



van der Grijspaarde
Onderwijsadvies

Bachelor International Business

HAN University of Applied Sciences

Advisory report of the assessment of the existing programme
31 October and 6 November 2025

Februari 2025



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1 Summary

On 31 October and 6 November 2025, the bachelor's programme International Business of HAN University of Applied Sciences was assessed. The English-language programme of 240 EC has four specialisations: Marketing & Sales, Finance, Organization & Change, Supply Chain Management. Students can also graduate without specialisation (Generic).

Intended learning outcomes

The panel assesses that the bachelor's programme International Business meets this standard.

The programme has a strong international profile and prepares students to become global citizens with analytical, creative, and digital skills. The data-driven approach, although not yet fully developed or consistently evident, nevertheless clearly emerges as a distinctive feature. The Intended learning outcomes align with national and international frameworks, including the Dublin Descriptors, EQF, and the Dutch national framework for higher economic education, and emphasise ethics, sustainability, and data proficiency.

The panel observes that the programme's specialisations enable students to develop in-depth expertise following a broad foundational curriculum. The upcoming 2026 curriculum will integrate learning outcomes more holistically and flexibly, enhancing focus on digital transformation, sustainability, and global citizenship.

The Professional Advisory Committee, including alumni and industry professionals, actively contributes to shaping learning outcomes and ensures their relevance to current and future professional practice. The panel recommends expanding international contacts and strengthening strategic dialogue with the professional field to anticipate future skill needs.

Teaching and Learning Environment

The panel assesses that the bachelor's programme International Business meets this standard.

The curriculum effectively translates learning outcomes into a coherent programme, combining a broad foundation, specialisations, and flexible pathways through electives, minors, internships, and graduation projects. Student autonomy increases progressively through structured coaching and problem-solving assignments, while global citizenship is promoted via compulsory international internships and optional language learning.

The programme is strongly practice-oriented, integrating applied research, guest lectures, and professional assignments. The panel notes that teaching staff are highly qualified, internationally experienced, and committed to student development, using diverse methods to support both independent and collaborative learning. Student support is provided through life skills coaching, academic advisors, and internship supervisors, complemented by institutional services. The panel recommends clarifying the multiple layers of support to make guidance more accessible and coherent.



Student Assessment

The panel assesses that the bachelor's programme International Business meets this standard.

Assessment is robust, transparent, valid, and aligned with intended learning outcomes, using written exams, reports, presentations, portfolios, debates, and professional products. At least 60% of final-level work is assessed individually, and matrices ensure alignment with the outcomes. Students receive clear criteria, constructive feedback, and opportunities for reflection, supporting engagement and learning. The panel observes that formative assessment has been strengthened through quizzes, peer feedback, and practice tests, although systematic use across all courses is still developing. The 2026 curriculum will further enhance formative assessment, align assessments with professional practice, increase student responsibility, and expand peer review and digital tools.

The Board of Examiners and assessment committees actively safeguard assessment quality, fairness, and consistency.

Achieved Learning Outcomes

The panel assesses that the bachelor's programme International Business meets this standard.

Advanced study units, an individual research project, and a graduation internship allow students to apply knowledge and skills in professional practice, conduct applied research, and reflect on their personal and professional development. Assessment incorporates reports, presentations, and supervisor evaluations.

The panel studied the graduation work and assessments of fifteen students who completed the programme between November 2023 and July 2025, covering all specialisations. This review forms an important basis for evaluating the achieved learning outcomes. The panel found that all students met the graduation requirements and judged the assessments to be clear, transparent and consistent. While the research reports demonstrated the expected bachelor's level, the panel noted that the analytical depth and methodological underpinning could be strengthened further in some cases. Based on the reviewed work and supporting evidence, the panel concludes that graduates consistently meet expectations, are well-prepared for professional roles, demonstrate professional competence, collaborative abilities, and global awareness, and are highly valued by employers.

Conclusion

All standards of the NVAO framework have been positively assessed. On this basis, the panel provides a positive recommendation regarding the accreditation of the bachelor's programme International Business.

On behalf of the entire assessment panel,

Jolanda Berntsen
(chair)

drs. Linda van der Grijspaarde
(secretary)



2 Information on the programme and the assessment

2.1 Profile of the programme

The bachelor's programme International Business is part of the International School of Business, one of thirteen academies within HAN University of Applied Sciences. It is offered as a full-time bachelor programme and currently serves approximately 900 students from over 70 different countries.

The current curriculum was introduced in 2019, when the programme was established through the merger of four HAN programmes: International Business and Management Studies, International Business and Languages, Logistics Management (Economics) and Finance & Control. Since then, content and didactic approaches have been updated regularly, although no major redesign has taken place. A new curriculum is currently under development and is scheduled for implementation in September 2026. This revision is driven by the ambition to provide more flexible learning pathways and by the introduction of a new national framework of final qualifications.

See Attachment 1 for the administrative details of the programme.

2.2 The assessment

Han University of Applied Sciences has commissioned a panel and a secretary to carry out the current assessment of the bachelor's programme International Business. Appendix 2 contains the details of the panel members and the secretary.

The assessment was conducted based on the Accreditation Framework for Higher Education in the Netherlands. The institution has a positive institutional audit decision, and therefore four standards were assessed.

The panel conducted the assessment independently. During the preparation and the visit, the panel received the information it needed to reach a decision. Prior to the visit, the panel received the necessary information to arrive at a judgement. Several preparatory meetings of the secretary with representatives of the programme has taken place to prepare for the visit.

The visit took place on two separate days, according to the programme in Appendix 3. The panel spoke with a broad range of stakeholders. At the end of the second day of the visit, the programme was informed of the findings and conclusions.

Jolanda Berntsen served as chair of the panel throughout the preparation, the site visit and the completion of the procedure. Owing to personal circumstances, she was unable to attend the first day of the visit. On that day, the chairing of the interviews was assumed by Diane Zandee. The findings from the first day were subsequently communicated to the chair and the findings from the first visit day chaired by Diane Zandee were shared and fully incorporated in the panel's deliberations and final judgement.



The panel oriented itself during its preparatory meeting and during the deliberation phase towards the clusters of programmes to which this programmes belongs. The necessary expertise for this was present within a part of the panel.

An open consultation hour was scheduled prior to the site visit. No registrations were received for this session.

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.

This report was sent in draft to the programme. The programme's response has been incorporated into this final report. The entire panel agrees with the content of the final report.

At the initiative of the programme, a development meeting will take place in the first half of 2026. The results of this development meeting will not affect the assessment presented in this report.



3 Judgement per standard and final conclusion

Standards		Judgement
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.	Meets the 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.	Meets the standard
3 Student assessment	The programme has an adequate system of student assessment in place.	Meets the standard
4 Achieved learning outcomes	The programme demonstrates that the intended learning outcomes are achieved.	Meets the standard
Conclusion		Positive



4 Overview of strengths and recommendations

4.1 Strengths

The panel particularly appreciates the following characteristics of the programme:

1. **International and future-oriented profile:** Strong international focus with emphasis on global citizenship, digital and data skills, sustainability, and ethics, with student and staff diversity enhancing the intercultural learning experience.
2. **Flexible and specialised curriculum:** Broad foundation with five specialisations and flexible learning pathways through minors, electives, internships, and graduation projects, aligned with future professional practice.
3. **High-quality teaching staff and learning environment:** Committed, internationally experienced, and well-qualified staff using diverse teaching methods in a practice-based, student-centred environment with coaching and guidance.
4. **Two compulsory internships:** A distinctive feature that is highly valued by both students and the professional field, offering substantial practical exposure and strengthening the connection between theory and practice
5. **Strong connection with professional practice:** Active involvement of alumni, companies, and the Professional Advisory Committee in teaching, internships, and graduation projects, preparing students effectively for the professional environment.

4.2 Recommendations

The panel makes a number of suggestions for consideration, including the following recommendations:

1. **Enhance AI and digital integration:** Deepen AI teaching and practical application of digital tools within the curriculum and didactics.
2. **Improve integration of research into the curriculum and make this more explicit:** Strengthen research skills, support the use of datasets, and better integrate research activities into the programme.



5 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.

5.1 Findings and considerations

The bachelor's programme International Business emphasises a strong international character and prepares students to become global citizens capable of addressing complex business and societal challenges, equipped with critical, creative, and analytical thinking skills, technological proficiency, and the ability to work across disciplines and embrace innovation. The programme distinguishes itself through a strong focus on digital and data skills. The panel appreciates this profiling, which aligns well with the national profile of the bachelor's programmes in International Business while also reflecting a distinctive Arnhem signature. Based on the documentation and discussions, the panel notes that the data-driven approach, although not yet fully developed or consistently evident, nevertheless clearly emerges as the programme's distinctive feature. Other elements that could further define its distinctive character and differentiate the programme were less visible.

The panel appreciates the choice to offer specialisations within the programme, which allows students to deepen their knowledge after completing a broad foundational curriculum. This is also a distinguishing feature compared with other International Business bachelor's programmes, which often provide a broader, less specialised education.

The programme is anchored in the national IB framework of 2017, which serves as the foundation for its intended learning outcomes. These outcomes are translated into Programme Learning Outcomes (PLOs) and Module Learning Outcomes (MLOs). These MLOs reflect the specific interpretation and focus within the national framework. The programme included MLO's on ethics, responsibility and sustainability more explicitly, reflecting the school's broader educational vision.

The panel assesses that the intended learning outcomes are explicitly aligned with international standards for higher education. They are benchmarked against the Dublin Descriptors, the European Qualifications Framework (EQF), and the Dutch national framework for Higher Economic Education. This ensures that they correspond to the bachelor's level within the European Higher Education Area and that they are relevant for the professional field of international business.

A distinctive element in the design of the intended learning outcomes is the use of five performance areas: Entrepreneurial Behaviour, Innovative Capacity, Collaborative Capacity, Intercultural Proficiency, and Reflective Practice. The performance areas are integrated into the curriculum and serve as the overarching framework for assessment during the third-year internship and the graduation internship.

The programme has started preparations for the implementation of the revised national International Business profile that will come into force in 2026. In this new framework, the intended learning outcomes are reformulated in a more integrative and holistic way,



providing greater flexibility to respond to professional and societal developments. In anticipation of these changes, the programme is working towards expanding its digital and data-related learning objectives and has developed a pathway in Digital Transformation in consultation with professional stakeholders.

For the new curriculum, the updated Programme Learning Outcomes (PLOs) will be adopted in full. The example Module Learning Outcomes (MLOs) provided in the national framework serve as the starting point for the programme and will be adapted where necessary to fit the specific programme context. In addition, the new learning outcomes will be aligned with HAN-wide strategic goals and ISB ambitions, with particular emphasis on global citizenship, sustainability transitions, and digital and data proficiency. The panel welcomes the specific focus on these relevant themes, which were already present in the previous MLOs. The panel also views positively the reduction of the previous set of 24 PLOs to a more concise set of four holistic PLOs. While the panel understood the use of broadly defined performance areas alongside the PLOs in the previous curriculum, this approach created a complex and fragmented basis for programme design and assessment. The removal of performance areas in the new curriculum is therefore seen by the panel as a positive development.

The professional field has actively contributed to the development of both the current and upcoming learning outcomes and curriculum. The programme has a ten-member Professional Advisory Committee (PAC), including six alumni active in international business, which meets twice a year to align the programme with current and future practices. PAC members are involved in internships, assignments, and graduation interviews, providing input on curriculum design, digital and data skills, AI, and curriculum flexibilization. The panel appreciates the active participation of PAC members and the involvement of students in the PAC, but notes that the committee is primarily regionally focused and recommends establishing more international contacts, for example through collaboration with other universities of applied sciences. The panel also encourages the programme to strengthen its dialogue with the professional field on strategic questions such as its positioning in relation to business and the skills expected of employees in five years' time. Alumni contribute through research, guest lectures, and real-life assignments. To further enhance connections with the professional field, the panel suggests maintaining stronger ties with alumni who work or undertake internships abroad. The panel notes that the alumni association is still relatively new.

5.2 Conclusion

The panel assesses that the bachelor's programme International Business meets this standard. The programme emphasises a strong international character and prepares students to become global citizens with analytical, creative, and technological skills. Its intended learning outcomes are aligned with national and international standards and reflect key themes such as ethics, sustainability, and digital and data proficiency. The programme is supported by active input from the Professional Advisory Committee, alumni, and industry stakeholders, ensuring that the learning outcomes remain relevant to current and future international business practice. Overall, it maintains strong connections with the professional field while addressing global and societal challenges.



6 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.

6.1 Findings and considerations

The programme introduced its current curriculum in 2019. The panel notes that the curriculum effectively reflects the intended learning outcomes and that the admission requirements are appropriate in relation to these outcomes. It is structured according to the AuCom model, which emphasises a gradual increase in complexity and student autonomy. In the early stages, students engage in structured and guided learning, progressing over time to more complex, authentic tasks that require independence, problem-solving, and critical reflection. The curriculum integrates three key pillars: academic knowledge, practical application, and personal development. Students appreciate the broad and relevant foundation of the curriculum and its alignment with the international professional field, as well as the international focus and intercultural learning environment that support their development as future International Business professionals, the panel notes.

Students follow a common foundation in the first years before specialising in one of four tracks (Marketing and Sales, Finance, Organisation and Change, or Supply Chain Management) or the generic track. The programme offers considerable flexibility, allowing students to shape their own professional profiles through electives, the minor (often taken abroad), the third-year internship, the research project, and the graduation internship. The panel notes that this approach provides ample opportunities for individualised learning paths that align with students' interests and career goals. The panel further observes that the forthcoming 2026 curriculum will expand flexibility, enabling students not only to choose content but also to adjust the pace and sequence of their studies. According to the panel, this aligns with the new national profile, supports more holistic learning outcomes, and is expected to help students stay on track and reduce study delays. The panel recommends monitoring student workload carefully and considering additional flexibility in the sequencing of modules to ensure balance and manageability.

The panel particularly appreciates the programme's data-driven approach, which ensures that content remains up to date and aligned with developments in the professional field. While AI is given considerable attention, there is potential to strengthen this focus further. Students have indicated that the current AI course does not provide sufficient depth, particularly regarding practical skills such as writing effective prompts and making optimal use of AI tools. The panel recommends expanding practical AI applications throughout the curriculum and integrating AI more consistently across courses. In addition, AI could be used proactively as both a learning opportunity and a teaching support tool, for example in exam preparation. Opportunities include challenging students based on their existing skills, learning from student experiences, and incorporating guest contributions from companies that make extensive use of AI, such as ASML, to provide real-world insights.

The panel finds that the programme demonstrates a strong commitment to developing global citizenship. The compulsory international internship gives students valuable



exposure to professional practice abroad, while the option to study an additional foreign language further enhances their international competence. Internships are available at many large, internationally relevant companies, although arranging placements can sometimes be challenging. Students have expressed a desire for more targeted support in securing these internships and suggested making better use of networks across the international student community. The panel recommends strengthening career services and mentoring to help students find suitable placements and to facilitate the effective use of international student networks.

The panel values the programme's specific focus on teaching a second language, recognising language education as an essential component of international competence, particularly in relation to PLO 3, where language serves as a tool for communication and relationship-building in international contexts. Students choose one foreign language from Spanish, German, French, or Dutch, totalling 15 EC across the first two years. The panel notes that in recent years students have reported differences between languages in workload, teaching approach, and content, which were also reflected in discussions within the school council and confirmed by internal analyses of curricula and examinations. In response, the language team is developing a new programme with a shared structure across all languages, including aligned content and assessment formats, which also supports the principles of the new flexible curriculum.

Students are introduced to the five performance areas early in the programme through life skills coaching. In this way, they become familiar with the holistic approach to competence development and with the criteria that will be applied to their final assessments. Students mention that while life skills coaching is valuable, the relevance of some modules could be reconsidered to better meet professional field expectations. The panel recommends reviewing the content of Life Skills and related modules to ensure alignment with both professional practice and intended learning outcomes.

The panel considers the integration of research within the programme to be appropriate. Applied research is embedded in the curriculum, with students introduced to research skills from the first year and gradually applying them in projects and assignments. The Centre for International Business Research (CIBR) supports this integration through projects on topics such as sustainability transitions, agrifood, and energy, enhancing the practice-oriented and research-based components of the programme. While there are many initiatives, research and education still appear somewhat separate, and opportunities exist to better connect these areas, particularly in the context of the new programme and the merging of two academies. A notable strength is the opportunity for students to engage in research during internships. Students value the integration of research and practical application but suggest more practice-oriented exercises and clearer guidance to connect theory and applied research. The panel advises reinforcing the links between research projects and professional assignments and providing additional support for students in using data sets, including via the Center of International Business Research (CIBR).

The panel notes that the programme employs a didactic approach that aligns well with its profile. The learning environment is strongly international, with a student population representing over seventy nationalities and a teaching team that reflects similar diversity, creating an intercultural classroom where multiple perspectives inform daily



learning. A variety of teaching methods are used, including lectures, training, group work, project-based learning, individual assignments, games, and presentations, ensuring a balance between independent and collaborative learning. Education is provided on campus to enhance engagement and wellbeing, strengthen the learning community, and support student success. Practice-based learning is central, with students applying theory to real business challenges and producing professional outputs, while the professional field contributes as guest lecturers and clients, for example through assignments from companies such as DHL and ATAG, designed to reflect authentic business contexts. The panel particularly values the active support for feed-forward and collaborative work, and recommends that the forthcoming programme further expand didactic approaches to increase flexibility. Students experience the learning environment as personal, supportive, and inclusive, and highly value the small class sizes, accessible lecturers, and practice-oriented assignments, which enhance motivation and enjoyment of learning. The panel encourages continuing these strengths while exploring flexible didactic methods. Opportunities also exist to develop blended learning, including experimentation with MOOCs, to enhance the learning experience.

The panel concludes that students receive appropriate guidance and support throughout the programme, which is organised on multiple levels. Life skills coaching during the first two years addresses personal development, study progress, and career orientation, while study advisors provide both academic and personal guidance. Internships and graduation projects are supported by HAN supervisors and company coaches, and at the institutional level, the Student Support Centre offers facilities and counselling services, including targeted support for students with specific needs. The learning environment is designed to make education accessible and manageable for all students, including those with functional disabilities. Students report that, while support is generally appreciated, the presence of different types of advisors can be confusing, and not all students feel sufficiently guided. The panel recommends streamlining advisory roles, clarifying points of contact, and reconsidering the emphasis on student independence in the new programme to ensure that all students receive consistent and effective guidance, addressing concerns reflected in the National Student Survey.

The panel is very positive about the quality, diversity, and commitment of the teaching staff. Lecturers are approachable, work effectively as a team, and demonstrate passion and attention to individual students, maintaining a personal approach even with a cohort of 900 students. The faculty reflects the international and multicultural context of the programme, with 40% of lecturers holding a non-Dutch background representing 18 nationalities, and 45% having international work or living experience. All lecturers hold at least a master's degree, approximately 25% hold a PhD, and all have demonstrated basic didactic competence through the BKE qualification, with additional SKE qualifications where required. Lecturers are proficient in English at CEFR level C1 or higher, and professional development is a continuous focus, including training on teaching the international classroom, assessment, coaching, digital and data skills, and developments in the professional field. Departments take responsibility for teaching quality and coordination, with lecturers contributing across programmes as needed. Students value the committed and accessible teaching staff, who provide a personal and supportive learning environment. The faculty's strong dedication is reflected in high course evaluation scores and positive survey results, and areas for improvement, such as



spoken English and staff availability, have been addressed. Overall, the panel concludes that the faculty is experienced, internationally diverse, and actively engaged in professional development, effectively supporting the programme's educational ambitions and alignment with international standards.

The programme is delivered in English. Its profile is distinctly international. Students from around the world make up a large part of the student body and teaching staff. The panel notes that lecturers have sufficient mastery of the language in which they teach. Internship opportunities also come from a broad international network, and the professional field is global in scope. The assessment panel therefore supports the choice to use English, as well as the decision to give the programme an English title.

6.2 Conclusion

The panel assesses that the bachelor's programme International Business meets this standard. The curriculum effectively translates the intended learning outcomes into a coherent programme that balances foundational knowledge, specialisation, and individual learning paths. The programme is strongly international, combining diverse student and staff populations with practice-based learning, collaborative teaching methods, and structured support through coaching, study advisors, and institutional services. The panel notes the faculty's high quality, commitment, and engagement in professional development, which underpins the achievement of the programme's ambitions. Student guidance, the flexible curriculum, and the integration of global and data-driven perspectives contribute to a supportive and internationally oriented learning environment.



7 Standard 3: Student assessment

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

7.1 Findings and considerations

The panel is positive about the programme's assessment system, noting that it is aligned with the broader educational vision and governed by the ISB Assessment Policy 2022–2026. Assessment supports student development, emphasising transparency, validity, reliability, and relevance to the international business context, and spans all four years using diverse formats such as written exams, reports, portfolios, professional products, oral assessments, presentations, debates, blogs, and pitches. Students appreciate this varied assessment landscape, combining exams, presentations, and portfolios, which they generally find well aligned with the programme's learning objectives. Assessments are increasingly practice-oriented and based on authentic business cases, with at least 60% of final-level work assessed individually, while matrices and standardised forms help ensure alignment with intended learning outcomes and structured feedback. Students value the clarity of criteria, the feedback provided, and the opportunity to reflect on their learning.

Some students mentioned that the connection between teaching and assessments could be made even clearer, and that spreading assessment deadlines more evenly might help them manage their workload. They also suggested exploring additional assessment formats that stimulate critical thinking and problem-solving skills. The panel encourages the programme to continue refining alignment between teaching and assessment, consider spreading deadlines where possible, and explore new formats that foster higher-order skills. The panel also recommends giving students greater responsibility for their learning, expanding peer review, and exploring new digital tools. These measures will inform the redesign of the 2026 curriculum to further strengthen alignment with intended learning outcomes and support student autonomy in assessment.

Formative assessment has been identified as an area for ongoing development. The programme has introduced elements such as quizzes, peer feedback, and practice tests to allow students to monitor their progress. While formative assessment is already in use in several courses, there are opportunities to apply it more consistently across the programme. Enhancing the systematic use of formative assessment and clarifying its role in learning and grading could further support student engagement and confidence. The forthcoming 2026 curriculum provides opportunities to enhance formative assessment, improve alignment between assessment formats and professional practice, and ensure greater consistency between assessment matrices and actual exams.

The panel concludes that the quality of assessment is appropriately safeguarded. Assessment quality assurance involves lecturers, departments, committees, and quality officers. Lecturers hold BKE qualifications and, where required, SKE qualifications, and participate in training and calibration sessions to maintain consistent standards. Student feedback, collected through surveys, course evaluations, and class representative meetings, informs adjustments to assessments, including the provision of practice exams. A PDCA-based approach monitors assessment design, execution, and outcomes, supported by departmental quality leads who facilitate continuous improvement.



Calibration between examiners and peer review of exams further supports fairness and reliability.

The Board of Examiners functions proactively to safeguard assessment quality, validity, and fairness. Composed of independent members with expertise in international business and educational assessment, it ensures compliance with the Teaching and Examination Regulations and oversees the ISB Assessment Committee, which reviews approximately 50 exams per year for alignment with matrices and quality standards. The Committee provides feedback and coaching to lecturers, addresses issues such as multiple-choice question quality and AI-related risks, and supports examiner calibration sessions. According to the panel, these structures collectively ensure that assessment remains reliable, valid, and fit for purpose.

7.2 Conclusion

The panel assesses that the bachelor's programme International Business meets this standard. Assessment effectively supports student development and aligns with the programme's educational vision, with a clear focus on transparency, relevance, and reliability. Formative assessment is gradually being strengthened, and the forthcoming 2026 curriculum offers opportunities to enhance its systematic use and alignment with professional practice. The panel notes that quality assurance functions effectively, with the Board of Examiners and assessment committees safeguarding fairness, validity, and consistency. Further innovation is recommended to increase student responsibility, expand peer review, and explore new digital tools.



8 Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

8.1 Findings and considerations

The graduation year of the programme is structured around three components designed to demonstrate that students have achieved the intended learning outcomes at the final level. These include three advanced study units worth 15 EC, an individual research project worth 10 EC, two electives (5 EC) and a graduation internship worth 30 EC. Collectively, these elements form the integrative capstone of the bachelor's programme, allowing students to synthesise knowledge, skills, and competences acquired throughout their studies.

The graduation internship is central to demonstrating professional readiness. It is structured around the five performance areas, which provide a framework for evaluating the knowledge, skills, and competences developed. During the internship, students engage in professional tasks within a company or organisation, conduct applied research, and reflect on their personal and professional development. Evidence of achievement is gathered through reports, presentations, and supervisor assessments. The panel welcomes the structure of the graduation internship, noting that it allows students to focus fully on professional practice while demonstrating research competences separately in the research project.

The research project further evidences students' ability to conduct independent, practice-oriented inquiry. It is assessed based on methodological rigour, relevance to professional practice, and the student's capacity to present and discuss findings effectively. The advanced study units complement these experiences by addressing complex issues in international business and requiring students to integrate knowledge from multiple domains.

External involvement contributes to validating the outcomes achieved. Company supervisors assess student performance during internships, providing feedback that confirms the alignment of tasks with programme expectations. The PAC is consulted on the relevance of graduation standards, and alumni provide insight into how effectively the programme has prepared them for professional practice. Graduation standards are benchmarked against the Dublin Descriptors, the European Qualifications Framework, and the national framework for higher economic education, situating learning outcomes within both national and international reference points.

The panel reviewed the graduation work and assessments of fifteen students who graduated between November 2023 and July 2025, encompassing all specialisations: three in Finance, two in Marketing & Sales, three in Organisation & Change, four in Supply Chain Management, and three in the Generic track. The selection included a distribution across higher and lower grades. The panel examined both the individual research project reports and the graduation internship portfolios of each student. All students were deemed to have met the graduation requirements, and the panel considered the assessments to be clear, transparent, and consistent. The documentation confirmed, in the panel's view, that the programme places a strong emphasis on professional competence, with graduation work corresponding to the appropriate NLQF



level 6. While the research component is structured according to a stepwise approach and meets the required bachelor's level, the panel observed that in several cases it shows limited analytical depth and methodological substantiation. Research was generally evaluated lower than the internship, and the panel noted that the strong professional practice component compensates for, but does not replace, the need for a more robust research line. The forthcoming iteration of the programme offers a valuable opportunity to further strengthen the integration and depth of the research component.

The panel finds clear evidence in student feedback that the programme effectively prepares them for the international labour market. Students particularly value the two internships, the business projects, and the various international opportunities, all of which contribute significantly to their professional development and employability. They highlight that the strong practical orientation, collaboration with companies, and use of realistic case studies equip them well for entry-level roles in international business.

The panel concludes that students graduate well-prepared for the professional field and that the programme maintains strong engagement with the evolving demands of the international business environment. Graduates, staff, and the professional field consistently express satisfaction with the quality of the education. Alumni report pride in their combination of knowledge, practical skills, and collaborative abilities, which are highly valued by the companies in which they work.

8.2 Conclusion

The panel assesses that the bachelor's programme International Business meets this standard. The panel concludes that the programme's graduation components effectively demonstrate that students have achieved the intended learning outcomes. Students acquire and integrate knowledge, skills, and competences, with particular strength in professional practice and employability. External feedback from company supervisors, alumni, and the Professional Advisory Committee confirms the relevance and quality of the programme. Overall, graduates are well-prepared for the international labour market, and the programme successfully combines practical experience with research and academic rigour at bachelor's level.



Attachment 1: Administrative details of the programme

The panel confirms that the formal data in the table below correspond to the actual implementation of the programme.

Institution	
Name in RIO	HAN, University of Applied Sciences
Address	Ruitenberglaan 31, 6826 CC, Arnhem
Website	https://www.han.nl/
BRIN-number	10BA96
Status (funded or unfunded)	Funded
ITK (yes or no)	Yes

Bachelor International Business	
First name, as in RIO	International Business
Location	Arnhem
Programme number in RIO	1010/02700
Orientation and level (wo/hbo/ad/ba/ma)	Hbo bachelor
Research master?	No
Language of instruction	English
Legal) professional requirements (yes or no)	No
All programme tracks/specialisations	Marketing & Sales, Finance, Organization & Change, Supply Chain Management
Joint programme degree	No
Special feature	No
Degree and addition	BA
Studyload in EC (60, 90, 120, 180, 240, 360)	240
Modes: fulltime, parttime, dual	Fulltime
Working with units of learning outcomes (full-time, part-time, dual)	
Assessment cluster	Cluster Noord
Submission date	1 May 2026
Other (e.g. name change or extension of study duration)	



Attachment 2: Assessment panel

Jolanda Berntsen – Wiltink, chair
Directeur Aeres Hogeschool Dronten

Diane Zandee, panel member
Assistant professor at Nyenrode Business University, part of the Nyenrode Faculty
Expertise Center Entrepreneurship, Governance & Stewardship

Gert-Jan Willemse, panel member
Previously Director Business Optimization & Environmental Impact, Hoogwegt Group
bv, Arnhem
As of October 27th, 2025: Wethouder gemeente Rozendaal

Louise Kristkoiz, student member
Master student Strategic Innovation Management, University of Groningen. Graduate
bachelor International Business, NHL Stenden

The panel was supported by drs. Linda van der Grijspaarde, certified secretary.

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



Attachment 3: Programme of the site visit

Dates: 31 October and 6 November 2025

Location: HAN, Ruitenberglaan 31 Arnhem

31 October 2025

Time	Meeting theme	Attendants
9.00-9.15	Reception	▪ Dean International School of Business ▪ Vice Dean International Business ▪ Academy Secretary, Coördinator Education and Quality Management
10.00-10.40	Student stories about their specialisation	5 students of the different specialisations.
10.40-11.45	Explanation Graduation Programme	▪ Representative Research and Personal Development ▪ Graduation internship Coordinator ▪ Chair Curriculum Committee
10.00-10.45	Sharing first impressions	▪ Dean International School of Business ▪ Vice Dean International Business ▪ Academy Secretary, Coördinator Education and Quality Management ▪ Representative Research and Personal Development ▪ Graduation internship Coordinator ▪ Chair Curriculum Committee



6 November 2025

Time	Meeting theme	Attendants
8.30-8.45	Reception	▪ Dean International School of Business ▪ Vice Dean International Business ▪ Vice Dean Communication Studies ▪ Lector Sustainable Transitions ▪ Academy Secretary, Coördinator Education and Quality Management
8.45-9.15	The development journey includes the goals, critical control points, and staff empowerment	Management: ▪ Dean International School of Business ▪ Vice Dean International Business ▪ Academy Secretary, Coördinator Education and Quality Management ▪ 2 Project leads flexibilisation ▪ Project lead Student progress ▪ 2 Project leads AI
9.30-10.00	Graduation programme	▪ 4 recent IB alumni ▪ 1 H-cluster student ▪ 4 Work field representatives (PAC a/o Company coaches):
10.00-10.30	Working in the Triangle	▪ Lector ▪ Accountmanager ▪ Researcher CIBR
10.45-11.15	Campus tour	3 members of the ISB community
11.15-12.00	Experience	▪ 2 representatives Global Citizenship ▪ 4 representatives Virtual collaboration: X-culture/BiP ▪ IB Community, student well-being ▪ 2 students ▪ 3 representatives Ed Tech Team ▪ 2 representatives Grants for Innovation in Education/Virtual Collaboration
12.45-13.30	Learning environment for students	▪ 1 student B cluster ▪ 3 students C cluster ▪ (1 student member School Council, online) ▪ (1 student member Degree Committee) ▪ 1 student D cluster ▪ 1 student E cluster (online) ▪ 1 student F cluster ▪ 2 students G cluster



Time	Meeting theme	Attendants
13.45-14.30	Learning environment lecturers	▪ 1 lecturer representing Finance ▪ 1 lecturer representing Marketing and Sales ▪ 1 lecturer representing Organisation and Change ▪ 1 lecturer representing Supply Chain Management ▪ 1 lecturer representing Languages (Main Phase Coordinator) ▪ 1 lecturer representing Research ▪ 1 lecturer representing Study Abroad ▪ 1 lecturer representing Third Year Internship ▪ 1 lecturer representing (Graduation Internship Coordinator)
14.45-15.30	Quality assurance	▪ Chair Board of Examiners ▪ Chair Assessment Committee ▪ Chair School Council ▪ Chair Degree Committee ▪ Chair Curriculum Committee ▪ 2 representatives Quality Assurance
15.45-16.15	Management – final issues	Management
17.00-17.15	Preliminary feedback panel	All participants



Attachment 4: Recommendations from previous assessment

During the previous accreditation, the audit panel made the following recommendations (NQA, HAN rapportage IB, 2020). The current panel has determined that the programme has followed up on the recommendations in an appropriate manner.

Standard 1 *Document the vision on applied research and on internationalisation in order to monitor the progress in the coming years towards the ambitions of the study programme.*

Both policies have been documented and are now being revised. According to the self-assessment report of the programme, the visions are summarised as follows:

The vision on research is that graduates must be able to identify and understand professional problems, collect relevant information using appropriate methods, assess the quality and applicability of that information, and apply it effectively in real-world business contexts. The programme maintains the vision as the basis for its approach, but has made it more concrete and systematic as part of the new curriculum design. In this elaboration, the programme distinguishes three key concepts derived from the original vision: Innovation, Substantiation and Accountability.

The International Business programme has an integrated vision on internationalisation, aimed at developing professionals who can collaborate effectively and manage relationships in intercultural contexts. The international learning environment, with students and staff representing over seventy nationalities, makes global citizenship and intercultural competence an inherent part of education. Through language learning, international projects, internships and study exchanges – supported by a worldwide network of partner universities and companies – students strengthen their international skills. Extracurricular activities further foster an open and global mindset, reflected in the high proportion of alumni working in internationally oriented organisations.

Standard 3 *Formulate a vision on formative assessing before implementing formative assessing in the programme.*

While this was initially delayed due to the COVID-19 pandemic, which shifted priorities towards online teaching and digitalising exams, attention to formative assessment has grown in recent years. Although not yet systematically embedded across the curriculum, formative practices such as quizzes, peer feedback and practice tests are increasingly used to support learning and student engagement. The new curriculum aims to further integrate formative assessment to enhance student motivation and study behaviour.



Attachment 5: Reviewed documents

- Self-Assessment Report
- Selection of study unit descriptions and manuals
- Graduation Portfolios and Research Reports of 15 selected students
- Strategic Plan Charting our Course 2022-2028
- ISB Plan 2022-2025
- NQA HAN rapportage IB def, 2020
- National Framework International Business, 2019
- PLO's and intended MLO's, 2022
- National Framework International Business, 2023
- Strategic Plan Charting our Course 2022-2028
- ISB plan 2022-2025
- PAC meetings 2024, May
- PAC meetings 2024, November
- PAC meetings 2025
- National Framework International Business, 2019
- DS/EER 2025-2026, part 2, section 3.3.2
- Student Evaluations
- NSE 2025
- ISB Global Citizenship Policy
- ISB Internationalisation Plan
- ISB Language Policy, 2022
- Guide on the use of AI, 2024-2025
- AI for Internship Supervisors, 2024-2025
- Overview IB Internship Companies
- Overview IB Partner Universities
- Blueprint IB, version 2022
- Alumni Research IB, 2025
- Lecturer Matrix IB
- Course Evaluations, average
- Employee Survey 2025
- Assessment policy
- Curriculum and Assessment Overview IB 2025-2026
- Report Assessment Committee, 2023-2024
- Report Assessment Committee, 2024-2025
- Course Evaluations, average

Links to:

- HAN Insite (HAN intranet)
- Brightspace (Digital learning platform)