the special feature 'Sustainable Higher Education'. The programme meets the criteria of Distinctive Character, Implementation, and Relevance. The panel appreciates the broad interpretation the programme has given to sustainability by focusing not only on what sustainability means for the professional field, but also on its significance for the personal and professional development of the student as a (future) professional by focusing on the Inner Development Goals. The panel clearly sees that sustainability forms a foundation of the programme, which translates into a structured and integrated approach throughout the entire curriculum.

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Introduction

This assessment report constitutes the assessment of the full-time bachelor International Business of Avans University of Applied Sciences as offered in Breda. The assessment itself was done by an audit panel compiled by Netherlands Quality Agency (NQA) and commissioned by Avans University of Applied Sciences, in consultation with the programme representatives. The audit panel was approved by NVAO prior to the assessment process.

In this report NQA describes its findings, considerations and conclusions. It also gives some recommendations for the programme. This report has been drawn up in accordance with the *Assessment Framework for the Higher Education Accreditation System of the Netherlands* of NVAO (2025) and the *NQA Guideline 2024 for Limited Programme Assessment*. The site visit took place on 12th February 2026.

The audit panel consisted of:

Naam	Rol	Korte functieomschrijving
Drs. J.F. Evers	Chairman, Domain Expert	Senior Lecturer BSc Industrial Management & Engineering, BSc Logistics Management Sciences and researcher at Professorship Digital Business & Society, at Windesheim University of Applied Sciences
Dr. W.R. Snippe	Domain Expert	Thesis Research Supervisor MBA, MSc at Nyenrode Business University
Mr M.G.G. le Roux	Domain Expert	Owner of Quinta do mirante (Agro-tourism and cultural events)
F. Wolfert	Student- member	Bachelor student of International Business at Zuyd University of Applied Sciences

Drs. R. Pijpers, NQA auditor, acted as secretary to the panel.

The Bachelor programme International Business is part of the audit cluster HBO IBMS groep 3 Zuid. The audit panels of this cluster have been aligned with each other, in the first place through the instruction of their members about the NVAO assessment framework. From the start this alignment is guaranteed by the overlap between the composition of all the panels. In addition, considering that each assessment of a study programme is an individual assessment, as a result of the overlap between the composition of the panels, there has been a progressive reflection on previous site visits within the audit cluster, wherever relevant. Furthermore, the alignment between panels is guaranteed by the support of the same panel secretary as often as possible, from NQA and other quality agencies, and by employing well-trained panel chairpersons.

Method of working of the panel and process

The study programme has delivered a critical reflection with appendices for this assessment. For the assessment of the achieved learning outcomes, the panel has studied fifteen graduate products of graduates who recently finished their studies. These fifteen graduate files have been selected from the list of alumni of the last two academic years. In this selection, the variety in grading, modes of study and learning paths have been taken into account.

The core of the assessment was the site visit by the panel, consisting of expert peers. Two weeks before the site visit the panel held a preliminary meeting and studied the available documents on site. The panel already met with a number of representatives from the study programme, during the so-called 'preparatory audit'. In the preliminary meeting the panel members have been instructed about NQA's method of working and about the *NVAO-Assessment Framework*. In this meeting the panel members also discussed their tentative findings. During both the preliminary meeting and during the site visit, panel members shared their findings with each other continuously.

During the site visit the panel spoke with various stakeholders of the study programme, such as students, lecturers (assessors) and representatives of the work field and it studied several documents, see Appendix 2. At the end of the site visit the panel incorporated all the information it had obtained into an overall picture and into a provisional assessment, well-argued. In the final oral feedback session the chairman of the panel communicated the panel's conclusive assessment and its major findings to the programme's representatives.

Staff members and students of the study programme have had the opportunity to approach the panel (via mail) in confidence to bring to the attention of the panel those matters they consider important to the assessment. However, nobody made use of this opportunity.

After the site visit a draft report was drawn up, which was first presented to the panel. On the basis of the panel's input a second draft was made, which was then presented to the study programme for a check on factual inaccuracies. The panel members have taken note of the reaction by the representatives of the study programme and, wherever necessary, adapted the report. Subsequently, the report was made final. With all information provided (orally and in writing) the panel has been able to make a well-considered judgement.

The audit panel declares that the assessment of the study programme was carried out independently.

Utrecht, March 2026

Panel Chair

Secretary to the panel

Drs. J.F. Evers

drs. R. Pijpers

Characteristic Features of the Study Programme

The International Business (IB) programme in Breda is a professionally oriented HBO bachelor's degree (NLQF level 6) situated within the Academy for Business and Entrepreneurship (ABE) at Avans University of Applied Sciences. Besides International Business (IB), ABE offers bachelor's degree programmes in Marketing (CE) and Entrepreneurship and Retail Management (ORM). While the programme shares its ISAT registration (30029) with the IB programme in Den Bosch, the Breda location maintains its own identity by focusing on educating generalists who can operate across various business domains with a strong specialization in internationalization.

The programme currently serves approximately 700 students, with 171 new students admitted to the 2025-2026 academic year. The programme offers an international learning environment: 50% of the student population is international, representing about thirty different nationalities and an international staff of 34 colleagues, half of whom are also non-Dutch and represent 19 different nationalities.

Since the previous accreditation in 2019, the programme has executed a major curriculum renewal. It is currently in a transitional phase, moving from the 2017 framework of 24 domain-based outcomes to the 2023 IB National Qualifications Framework, which features four integrated, competence-driven Programme Learning Outcomes (PLOs). This modular curriculum is already active for Years 1–3, with the new Year 4 set to launch in 2026–2027. The renewed design emphasizes flexibility, allowing students to personalize 25% of their studies through elective pathways.

Other important elements that add "colour" and professional depth to the programme include:

- **Dual Degree Tracks:** IB Breda offers an opportunity to earn two nationally accredited diplomas through partnerships with NEOMA Business School (France) and ESB Reutlingen (Germany).
- **Sustainability Mindset:** Sustainability is treated as a core didactic principle; it is integrated as a "lens" through all business topics to ensure graduates can create multi-sided value (economic, ecological, and social). The focus on sustainability is reflected in the formal application for the Special Feature Sustainable Higher Education together with this assessment.
- **Responsible AI Integration:** The programme is proactively paying attention to and embedding Generative AI into its projects and assessments to enhance professional relevance while safeguarding academic integrity.

Basic Data of the Study Programme

Institute	
Name in RIO	Avans Hogeschool
Address	Postbus 90.116 4800 RA Breda
Website	www.avans.nl
BRIN-number	07GR
Status	Funded
ITK	Positive

Programme	
First name in RIO	International Business
Location	Breda
ISAT-code	30039
RIO-sector	Business Studies
Orientation and Level	Bachelor
Language of Instruction	English
All programmes, majors and specialisations	
Joint Programme	
Degree and Degree Addition	Bachelor of Business Administration
Study Load in EC	240
Variant(s)	Fulltime
Due date report	September 2026
Date of site visit by visitation panel	12 th February 2026
Special feature	Sustainable Higher Education

Retrospective View of the Previous Accreditation

Since the previous accreditation in 2019, the International Business (IB) Breda programme has addressed the seven recommendations provided by the panel.

Standard 1: Intended Learning Outcomes

"Re-assess the requirement for all students to accomplish all PLOs at level 3 in view of opportunities for distinction."

The programme replaced the former 24 domain-based Programme Learning Outcomes (PLOs) with four nationally defined, competence-driven PLOs aligned with the 2023 IB National Qualifications Framework. Furthermore, the renewed Year 4 Graduation Programme (launching in 2026–2027) has been designed to allow for individual distinction through the creation of authentic professional products such as consultancy reports and sustainability strategies.

Standard 2: Teaching and Learning Environment

"Incorporate more real-life cases into the projects."

Real-life business cases are now a defining feature of the curriculum from the first year onwards. Students work on co-created projects with major partners such as Innocent Drinks, L'Oréal, Oakfield, Parakar, and the Municipality of Breda.

"Increase cooperation with Avans research groups and make them more visible in the programme." IB Breda has strengthened links with applied research by collaborating with the Digital Didactics group, CoE BWNO, and MNEXT on themes such as AI, inclusivity, and lifecycle analysis.

Standard 3: Assessment

"Make the grading of assessments more insightful."

Transparency has been improved by publishing all project rubrics on Brightspace and clarifying expectations during instruction sessions.

"Ensure lecturers align their grading better."

Reliability and consistency have been enhanced through regular calibration sessions, the application of the four-eye principle for oral and complex tasks, and structured year-team discussions. This is an ongoing process.

Standard 4: Achieved Learning Outcomes

"Introduce more diverse graduation products to align with programme goals and the professional practice."

The programme is transitioning towards professional products, including consultancy reports and intervention designs, which will be fully implemented in the 2026–2027 academic year.

"Ensure all theses are clearly international."

International orientation is now a formal graduation requirement. Every project must demonstrate an international dimension, and dual-degree students are contractually required to complete their graduation research abroad to ensure authentic global relevance.

Assessments of NVAO Standards

Standard 1 Intended Learning Outcomes

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.

Conclusion

The programme **meets** the generic quality requirements for standard 1. The programme is well aligned with the National Qualifications Framework 2023 for International Business. For its new curriculum IB Breda fully adopts the four nationally defined Programme Learning Outcomes (PLOs), which are explicitly formulated, verifiable, and levelled at NLQF level 6 and match with the Dublin Descriptors. These learning outcomes are based on extensive consultation with the international working field. In the PLOs there is a strong focus on Sustainable Development Goals. The PLOs reflect the Breda programme's profile, which focuses on educating generalists with a strong emphasis on intercultural competencies and a second foreign language. The dual degree track is a valuable complement to the international profile of the programme. The current rather broad, generic profile of the programme can be strengthened by further elaborating the focus on 'creating impact'.

Substantiation

Professional orientation and intended learning outcomes

The IB programme in Breda transitioned from the 2017 National Framework, which featured 24 domain-based outcomes, to the 2023 National IB Qualifications Framework, centred on four integrated, competence-driven Programme Learning Outcomes (PLOs). These outcomes are:

1. Identifying Opportunities and Strategic Value Creation

Define international business opportunities and recommend possible strategies that enable organizations to create sustainable, multi-sided value for stakeholders.

2. Enabling Sustainable Business Transformation

Contribute to transitions and transformations within business systems in order to optimize sustainable international business practices.

3. Managing Intercultural and Stakeholder Relationships

Cultivate and manage internal and external relationships with culturally diverse stakeholders in a responsible manner to achieve mutual business goals.

4. Self-Management and Professional Development

Manage oneself effectively in complex and dynamic environments while developing professionalism that benefits both the individual and the broader field of international business.

The programme adopted the national PLOs in full, translating them into Module Learning Outcomes (MLOs) across Years 1–3. Implementation is in place: the new curriculum is currently active for Years 1–3, while Year 4 will launch in 2026–2027. To ensure continuity, older cohorts

(2022 and earlier) graduate under the 2017 framework, while newer cohorts follow the 2023 outcomes.

The new IB Breda programme is anchored at NLQF level 6, directly aligning with the international Dublin Descriptors. In the 2023 National IB Framework an explicit confrontation matrix is used to map its four integrated Programme Learning Outcomes (PLOs) against these standards. These PLOs reach competence levels D and E in the AuCom model, meaning graduates must demonstrate the ability to solve complex, unstructured problems independently within a dynamic international context. The transition to the new PLOs aligns the curriculum with Avans Ambition 2025, emphasizing sustainability, flexibility, and authentic professional development. Sustainability is explicitly embedded in the PLOs to ensure graduates can create multi-sided value, balancing economic, ecological, and social interests.

The panel believes the programme demonstrates ambition through its rapid embrace of the new PLOs and observes that these have been effectively aligned with the Avans Ambition. It notes that the corresponding vision, which is formulated at the Academy level as 'Creating Impact,' could serve as an even better guiding principle. Articulation of impact can function as both a strategic and operational tool. Currently, 'Creating Impact' appears to be primarily a sum of separate elements such as sustainability, multiple value creation, and professional development. When 'creating impact' becomes the central starting point for the actions of both students and lecturers, the distinctive profile of the programme will be further enhanced.

The panel is very positive about the dual degree track because it significantly strengthens the international orientation of the programme. Students study for two years at Avans and two years at partner institutions and vice versa, currently NEOMA Business School (France) or ESB Reutlingen University (Germany), which leads to two separate, nationally accredited diplomas. This track promotes deep cultural immersion and international mobility within a European context. Recently the programme downsized the number of partners in order to minimize safeguarding risks, enhance oversight and focus on depth and coherence rather than quantity. The panel endorses this direction.

Consultation with the Professional Field

The transition to the new PLOs was driven by extensive input from the professional field to ensure high employability. Nationally, the framework was developed through focus groups and interviews with over 140 international companies, alumni, and lecturers to identify the skills crucial for the "jobs of 2030". In Breda, the Business Advisory Board (BAB) played an active role in co-creating the new IB Breda curriculum through regular dialogue and feedback. Industry partners from companies such as Heineken and Perfetti van Melle provided essential input during "Blueprint Days" and dedicated meetings between 2023 and 2025. The panel has spoken to members of the BAB and is positive on its commitment. The panel encourages the programme to review the extent to which the composition of the BAB aligns with its desired profiling, and whether smaller, sustainable, and innovative enterprises could be included, alongside major international players.

Standard 2 Teaching-Learning Environment

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

Conclusion

The programme **meets** the generic quality requirements for standard 2. The programme has succeeded well, despite numerous management changes, in aligning the challenges of Avans Ambition 2025 with its own programme vision, resulting in a coherent, up-to-date, and practice-oriented programme with increased but still rather limited elective options for students. This is offered within a strong international and dynamic environment with significant attention to student well-being. Furthermore, there is an internationally diverse teaching team that is both subject-matter and pedagogically competent and works enthusiastically on the innovation and improvement of education. The panel believes that the strength of the international community could be boosted and that the programme could go even further in stimulating out-of-the-box thinking by students.

Substantiation

Contents and structure of the programme

As indicated earlier the curriculum follows the 2023 National IB Framework, organizing learning around four integrated Programme Learning Outcomes (PLOs). The programme is structured into interdisciplinary modules that transition from basic business concepts in the first two years to autonomous problem-solving in the final years. Each module is designed with a maximum of three Module Learning Outcomes (derived from the 4 PLOs) in order to focus on an integrated learning experience.

Year 1 (Awareness) focuses on orientation and exploring core business functions through modules such as "Challenges of Internationalisation" and "Entering Foreign Markets". Students begin a continuous Business Communication track and must study a second foreign language—Spanish, French, German, or Chinese—to enhance their intercultural effectiveness.

Year 2 (Integration) emphasizes applying theoretical knowledge in real-world professional contexts. Students complete a 30 EC international work placement, during which they must conduct a Sustainability Scan to evaluate a company's ecological and social impact. This year the programme also introduces the first of 60 total EC of electives, allowing students to personalize their learning paths.

Year 3 (Application) addresses more complex, interdisciplinary issues, prominently through the core module "Creating Impact Together". In this module, students co-design interventions with partners such as the Municipality of Breda using design thinking to solve societal challenges. Students also engage in "Business Model Redesign" with a focus on circularity and typically spend a semester studying abroad.

Year 4 (Strategy), fully launching in 2026–2027, will focus on high-level decision-making through the "Internationalisation Strategy" module. It culminates in a 30 EC graduation capstone where

students independently solve complex business issues for international companies, delivering authentic professional products such as consultancy reports rather than a traditional thesis.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Year 1	Challenges of Internationalisation (15 EC) PLO 1, 3, 4	Entering foreign Markets (15 EC) PLO 1, 3, 4	Mapping Internationalisation (15 EC) PLO 2, 3, 4	Going International (15 EC) PLO 1, 2, 3, 4
Year 2	Work Placement (30 EC) PLO 1, 3, 4		Elective module (15 EC)	Planning international projects PLO 1, 2, 3
Year 3	Creating impact together (15 EC) PLO 2, 3, 4	Redesigning business models (15 EC) PLO 2, 3, 4	Elective module(s) (2x 15 EC or 30 ECT) or Study abroad (30 EC)	
Year 4	Elective module (15 EC)	Internationalisation Strategy (15 EC) PLO 1, 3, 4	Graduation (30 EC) Mastering professional competence PLO 1, 2, 3, 4	

Table 1: Overview of the new IB-curriculum Breda, source: Self Reflection IB Breda 2025

In the first two years of the programme students work on their basic business competences through structured learning and collaborative group work. Tutors provide significant direction and frequent feedback to support early skill-building (level NLQF-5). In the last two years the curriculum shifts toward autonomous execution, requiring students to solve "wicked" or unstructured problems in unpredictable international contexts (level NLQF-6).

As indicated before the new curriculum is not fully implemented. The current fourth year is still offered in the old programme structure (being phased out) and consists of a 51 EC Graduation Programme with the following components:

- International Business Case (12 EC): An interdisciplinary project where students analyse complex corporate strategy cases.
- Project Strategic Business Decisions (5 EC): Focusing on strategic recommendations for a board.
- International Social Entrepreneurship (4 EC): Where students act as consultants for micro-companies.
- Graduation Project (30 EC): An individual capstone where students solve a real-world business issue for an international company.

The remaining 9 EC in the final year are not considered part of the "Graduation Programme" because they play a supporting role rather than serving as the final summative evaluation of the PLOs. These include: Pre-Graduation Training I (Thesis Writing Skills): 3 EC; Pre-Graduation Training II (Research Proposal Skills): 2 EC and Sustainable Business: 4 EC.

Practical orientation

The programme's practical orientation is established through a model of co-creation, where curriculum design and student activities are aligned with the professional practice.

In all modules students work on real-life cases provided by external partners, such as a housing project with the Municipality of Breda or market entry strategies for international firms. Evaluation is increasingly focused on professional products, such as consultancy reports and strategic plans, designed to offer practical value to organizations.

Research Skills

Research skills are taught as an integrated professional competence, transitioning from guided basic tasks to autonomous strategic research. Research is never treated as stand-alone theory but as a practical tool for organizational decision-making.

In years 1 and 2 students focus on guided information retrieval and basic inquiry. In Year 1, this includes specific online research-skill modules designed to build a solid base for data collection and source selection. In years 3 and 4 the curriculum shifts toward the independent application of research tools. Students tackle unstructured problems for real-world clients, using methodologies such as the Creative Action Methodology to validate their strategic solutions. Research is systematically embedded into core deliverables, such as the Year 2 Sustainability Scan and the Year 4 Graduation Project. Students are trained in a range of "crucial skills," including formulating targeted research questions, applying primary data collection tools, and clustering data to produce sound reasoning. The aim is that in the final year students act as junior consultants, independently managing full research cycles to provide evidence-based recommendations that deliver concrete value to internationally operating organizations.

The panel is positive about the design and content of the new curriculum. It is clearly structured, coherent, and possesses a clear progression in level. The practice-oriented design, utilizing real-life cases, promotes the relevance of the educational content and makes the programme future-proof and challenging for students. The panel also values the increasing elective options for students to tailor their own programmes, yet observes that these choices remain considerably limited, as many choice modules developed at Avans are not offered in English. Students also indicated in conversations with the panel that they experience the current selection as very limited. The panel therefore advises the programme to advocate the development of more English-language education within Avans.

The panel is also positive about the research skills learning line and encourages the programme to further shape its vision on research within the ongoing development of the new graduation programme. The graduation projects from the programme which is being phased out appear solid and structured, but in the eyes of the panel, (as a result) they remain quite 'inside the box'. This finding is substantiated by members of the BAB who consider the theses too theoretical rather than focusing on real business implementation. The panel discussed the topic of out-of-the-box and more creative thinking with students and teaching staff and although the panel appreciates the initiatives taken, it believes the programme can go even further in this regard.

A subject of ongoing debate in the programme is the relationship between hard knowledge and skills. Students frequently indicate a need for more theoretical depth, whereas the professional field emphasizes skills as a primary selection criterion. Incoming international students often possess a stronger foundational knowledge but view the programme's focus on skills as a significant added value. The panel encourages the programme to maintain this debate but then supported by harder data regarding the actual professional situation.

Dual degree

The dual degree track is a selective cooperation model where students spend two years at Avans and two years at a renowned partner institution and vice versa—either NEOMA Business School (France) or ESB Reutlingen (Germany). Upon completion, students earn two separate, nationally accredited diplomas. The programme structure depends on the student's starting point:

- outgoing students complete Years 1–2 at Avans and Years 3–4 at the partner institute;
- incoming students complete Years 1–2 at their home institution and Years 3–4 at Avans.

A mandatory contractual requirement is that these students must complete their graduation internship and research in a non-home country, ensuring authentic global immersion.

With approximately 40 outgoing and 50 incoming students, the dual degree is a programme option highly valued by students, which provides a significant boost to the students' international experience and international environment. The panel has spoken with incoming students from both partner institutions and observes that, after some initial hesitation during the first few months, they are ultimately enthusiastic about the added value of the dual degree programme. The panel does encourage the programme to pay more attention to the onboarding and integration of incoming dual degree students.

English name / Teaching Language

The programme uses an English name and delivers its entire curriculum in English. With approximately 50% of incoming students from abroad and 50% of lecturers being international, English serves as the structural language in the programme. During panel discussions, students reported being satisfied with their teachers' language proficiency. This feedback is supported by data from the 2025 National Student Survey (NSE), where the English level of teachers and staff received a score of 4.15 out of 5.00. The programme requires all lecturers to possess a minimum CEFR C1 level of English proficiency. The panel considers the choice of an English name to be self-evident given the programme's international orientation and is positive about the language level within the programme, of both lecturers and students.

Admission

For Dutch students, the programme adheres to statutory entry requirements, which means that students with a HAVO, VWO, or MBO Level 4 diploma are admissible, and an entrance examination (21+ test) is available for those who do not meet these criteria. For international students, a comparable diploma is required, and they must demonstrate English language proficiency through recognized certificates such as IELTS or TOEFL. Participation in the dual degree programme is subject to additional admission rules, including criteria regarding motivation, academic performance, and language proficiency (such as German or French for outgoing students).

Student guidance

Student guidance is organized in various ways. Every student is assigned a study coach who provides guidance within the framework of the Personal and Professional Development (PPD) learning line. This study coach focuses on self-reflection and personal growth through individual interviews and group sessions. As the student progresses through the programme, the intensity of this coaching decreases. Guidance on professional and personal development also occurs during the regular projects in the curriculum by tutors who facilitate these projects and provide students with formative feedback. In addition, students can also make use of general Avans support services, such as study advisors (covering student wellbeing, academic planning, and regulations), mental health counselling, study skills training, and provisions for students with disabilities.

To enhance onboarding of incoming international students the Avans International Office provides assistance with essential logistics, including housing, visas, registration, and initial intercultural adaptation. Avans also offers support to help students integrate into Dutch society for example by Dutch or English language courses and a study buddy system. The 'Global Café' initiative is worth mentioning. This is a relaxed, culturally diverse setting for international and Dutch students to connect and socialize.

The panel considers student guidance sufficient and compliments the programme for creating a warm and safe study-environment, not only by proper facilities but also by the sincere engagement by teaching staff. Introductory workshops in intercultural communication could be a plus in order to add some theory to the organic way of merging numerous origins.

Lecturers

The IB Breda teaching team consists of 34 colleagues (around 29 FTE), comprising 18 nationalities. The team combines appropriate linguistic, intercultural, and professional expertise to deliver the programme in English and support students in achieving the intended learning achievements. Lecturers are required to reach at least CEFR C1 English and obtain BDB A and B qualifications (equivalent to BKO and BKE). 26 teachers have a master degree, 4 teachers a PhD. Operating as a self-organizing collective, year teams of eight to twelve lecturers collaborate within four staff teams, Student Care, Research & Education, Co-Creation/Relationship Management, and HR & Staff Wellbeing, to maintain coherence, communication, and shared ownership of the curriculum.

The panel has spoken with a delegation from the teaching team and observes that they are a dynamic and coherent team with a strong international mindset. The panel compliments the team for the way they have structured the implementation of an educational renewal under sometimes challenging circumstances, including seven management changes in five years, while continuing to prioritize student well-being. The students whom the panel spoke to are also satisfied with the involvement and accessibility of the team, noting that teachers are supportive and approachable. However, minor remarks were made, for example, regarding the didactic expertise of some lecturers and a perceived lack of theoretical depth in certain areas such as data-analytics and finance. The management of the programme is well aware of these remarks and is addressing them through adjustments in the new curriculum.

International community

As mentioned before, there is a strong international community. There is an international teaching team, and international students are clearly in the majority. Effective initiatives, such as the *Global Café* mentioned before and the study buddy system, serve to strengthen this community. The international community is further enhanced by students meeting international students from BUAS (Breda University of Applied Sciences). This international environment contributes significantly to the development of students' international mindset and intercultural sensitivity. The panel is of the opinion, however, that the programme could leverage this international community even more effectively. In short, while the existence of an international community is evident, the way in which the programme explicitly utilizes this international power to strengthen the curriculum is less well defined. Therefore, the panel encourages the programme to be more explicit about how it can further enforce the strength of the international community and how the programme can profit from this.

Standard 3

Student Assessment

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

Conclusion

The programme **meets** the generic quality requirements for standard 3. The programme has a transparent assessment system based on the current Avans-wide assessment policy. There is sufficient variety in assessment, with an increasing focus on professional products. The programme utilizes calibration to strengthen the inter-rater reliability of assessors. However, student experiences with evaluations indicate that this calibration requires ongoing attention. Nevertheless, teething trouble, due to the process of innovation, are addressed properly. The Examination Board is well-positioned and fulfils its role in a constructive manner, resulting in valuable advice or instructions. Within the programme, safeguarding assessment quality and ensuring quality are well organised.

Substantiation

Assessment Policy

The Avans Vision on Assessment (2023) establishes assessment as a guiding and integral part of the learning process rather than an isolated final step. The policy is built on four pillars.

First it states that assessments have a learning Function (Formative), which focuses on steering growth through continuous feedback loops that do not impact final grades, and a decision function (Summative) that certifies professional competence. To prevent fragmented learning, summative tests are strictly limited to one to three per 15 EC module.

The second pillar is constructive alignment and backward design. The curriculum development starts with the Programme Learning Outcomes (PLOs), which are translated into assessable Module Learning Outcomes (MLOs). Assessments then centre on "professional products" (e.g. consultancy reports or intervention designs) that mirror real-world business tasks and often involve feedback from industry professionals. The third pillar is safeguarding quality and reliability. Teaching teams conduct regular calibration sessions before and after grading to align expectations and ensure consistency across different assessors and that the four-eye principle is used to enhance objectivity for complex or oral assessments by requiring at least two examiners. All assessments must be feasible, teachable, organizable, and affordable.

The last pillar is academic integrity and the use of AI. To counter risks from Generative AI, the programme prioritizes assessment formats such as oral defences and personal reflections to verify that a student has personally mastered the material. The panel considers the assessment policy as up-to-date and offering clear guidance in further improvement an adaption of the assessment system in the new curriculum.

Execution of the Assessment Policy

The implementation of the assessment policy is currently split: the new competence-driven curriculum (2023 NQF) is fully active in Years 1, 2, and 3, while Year 4 still follows the older 2017

framework. The final phase of implementation, including a redesigned graduation capstone, is scheduled for 2026–2027. The programme is transitioning toward a "feedback culture", where formative checkpoints in tutor sessions occur before summative grades are given. The programme is currently focusing its implementation efforts on holistic assessment, moving away from "tick-the-box" rubrics to evaluate the overall coherence of professional work. Additionally, examiners are actively adapting assessments to be "AI-resilient" by requiring students to reflect on their use of generative AI tools. Furthermore, quality safeguards mechanisms such as calibration sessions, the "four-eye principle" for oral exams, and the use of standardized rubrics are implemented and active.

An example of how assessment works is the assessment of the year 1 module 1.4 (Going International). This module focuses on the practical and organizational aspects of expansion. The curriculum defines three specific module learning outcomes for students:

- MLO 1 (Internal Impact): Determine the impact of the internationalisation strategy on the internal business organisation.
- MLO 2 (Change Outlining): Outline the specific organisational changes required to successfully implement the internationalisation strategy.
- MLO 3 (Export Information): Inform the company about what exports entail, specifically addressing legal and ethical dilemmas.

These outcomes are validated by three distinct summative tests. The first one is an organisational Impact Analysis (7 EC) where students deliver a group presentation followed by an individual Q&A session to demonstrate mastery of MLOs 1 and 2. The second one is an Export Plan (6 EC): This assessment requires a written group report and an individual written test covering the content of MLO 3. The third is an assessment of foreign language proficiency (2 EC) by both written and oral components.

The panel has reviewed a selection of assessments, including assessment forms from all years of study, and does not always see an explicit link with the Module Learning Outcomes (MLOs). In the panel's view, the assessment forms used could still improve in terms of uniformity. The panel also observes that the rubrics used are often very detailed, which hinders a more holistic approach to assessment. These findings are in line with observations from the programme itself and the Assessment Committee. The panel encourages the programme to further improve this as planned.

Student satisfaction about grading assessments also needs attention. In the conversation with the panel students expressed dissatisfaction with the alignment of different examiners. The programme is aware of this and therefore continues calibration sessions with examiners. The panel advises the programme to involve students more in addressing this issue.

The panel considers the execution of the assessment policy sufficient. The panel views the shortcomings mentioned as expected teething troubles during the implementation of a new curriculum and assessment programme. The programme is well aware of them and already working on further improvements.

Structure of Graduation

As previously indicated, at the time of the visitation day, the graduation programme remains based on the old curriculum and the 24 Programme Learning Outcomes (PLOs) of the 2017 National IB framework. In addition to a graduation project (thesis) of 30 EC, this graduation

programme consists of an International Business Case of 12 EC, a Strategic Business Decisions project of 5 EC, and an International Social Entrepreneurship module. The programme has clearly mapped the PLOs of the curriculum being phased out across these four elements. The assessment of the four elements varies. The International Business case is assessed by written exams, the Strategic Business Decisions project is assessed via a group recommendation report and an individual oral defence based on a reflection report, the International Social Entrepreneurship module is assessed with a group Social Media campaign and a group Strategic Report or Business Plan. The Graduation Project is assessed with the final thesis (80% weight), an oral defense (15% weight) and a reflection report (5%). Students must obtain a minimum grade of 5.5 for each separate component; compensation between the thesis, defence, and reflection is not permitted. The graduation project is evaluated by a panel of at least two examiners, the graduation mentor and a second reader.

The renewed graduation programme for 2026–2027 represents a significant shift from the current curriculum being phased out, moving from a multi-module, theoretical approach toward a single, integrated capstone focused on practical business value. Key changes in the new graduation programme are the move away from a traditional scientific thesis to an authentic professional product, a more practical versus theoretical focus and a different approach of the research, focusing on applied research and direct stakeholder engagement. The panel considers the new graduation programme to be a logical next step that aligns well with the more integrated approach indicated by both the 2023 National IB Profile and Avans' own assessment policy.

Quality assurance

Quality assurance for the assessment system is a collaborative effort in which individual examiners are responsible for the specific design and execution of assessments and providing feedback. Examiners calibrate in various ways, such as pre-assessment alignment, immediate consultation, and post-grading evaluation to enhance test reliability and consistent outcomes. To guarantee competence, all examiners must be formally appointed by the Examination Board and are required to obtain BKE or SKE qualifications.

The Examination Board fulfils its statutory role. For example, it appoints examiners, safeguards academic integrity, and handles requests for exemptions and resits. It also conducts sample-based investigations into the final level of achievement. The Examination Board operates jointly for the two ISAT partners in Breda and Den Bosch. To ensure the consistency and quality of assessment practices it has delegated the control process to the Assessment Committee. The Assessment Committee therefore conducts quarterly screenings of a selection of assessments to ensure they align with Module Learning Outcomes (MLOs) and meet institutional quality criteria. The Assessment Committee also verifies that assessments are developed by experts and ensures that the "four-eye principle" is correctly applied for oral and more complex tasks. Recently, the committee has taken a lead role in scanning the assessment programme to ensure tests are AI-resilient and responsible, advising on how to prevent AI misuse without compromising validity.

The panel spoke with the chair of the Examination Board and compliments the board on the way in which it carries out its role. This is particularly noticeable in the thorough way in which the programme comparison for dual degree partners was conducted and in the actions by the Examination Board during the transition from the 24 old PLOs to the 4 new ones. The board

signalled that the programme incorrectly declared the new PLOs applicable to students in the programme being phased out. Consequently, it instructed the programme to set this right in the EER so that phasing-out students can receive a diploma based on the 2017 IB National Profile. The panel discussed this matter extensively with the management and the Examination Board, which convinced the panel that the quality assurance mechanisms are functioning correctly.

Standard 4 Achieved Learning Outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Conclusion

The programme **meets** the generic quality requirements for standard 4. The graduation projects undoubtedly demonstrate the bachelor level and fit well within the profile of the programme. International orientation is clearly recognizable in all graduation projects. In well-structured reports, students demonstrate that they possess sufficient research skills. As a result, they generally make useful recommendations. A side note from the panel is that the graduation projects could still gain in depth if students were to focus more on new insights and dare to think more 'out of the box'. Alumni are satisfied with the way in which they have been prepared for international career starts, having found work quickly in suitable international positions. The professional field is satisfied with the recognizable 'DNA' of IB Breda graduates.

Substantiation

Products by Graduates

The panel has studied a selection of 15 graduation projects and assessments from the last two years, featuring a range of final grades. This concerns the graduation project, consisting of the thesis and the self-reflection report. Among these graduation projects, there were three from dual degree students from France and Germany. The panel has also reviewed the other components of the graduation programme from three other students (the International Business case, the Strategic Business Decisions project and the International Social Entrepreneurship module).

Taken together, the graduation projects demonstrate that students are well capable of analysing a bounded practical problem, conducting appropriate research, interpreting results correctly, and formulating useful recommendations. However, the panel observes that to a considerable extent the quality of the projects is carried by instrumental correctness and adherence to the prescribed format. This means that the final level is often achieved because the work is methodologically sound, rather than because it is intellectually compelling or conceptually challenging. This finding is in line with remarks stemming from the BAB. It noted that projects sometimes spend too much time on "internal analysis" issues that the company is already well aware of and should instead focus more on challenging the status quo and providing innovative, actionable insights. This finding was recognized in conversations with programme management and examiners. According to them, the design of the new graduation phase will offer more room for an approach in which impact and out-of-the-box thinking will become more important. The panel encourages the programme to continue this development with conviction.

With regard to the reflection reports, the panel notes that students generally reflect on events in a mature and structured manner and relate these well to their own development in terms of the PLOs.

Finally, the panel finds that the assessment forms have been carefully completed and that it can well identify with the feedback and grades provided by the examiners.

Examples of topics covered in the theses are the design of a scalable Sales and Operations Model for sustainable growth, commissioned by a solar energy company in South Africa; research done into factors influencing Gross Operating Profit, conducted for a Brussels Hotel, resulting in recommendations to focus on demographically tailored packages and carefully applied urgency promotions and a research into the brand perception of Schwarzkopf in the Belgian B2B professional hair care market, resulting in recommendations for a rebranding strategy.

Graduates in the Professional Field

The panel spoke with various alumni. They are very positive about the way in which they were prepared for an international career start. This satisfaction is also reflected in the results of the 2024 HBO Monitor. In this survey, 81% of alumni indicate that their degree 'directly supported them in finding a job and functioning effectively in an international environment.' 96% of alumni indicate that their work matches their degree level. The representatives from the professional field whom the panel spoke to are also satisfied with the qualities of the alumni. It spoke of a recognizable and attractive 'DNA', from their experience Breda IB students being open-minded, flexible, and curious. This 'DNA' aligns well with the objected core identity and professional characteristics that the International Business Breda programme deliberately fosters in its students.

Although the programme does not have a fully developed alumni policy, it undertakes various activities to engage and maintain ties with alumni. For instance, alumni have been involved in focus groups for the development of the new curriculum, and the alumni network is utilized for guest lecturers and as clients for modules. A networking event, to bring students, alumni, and employers into more direct contact with each other, is currently under preparation. An alumni survey is conducted every two years. The panel observes that the programme maintains warm and fruitful contacts with alumni in this manner. In line with the advice on structuring the International Community under Standard 2, the panel encourages the programme to further elaborate on how alumni can contribute to the further strengthening of this community.

Special Feature ‘Sustainable Higher Education’

Introduction

Sustainable development is a key priority for Avans University of Applied Sciences. For education, this means that for all Avans programmes, sustainability is an important design principle when designing their new curricula in the context of Ambition 2025 (in which more flexibility and freedom of choice for the student is to be created). Since 2020, the assessment of sustainable development for all programmes has been safeguarded by an assessment of the Special Feature: 'Sustainable Higher Education', simultaneously with the regular programme accreditation in accordance with the NVAO framework. Therefore, together with the limited programme assessment, the visitation panel has evaluated whether the programme meets the conditions for the awarding of the Special Feature: Sustainable Higher Education' on the basis of three criteria.

Criterion 1 Distinctive character

The feature to be assessed is distinctive for the programme in relation to relevant programmes in Dutch higher education.

Conclusion

The programme **meets** this criterion for the special feature 'Sustainable Higher Education'. Sustainability is becoming an essential criterion for all International Business programmes, yet the different programmes show significant differences in depth, breadth, and emphasis across visions, curricula, and assessments. Benchmark research done by the programme shows that the distinctive approach of IB-Breda is substantiated by treating sustainability as a foundational mindset rather than an isolated topic, ensuring it is "practiced, modelled, and lived" throughout the curriculum. IB Breda operates from a clear vision based on the Triple Bottom Line (People, Planet, and Prosperity) and the creation of multi-sided value (financial and non-financial) for business, society, and the environment. Another key differentiator for Avans is the focus on the Inner Development Goals (IDGs). These are integrated into the Personal and Professional Development (PPD) line to help students develop the internal skills—such as self-awareness, empathy, and courage—needed to drive global change. Furthermore, the comparative analysis shows that Avans IB stands out from several other Dutch programmes (such as Fontys and HS Zeeland) due to its widespread assessment of sustainability and more prominent communication of this value. The panel was able to experience, both in the documents and during the site visit, that sustainability is indeed a structured and integrated foundation of the programme and well established in the mindset of the students.

Criterion 2 Implementation

The impact of the feature to be assessed on the quality of education has been operationalized through the relevant standards of the Assessment Framework of the Dutch Higher Education Accreditation System.

Conclusion

The programme meets this criterion for the special feature 'Sustainable Higher Education'. As indicated in Criterion 1 the programme argues that sustainability is not a standalone subject but a foundational mindset and didactic design principle that is systematically operationalised across the four NVAO standards. The panel found this confirmed in the documentation reviewed and the discussions conducted.

Standard 1: Intended Learning Outcomes (ILOs)

Sustainability is explicitly integrated into the 2023 National Qualifications Framework. All four Programme Learning Outcomes (PLOs) are directly connected to sustainability. For example, PLO 1 focuses on creating "sustainable multiple value creation," while PLO 2 involves contributing to business transitions to optimise sustainable practices. Furthermore, the programme makes use of strategic frameworks such as Triple Bottom Line thinking (People, Planet, Prosperity), the Sustainable Development Goals (SDGs) (with a specific focus on SDGs 4, 8, 12, and 13) and Inner Development Goals (IDGs): the programme integrates IDG values into the Personal & Professional Development (PPD) line to help students develop the inner skills (such as self-awareness and empathy) necessary to "own" the sustainability agenda. To further future-proof its focus on sustainability, the panel encourages the programme to reflect more explicitly on the impact of Artificial Intelligence on sustainability.

Standard 2: Teaching and Learning Environment

IB Breda shows that its learning environment fosters "learning for" rather than just "learning about" sustainability through authentic, real-world integration. Therefore it uses a progressive build-up where students dealing with sustainability increases in complexity annually: Year 1 is about Awareness (exploring concepts), Year 2 about Integration (connecting to functional areas), Year 3 about Application (addressing complex challenges), and Year 4 about Strategy (innovating solutions aligned with regulations such as CSRD). The authentic, real world integration implies working on authentic projects. Students engage in interdisciplinary modules such as "Creating Impact Together," addressing real-world societal issues in collaboration with the City of Breda. The learning environment is enriched by guest lectures from industry experts and structural collaborations with Centres of Expertise (BWNO and MNEXT), exposing students to applied science methods on sustainability? such as Life Cycle Analysis (LCA).

Standard 3: Student Assessment

The programme demonstrates that sustainability assessment is both explicit and implicit across the entire curriculum and therefore sustainability criteria are included in nearly all assessments, ensuring students cannot avoid the topic. An example of a practical deliverable is the Company Sustainability Scan, a key assessment in Year 2, where students do research and advise their work placement company on reaching higher sustainability standards. Deliverables are often

integral professional products based on real-life cases, requiring students to combine interdisciplinary knowledge with sustainability thinking to succeed.

Standard 4: Achieved Learning Outcomes

In the graduation phase (being phased out), students achieve NLQF level 6 competency in sustainability, demonstrating readiness for the global labour market. Elements of the graduation programme are Sustainable Business and International Social Entrepreneurship. Here, they demonstrate their graduation-level competency by advising companies using models such as double materiality and CSRD requirements. While students are not strictly obliged to choose a sustainability topic for their final thesis, an increasing number do choose to focus on sustainability themes such as ESG compliance, sustainability reporting, and ethical innovation. Similarly, there are alumni working in ESG auditing, the circular economy, and sustainable strategy-making.

Criterion 3 Relevance

<i>The feature under assessment is of essential importance to the nature of the programme.</i>
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Conclusion

Sustainability at International Business (IB) Breda is presented as a basic principle aiming to prepare graduates for a complex and rapidly changing global economy. The programme substantiates the relevance of this approach through market and professional relevance: the programme aligns with global labour market trends, noting that environmental stewardship is now among the top ten fastest-growing skills. Integrating these competencies is viewed as essential for long-term career resilience and employability. Strategically, sustainability is framed as a business necessity that enhances risk management, fosters innovation, and addresses cross-border challenges requiring integrated, responsible strategies. The fact that sustainability serves as a foundation is confirmed within the PLOs of the 2023 National Qualifications Framework, as mentioned before. The panel has no doubt about the relevance of the programme's focus on sustainability and saw this confirmed in the conversation with the professional field and alumni.

Final Assessment

Assessments of the Standards

The audit team comes to the following judgements on the standards:

	Bachelor International Business.
<i>Standard 1 Intended Learning Outcomes</i>	Meets the generic quality requirements
<i>Standard 2 Teaching-Learning Environment</i>	Meets the generic quality requirements
<i>Standard 3 Student Assessment</i>	Meets the generic quality requirements
<i>Standard 4 Achieved Learning Outcomes</i>	Meets the generic quality requirements

The judgements have been weighted in accordance with the NVAO assessment rules. On the basis of this, the audit panel has assessed the quality of the existing Bachelor study programme International Business of Avans University of Applied Sciences as **positive**.

Assessment on the awarding of the Special Feature 'Sustainable Higher Education'

Assessments of the Criteria

	Bachelor International Business.
<i>Criterion 1 Distinctive Character</i>	Meets the generic quality requirements
<i>Criterion 2 Implementation</i>	Meets the generic quality requirements
<i>Criterion 3 Relevance</i>	Meets the generic quality requirements

The judgments have been weighed in accordance with to the NVAO assessment rules. On the basis of this, the audit panel judges **positively** on awarding the Special Feature: 'Sustainable Higher Education' (BKDHO) to the existing HBO bachelor's degree programme International Business of Avans University of Applied Sciences in Breda.

Recommendations

The panel has specified no recommendations.

Appendices

Appendix 1: Programme for the Site Visit

AGENDA SETTING AUDIT TUESDAY 27 JANUARY 2026			
Time	Thema	Function	
10.00 - 10.20	Presentation of the education who is IB location Breda (including introduction colleagues)	1.	Vice-dean
		2.	Lecturer year, Education Committee
		3.	Lecturer year, Education Committee
		4.	Lecturer year, Education Committee
10.20 - 10.30	Short break		
10.30 - 11:00	Impression and digital tour through IB study years presentation of study programme material by students	1.	Students year 1
		2.	Student year 2
		3.	Student year 3
		4.	Lecturer year 2, Education Committee
11.00 - 11.15	Short break		
11.15 - 13:45	Materials study + lunch	1.	Chairman of the panel
		2.	NQA panel member
		3.	NQA panel member
		4.	Student panel member NQA
		5.	Secretary
13.45 - 14.00	Feedback on themes and points of attention following material study.		

Visitation Day | Thursday February 12, 2026

Time	Thema	Participants
10.00 - 11.00	Student conversation	1. Student year 1 SPAC Member 2. Student year 2 3. Student year 2 4. Student year 3 SPAC Member 5. Dual Degree student Year 3 6. Dual Degree student Year 4
11.00 - 11.10	Short break	
11.10 - 12.00	Our IB Education How is our education structured, how do we implement it and how do we test it?	1. Lecturer, SPAC member 2. Lecturer, Education Committee 3. Lecturer, Relationship management 4. Lecturer 5. Lecturer, Dual Degree coordinator 6. Lecturer, Assessment committee 7. Lecturer, Education Committee
12.00 - 12.45	Lunch	
12.45 - 14.00	Our IB education How do we realize our professional competence? How do IB students and graduates function in the field?	1. Lecturer, Graduation Coördinator 2. Chairman of the examination committee 3. Lecturer year, Exbomember 4. Global Treasury & Insurance Director, Perfetti Van Melle Holding B.V. 5. Team Lead Student Affairs, B&S International B.V. 6. Business Development Manager bij OnLogic Alumnus graduated 2024 7. Commercial Supply Analyst at AB Inbev Alumna graduated 2020
14.00 - 14:10	Short break	
14.10 - 14.45	Extra focus on sustainability	1. Lecturer, Sustainability Coordinator 2. Lecturer & Researcher Sustainable, Finance and Accounting (Centre of Expertise Brede Welvaart & Nieuw Ondernemerschap) 3. Lecturer
14.45 - 14.55	Short break	
14.55 - 15.25	Management discussion and pending issues	
15.25 - 16.25	<i>Assessment consultation panel</i>	
16.25 - 16.45	<i>Feedback panel</i>	

Appendix 2: Documents Examined

- 2017 IB National Qualifications Framework
- 2023 IB National Qualifications Framework
- Alumni Survey 2025 LOO (National Programme Consultation)
- Avans Strategic Themes 2025-2027
- Avans Vision on Assessment 2023
- Avans' Studying with a Disability
- Dual Degree Equivalence Analysis
- Dual Degree IB Breda
- Graduation Guide 2025-2026
- Graduation Programme Assessment File Review (2025)
- Graduation Programme Overview and PLO Alignment
- HBO Monitor 2024
- IB Breda staff overview
- Impact of Generative AI on Education
- ISAT Comparison IB Breda – IB Den Bosch
- Libguides AI use for students
- National Student Survey 2025
- New Curriculum PLO-MLO-BoKSA Overview
- Programme Framework IB: New Curriculum
- Programme Framework IB: Curriculum Being Phased Out
- Student Statistics 2000-2025
- Student Support Services
- Sustainability Reflection
- Vision on AI in Education, Research and Business Operations
- Vision on Assessment, IB
- Y1-2 Student Survey Results 2024-2025