

ASSESSMENT REPORT

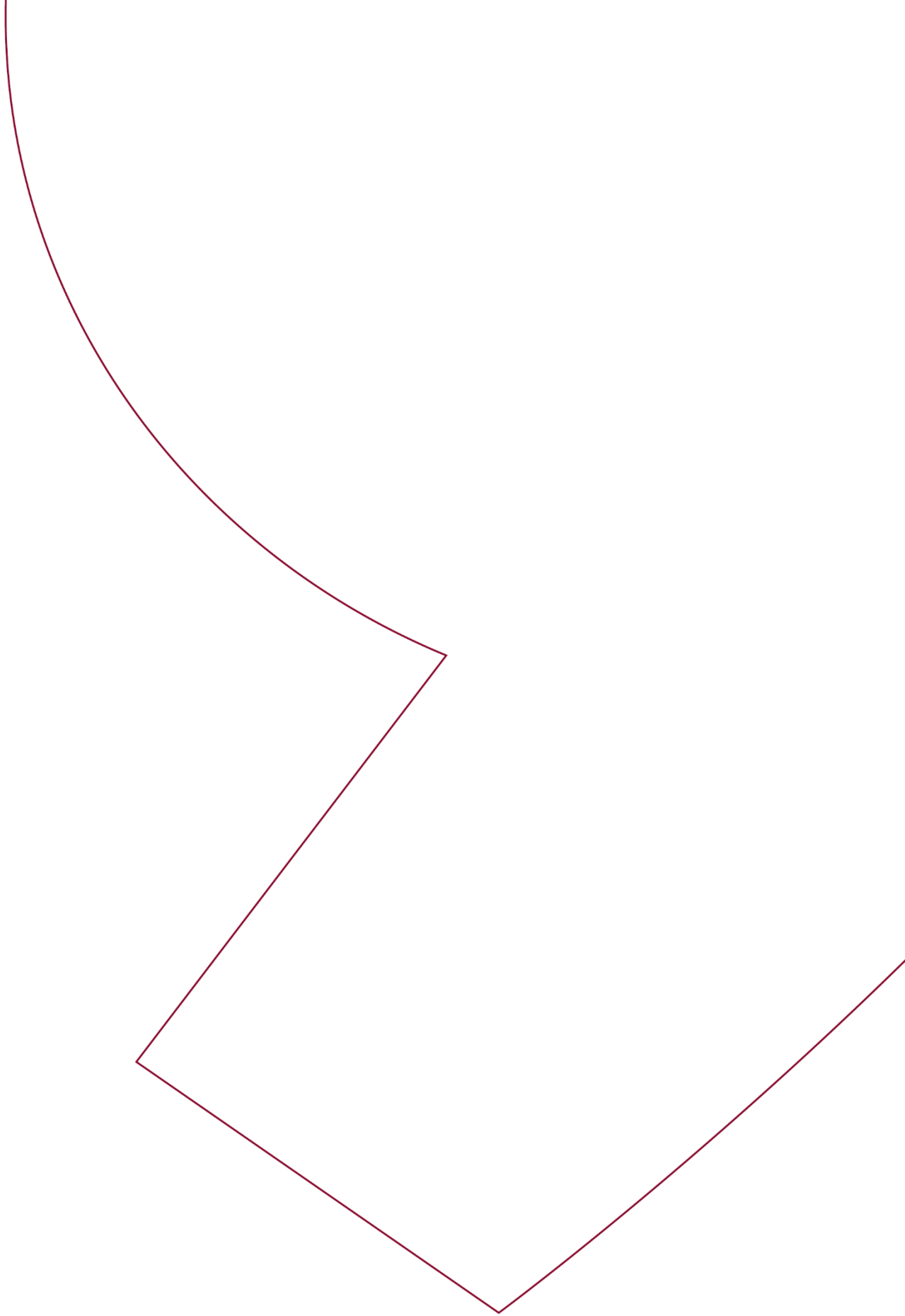
Institution with institutional audit (ITK)

International Business

bachelor

full time, location Venlo

**University of Applied Sciences
Fontys Hogeschool**



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University of Applied Sciences Fontys Hogeschool

CROHO nr. 30029

Hobéon Certificering & Accreditatie

Dated

14th of March 2026

Audit committee

J. Berntsen

P. van Essen

R. Snippe

M. Gablas

Secretary

V. Bartelds

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1. GENERAL AND QUANTITATIVE DATA

Name Institution	University of Applied Sciences Fontys Hogeschool
Status	Funded
Outcomes of Institutional Quality Assessment	Positive, 2025
Name program (as in RIO)	International Business
ISAT code	30029
Domain/sector	Economics
Orientation and level	Hbo
Level	Bachelor
Degree and title	Bachelor of Business Administration
Number of credits	240 EC
Location	Venlo, separate assessment Eindhoven
Variant	Full time
Legal professional requirements	No
Language of instruction	English
Does the programme work with learning outcomes, and if so, in which variants of the programme?	No
Date audit	2nd of December 2025
Final date submission deadline report NVAO	1 st of May 2026

2. SUMMARY

The Venlo-based bachelor programme International Business prepares students as international business professionals; individuals who are able to help organisations internationalise (more sustainably and responsibly) and thus cope with and flourish in a rapidly changing international business environment at a tactical and strategic level, with intercultural sensitivity.

Standard 1. Intended Learning Outcomes

The audit panel deems the intended learning outcomes as internationally aligned with worldwide standards of international business and the National Framework. The panel observed that the reduction to four integrated programme learning outcomes has enhanced clarity and coherence within the programme. Lecturers demonstrated a shared understanding of these learning outcomes and consistently use them as a guiding framework for curriculum design, teaching and assessment. This supports the panel's conclusion that the intended learning outcomes are fit for purpose and aligned with bachelor-level expectations. The audit panel is pleased to see that the new ILOs are fitting the ambitions of the programme, also consistent with the input of representatives of the professional field.

The research and international aspects are adequately included in the ILOs.

The profiling of the programme is solid and consistent with the crossborder-orientation and DNA of the region the programme caters for.

The challenge of the programme in times of declining numbers of foreign student lies in the mitigation of the consequences of the political debate around WIB to preserve the multicultural and international learning community.

Overall, the audit committee judges the programme **meets** the requirements of this standard.

Standard 2. Curriculum, learning environment, content, teaching staff

The audit panel judges the curriculum as enabling students to reach the intended learning outcomes in a structured way, the level and orientation of the separate modules do reflect the body of knowledge, skills and attitude adequately. The setup of each semester combining large projects for international companies with adjacent content courses enables students to gain the fundamentals of IB while integrating the different aspects simultaneously. The third year is dedicated to student-centred profiling and mandates students to do an internship or and offers the opportunity to study abroad for one semester. A schematic overview of the curriculum is available as appendix IV.

The student-centred curriculum provides students with ample guidance and personal profiling possibilities as well. Both in the Student Chapter and meeting the audit panel students stressed the programme's ability to prepare students well for the real-world business environment. In a student survey the majority of students considered themselves as net-promotor.

In the student meeting, participants described the learning environment as open and supportive, emphasising that they feel safe to ask questions and learn from mistakes during project work.

The audit panel sees the modules in Business Research reflected in the end-works and stresses the importance of critical thinking, questioning the construct validity, in-depth analysis and knowing and using appropriate methodology in a sound manner.

The teaching team is coherent (it's a big team of 44 lecturers) qualified and committed to the programme and its students. The task load of the team is considerable in the perspective of all educational and professional developments the lecturers are expected to actively participate in. The panel observed that these challenges are recognised within the programme.

The audit panel sees the quality of the team, including the appreciated ability to teach in English.

Support sources for students are ubiquitous available within Fontys UAS. Facilities are appropriate for the number of students. In the near future the cooperation with other economical programmes should benefit the IB-students in finding workplaces on campus. The panel understands the reasoning for centralizing the International Student Office in Eindhoven, but stresses the importance to safeguard the specific network and knowledge that has been built in Venlo.

The panel observed a supportive learning environment characterized by openness, accessibility of staff and a strong sense of shared responsibility for learning. The panel considers the programme appropriately enabling students to achieve the intended learning outcomes. The audit panel judges the programme as **meeting** the requirements of this standard.

Standard 3. Students Assessment

The audit panel is impressed by the depth of the assessment policy and application in daily practice. Assessors use the guidelines and rubrics to weigh evidence across multiple dimensions of performance, supported by calibration and dialogue within the team. Strongly aligned with the Intended Learning Outcomes this guides the learning supporting assessment which strongly enhances the transparency, validity and reliability. Generative AI is challenging the IB-programme as much as the next programme. IB Venlo is well aware of this challenge, adapting to this fast-moving target to the best of its abilities, working together with the other programmes and Fontys as a whole. The realistic approach considers both treating AI as a useful tool and AI as a threat to the authenticity of student work. The shift towards oral examinations to support the written products reassures the audit panel, together with the additional training of assessors in Criterion Based Interviewing, foreseen for academic year 25/26.

Although the grades of graduation projects are relatively high, the panel observed no structural concerns regarding the achieved level. The reasoning provided in the assessment forms is consistent, transparent and well substantiated.

The audit panel considers the Examination Board in control. The audit panel judges the Examination Boards of Venlo and Eindhoven as working so effectively together that they can be considered parts of a communal Examination Board, in accordance with the agreements of the NVAO with Fontys in 2025. While procedural alignment is in place, structural substantive alignment between the two locations – for example regarding calibration and discussion of complex assessment cases – is still developing. The panel did not observe evidence that this currently leads to inconsistencies in assessment or decision-making. Nevertheless, the panel considers further strengthening of joint substantive deliberation within the Examination Board to be an important point of attention for the continued safeguarding of assessment quality. The audit panel considers the requirements of this standard **met**.

Standard 4. Achieved Learning Outcomes

The overall level of the graduation work is sufficient and consistent with bachelor level expectations. The programme is living up to the promises made to incoming students and the professional field. Taken together, the evidence supports the conclusion that the intended learning outcomes are achieved.

All in all the audit committee judges the requirements of the standard met, because of the bachelor level displayed in the graduation reports, the satisfaction expressed by the alumni and the work field, supported by the evidence provided.

The audit committee judges the requirements of this standard as **meeting the standard**.

Overall conclusion:

The audit panel has judged all 4 standards of Fontys IB Venlo as satisfactory. The auditors have met a programme consistent with its professional context. The programme envisions impactful changes in the upcoming period introducing Talent Oriented Education and a substantial integration of the economy-oriented programmes in the Venlo-location. The panel recommends safeguarding the strong points of the IB-programme in Venlo.

Based on the NVAO's decision rules, the panel issues a **positive overall assessment** for the IB Venlo Programme at UAS Fontys Hogeschool.

The audit committee advises the NVAO to maintain the accreditation of the programme.

After approval by the panel members, this report was adopted by the chair and secretary on 14th of March 2026.

3. INTRODUCTION

The Venlo-based bachelor programme International Business prepares students as international business professionals; individuals who are able to help organisations internationalise (more sustainably and responsibly) and thus cope with and flourish in a rapidly changing international business environment at a tactical and strategic level, with intercultural sensitivity.

Fontys International Business Studies (further: the programme or IB) is one of the 23 institutions of Fontys UAS and shares the campus in Venlo with three other institutions: Kind en Educatie, Fontys Paramedisch and Fontys Techniek en Logistiek (FTenL). The campus caters for 3500 students from the border region and abroad.

Fontys offers two IB programmes with distinct profiles, geographically and didactical, Eindhoven and Venlo. The IB programme of Fontys Eindhoven is audited separately by the same audit panel. Cooperation of both programmes will be discussed under Standard 1, profile.

The main recommendations of the previous panel in 2019 concentrated on communication with students, also concerning assessment, the potential benefit of the lectorate Cross Borders Business development (improvements discussed under standard 2) and the output of calibration sessions (under standard 3).

This report is the result of the limited programme assessment of the International Business programme at Fontys UAS. The assessment was conducted on the basis of a document analysis and a site visit on 3rd of December 2025 by an audit panel of independent experts (see Appendix IV for further details).

This report presents, in succession, the panel's findings, considerations, and conclusions regarding the programme against the four quality standards: *intended learning outcomes*, *teaching-learning environment*, *assessment*, and *achieved learning outcomes*. For its assessment, the panel applied the Assessment Framework (2024) of the Dutch-Flemish Accreditation Organisation (NVAO).

In the chapters below, the audit panel describes its findings with regard to standards 1 to 4 of the Assessment Framework for an institution with ITK.

4. FINDINGS AND JUDGEMENTS

4.1. Intended learning outcomes

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

Explanation NVAO: The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations. The principles for how the programme is organised must match the institution's vision on education and its profile. - The intended learning outcomes must be evaluated periodically.

Findings

Both the IB programmes in Venlo and Eindhoven are sharing the Intended Learning Outcomes that were redesigned nationally in 2023, in accordance with the agreements between NVAO and Fontys (2025).

The intended learning outcomes of the programmes are derived from the National Qualifications Framework (2023) that replace the previous 24 ILO's with four:

The International Business Professional facilitates sustainable international (global) business development. They do so by:

1. defining international business opportunities and recommending possible strategies for the organisation to create sustainable multi-sided value for stakeholders (PLO1)
2. contributing to business (systems) transitions and transformations in order to optimise sustainable international business practices (PLO2)
3. cultivating and managing internal and external relationship with culturally diverse stakeholders in a responsible manner to achieve (mutual) business goals (PLO3).

To do this successfully, they need to:

4. manage themselves in a complex surrounding and develop their professionalism for the benefit of the organisation, the field of international business and themselves (PLO4).

The ILOs meet NLQF Level 6 standards, showing Bachelor-level competencies in knowledge, application, judgment, communication, and learning skills. Furthermore, the programme aligns with the Dublin Descriptors for bachelor's level education across all areas.

The research orientation of the programme is mostly visible in ILOs 1 and 2, in analysis, desk and field research in ILO1 and methodology and evidence based in ILO2.

Internationalisation is part and parcel of any IB programme and Fontys Venlo is no exception. The professional context is almost by definition focused at doing business across

borders, the student community counts 42 nationalities, and the teaching team originates from 18 different countries. Both the title of the programme as the language of instruction being English is no surprise and very justified. Additionally students achieve CEFR level B1 proficiency in either Dutch, Spanish or German. The international approach of the programme is visible in cultural diversity (ILO3) and the complexity in the field of international business (ILO4).

The reduction of the ILOs from 24 to 4 has improved the possibilities of profiling of both the Eindhoven and Venlo programmes.

Venlo lies at the Dutch-German border, positioned between the Randstad and Ruhr area (Ruhrgebiet). It serves as a key logistics hub with strong ties to both agriculture and international trade. Different stakeholders and different specializations of the IB graduates stem from regional differences.

The distinct profile of IB Venlo is based upon cross border business, synergy with the closely connected field of logistics and a small-scale, personable study atmosphere.

The programmes geographical position and content-oriented profile enables a truly international study community. At the moment 42 nationalities are represented. The current debate in Dutch politics around the *Wet Internationalisering in Balans* is of concern to the programme.

The auditors judged the profile of the programme as sound and fit for purpose in a closely related professional field. The ownership of the programme is clearly visible in staff and management which benefits the position of the programme in the wider Fontys UAS context.

Considerations and Judgement

The audit panel deems the intended learning outcomes as internationally aligned with worldwide standards of international business and the National Framework. The panel observed that the reduction to four integrated programme learning outcomes has enhanced clarity and coherence within the programme. Lecturers demonstrated a shared understanding of these learning outcomes and consistently use them as a guiding framework for curriculum design, teaching and assessment. This supports the panel's conclusion that the intended learning outcomes are fit for purpose and aligned with bachelor-level expectations. The audit panel is pleased to see that the new ILOs are fitting the ambitions of the programme, also consistent with the input of representatives of the professional field. Although the professional field has been consulted in shaping the intended learning outcomes, its involvement remains largely advisory. A more structural and sustained engagement of the work field – for instance through long-term partnerships or integration with research lines – could further strengthen the relevance and future-proof character of the learning outcomes.

The research and international aspects are adequately included in the ILOs.

The profiling of the programme is solid and consistent with the crossborder-orientation and DNA of the region the programme caters for.

The challenge of the programme in times of declining numbers of foreign student lies in the mitigation of the consequences of the political debate around WIB to preserve the multicultural and international learning community.

Overall, the audit committee judges the programme **meets** the requirements of this standard.

4.2. Teaching-learning environment

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

Explanation NVAO: The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum, and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach).

If the programme is taught in a language other than Dutch, the programme must justify its choice. This also applies if the programme bears a foreign language name. The teaching staff must have a sufficient command of the language in which they are teaching. Services and facilities are not assessed, unless they have been set up specifically for the programme concerned.

Findings

Curriculum

The IB curriculum is subdivided into three phases, propaedeutic, main (year 2 and 3) and graduation phase (4th year) based upon the AuCom Model of increasing autonomy and complexity of the learning journey of students.

The programme revolves around Project Based Learning in each semester. Starting in year one with Investigate your market and Investigate your company.

These projects ensure a strong tie to the professional international field (authentic learning context) and stimulate the integrative approach throughout the curriculum. The AuCom-model is visible in group size (7-8 in the first project, 2-3 in semester 7) and the amount of coaching. Supporting the knowledge basis of students there are specific courses of 5 ec in key aspects of IB: Marketing, Accounting & Finance, Management and skills oriented courses like Business Research, Communication Skills and Additional Language Skills.

During the curriculum students are mandated to do two internships, one of which is abroad. This provides students with at least 8 months of professional and intercultural experience. Catering for a student-centered approach the programme provides various options in Virtual International Projects, Blended International Projects, minors and 4th year electives that allow students to specialize. The electives are Human Resource Management, Supply Chain Management, Lean Six Sigma, Consumer Behaviour, Business Psychology, Management & Control, Leadership & Coaching and Mergers & Acquisition.

In the last semester students complete a 25-ECTS graduation project in a company setting, often abroad. In graduation, students demonstrate professional maturity in a research report, justifying their approach and exhibiting their contribution (solution and added-value) to the company and a Professional Development portfolio, both orally defended often in the presence of a representative of the workforce.

In the curriculum there are several modules referring to sustainability, inclusion and innovation. The audit panel did not see many references to these aspects in the final reports the auditors studied, even though the ILOs do state them.

The curriculum and the programme are tying in with incoming students to the best of their ability. Even though there is a considerable (not excessive) part of the first year students dropping out (or switching), the retention beyond year one is really high. During the study selection of graduating high school students IB Eindhoven and IB Venlo (and Zuyd Hogeschool) are actively advising students to enroll to the IB programme that matches their specific preference (e.g. like small scale, connection to logistics in Venlo / cosmopolitan, Brainport in Eindhoven).

Both in the Student Chapter and meeting the audit panel students stressed the programme's ability to prepare students well for the real-world business environment. In a student survey the majority of students considered themselves as net-promotor. The workload of the programme was perceived by students as high in some weeks, but not problematic.

Teaching team

The teaching team consists of 44 members, overwhelmingly master educated, representing numerous nationalities with ample professional experience in IB-related fields. The student-lecturer ratio of 20,5 : 1 (fte) is benefitting the personable learning environment. Didactical and assessment qualifications of the team are in order, Basis Kwalificatie Examinering and Basis Kwalificatie Onderwijs are standard requirements and Senior Kwalificatie Examinering-expertise is available within the team. Professional development is top of mind in the programme, especially concerning both individual and group coaching which is essential in project-based learning.

Workload in the team is considered challenging but the flexibility in the programme helps to make ends meet.

Students experience their lecturers as knowledgeable and accessible, committed to the programme and its students. This is supported by the students the audit panel met and the NSE (3.5 average on lecturers, English competence of teaching staff 4.1).

Facilities

The facilities are adequate for the programme, the campus in Venlo is relatively small (compared to Eindhoven for instance) which is benefitting the perception as personable education.

Due to declining numbers of students for Venlo one of the four buildings has been closed off. The institution is considering to house students in this building.

Coaching and students support sources are available for both general students and students with special needs.

The International Student Office had its own branch in Venlo but has been relocated to merge with the central ISO in Eindhoven.

Considerations and Judgement:

The audit panel judges the curriculum as enabling students to reach the intended learning outcomes in a structured way, the level and orientation of the separate modules do reflect the body of knowledge, skills and attitude adequately. The setup of each semester combining large projects for international companies with adjacent content courses enables students to gain the fundamentals of IB while integrating the different aspects simultaneously. The third year is dedicated to student-centred profiling and mandates students to do an internship or study abroad for one semester. A schematic overview of the curriculum is available as appendix IV. The student-centred curriculum provides students with ample guidance and personal profiling possibilities as well. Both in the Student Chapter and meeting the audit panel students stressed the programme's ability to prepare students well for the real-world business environment. In a student survey the majority of students considered themselves as net-promotor.

In the student meeting, participants described the learning environment as open and supportive, emphasising that they feel safe to ask questions and learn from mistakes during project work.

The audit panel sees the modules in Business Research reflected in the end-works and stresses the importance of critical thinking, questioning the construct validity, in-depth analysis and knowing and using appropriate methodology in a sound manner.

Not all lecturers are currently involved in the curriculum redesign. Given the scale of the upcoming changes, this might constitute a tangible risk for shared ownership, consistency and timely implementation.

The teaching team is coherent (it's a big team of 44 lecturers) qualified and committed to the programme and its students. The task load of the team is considerable in the perspective of all educational and professional developments the lecturers are expected to actively participate in. The panel observed that these challenges are recognised within the programme.

The audit panel sees the quality of the team, including the appreciated ability to teach in English. Although the programme maintains strong ties with the professional field through projects and guest lectures, relatively few lecturers hold an active role in professional practice. This may limit the depth of the lived connection between education and real-world business dynamics.

Support sources for students are ubiquitous available within Fontys UAS. Facilities are appropriate for the number of students. In the near future the cooperation with other economical programmes should benefit the IB-students in finding workplaces on campus. The panel understands the reasoning for centralizing the International Student Office in Eindhoven, but stresses the importance to safeguard the specific network and knowledge that has been built in Venlo.

The panel observed a supportive learning environment characterized by openness, accessibility of staff and a strong sense of shared responsibility for learning. The panel considers the programme appropriately enabling students to achieve the intended learning outcomes. The audit panel judges the programme as **meeting** the requirements of this standard.

4.3. Student assessment

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

Explanation NVAO: The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes. The Board of Examiners carries out its legal duties and exercises its legal powers.

Findings

The programme applies a detailed assessment policy aligning with the Fontys Assessment Framework, combining assessment for learning, assessment of learning and assessment as learning, applied in a yearly updated Testing Programme and assessment matrix for IB Venlo.. Each semester combines real-world projects, graded with portfolio/ coursework accompanied by oral exams, and knowledge modules, graded with tests. The number of written exams decreases from seven in year 1 to five in year 2 and to one in year 4, reflecting the gradual shift from knowledge testing to applied assessment.

The programme implemented a translation of the body of knowledge, skills and attitude into a general rubric that covers the Programme Learning Outcomes on the basis of criteria ranging from poor to excellent, stating examples of evidence to support the assessment, without limiting the options.

Students indicated that assessment criteria are generally clear, although the integrated nature of the learning outcomes sometimes makes expectations complex, especially in multidisciplinary projects.

The programme is addressing the issue of freeriding in group assignments quite effectively, also according to students. The oral defence in final presentations is instrumental to that effect. The four-eyes principle is used in all assessments to secure objectivity and consistency. For internships and graduation projects, the company supervisors provide advisory input and Fontys lecturers make final calibration and assessments.

Regularly calibration is organized with examiners from other Venlo-programmes, with IB Eindhoven and with the IB programmes of the national IB Platform.

Fontys and the programme provide guidance regarding GenAI for students and lecturers. The programme is challenging itself to be at the forefront of dealing with AI not solely as a threat to authenticity but as a useful tool as well.

The Examination Board of the Venlo programmes cooperates closely with the EB of Eindhoven, frequently sharing external members, engaging in periodic training workshops and frequently meeting each other. They can assign mutual examiners and engage in communal ISAT-conferences. The Examination Board is accessible for students and staff, plays a central role in the safeguarding of assessment validity and reliability, both within the institute of FIBS as in a communal role with IB Eindhoven.

Considerations and Judgement:

The audit panel is impressed by the depth of the assessment policy and application in daily practice. Assessors use the guidelines and rubrics to weigh evidence across multiple dimensions of performance, supported by calibration and dialogue within the team.

Strongly aligned with the Intended Learning Outcomes this guides the learning supporting assessment which strongly enhances the transparency, validity and reliability.

Generative AI is challenging the IB-programme as much as the next programme. IB Venlo is well aware of this challenge, adapting to this fast-moving target to the best of its abilities,

working together with the other programmes and Fontys as a whole. The realistic approach considers both treating AI as a useful tool and AI as a threat to the authenticity of student work. The shift towards oral examinations to support the written products reassures the audit panel, together with the additional training of assessors in Criterion Based Interviewing, foreseen for academic year 25/26.

Although grades of graduation projects are relatively high, the panel observed no structural concerns regarding the achieved level. The reasoning provided in the assessment forms is consistent, transparent and well substantiated.

The audit panel considers the Examination Board in control. The audit panel judges the Examination Boards of Venlo and Eindhoven as working so effectively together that they can be considered parts of a communal Examination Board, in accordance with the agreements of the NVAO with Fontys in 2025. While procedural alignment is in place, structural substantive alignment between the two locations – for example regarding calibration and discussion of complex assessment cases – is still developing. The panel did not observe evidence that this currently leads to inconsistencies in assessment or decision-making. Nevertheless, the panel considers further strengthening of joint substantive deliberation within the Examination Board to be an important point of attention for the continued safeguarding of assessment quality. The audit panel considers the requirements of this standard **met**.

4.4 Achieved learning outcomes

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

Explanation NVAO: The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.

Findings

The audit committee has studied the graduation reports of eight students of the two previous academic years, in accordance with agreements between NVAO and Fontys¹.

The graduation project of 25 EC concludes with an individually written research report, documenting the research process and outcomes, and a final assessment. Two examiners grade the research report independently prior to the oral assessment.

The nature of the project requires a thorough mastery of the Intended Learning Outcomes in a highly interconnected setting, prepared in the first semester of the final year. The interwoven approach ensures that the project is sufficiently complex and authentic. It also matches the generalist nature of the IB graduate profile and the interwoven nature of the holistically defined Intended Learning Outcomes.

The research line shows clear potential but is currently experienced as methodologically rigid. A more explorative and practice-driven research approach would better align with the programme's project-based learning philosophy and stimulate students' research curiosity. Without exception, the audit committee judged the end level of graduation works reflecting the hbo-level and meeting the Intended Learning Outcomes. The topics of the graduation reports are closely related to the IB-context and the reports contain in general adequate relevant advice.

The sustainability aspect is sometimes referenced rather implicitly, though some graduation reports do cover this aspect extensively.

The alumni the panel met were full of praise of the way the programme prepared them for their professional roles. Especially their ability to work effectively together in teams and groups set them apart. The workfield representatives, both SME and multinational enterprises, did confirm this. According to employers IB graduate of Venlo stood out in the application phase of projects and tech curiosity.

Both alumni and employers urged the programme to closely adapt to the digital dynamic in the professional context. Alumni and employers value graduates' adaptability, resilience and professional behaviour. At the same time, they indicate opportunities for strengthening technical and digital competencies, such as data analysis, CRM systems and applied AI tools. Considering Generative Artificial Intelligence, this is a formidable challenge for everyone, but exceptionally so for educators that need to plan 4 years ahead in a world that changes drastically on a monthly basis. The programme is well aware of these challenges and dedicates attention to AI literacy throughout the curriculum.

The programme can face this challenge with confidence as 87% of graduates secure employment within three months of graduation.

¹ Afspraak Fontys Hogeschool en NVAO over de visitatieaanpak van varianten, locaties en afstudeerrichtingen binnen opleidingen en de accreditatiebeoordeling (25 april 2025).

The programme does initiate alumni activities and is motivated to do more. Building an active alumni network is challenging. While informal alumni engagement exists, a more structured alumni network could strengthen internship opportunities, employability, work field feedback and long-term programme relevance.

Considerations and Judgement:

The overall level of the graduation work is sufficient and consistent with bachelor level expectations. The programme is living up to the promises made to incoming students and the professional field. Taken together, the evidence supports the conclusion that the intended learning outcomes are achieved.

All in all the audit committee judges the requirements of the standard met, because of the bachelor level displayed in the graduation reports, the satisfaction expressed by the alumni and the workfield, supported by the evidence provided.

The audit committee judges the requirements of this standard as **meeting the standard**.

5. OVERALL CONCLUSION

The audit panel has judged all 4 standards of Fontys IB Venlo as satisfactory. The auditors have met a programme consistent with its professional context. The programme envisions impactful changes in the upcoming period introducing Talent Oriented Education and a substantial integration of the economy-oriented programmes in the Venlo-location. The panel recommends safeguarding the strong points of the IB-programme in Venlo. Overall, a programme with a strong identity and a close-knit learning community. At the same time, the upcoming phase will require explicit safeguarding of these qualities to ensure they remain sustainable during a period of organisational and curricular transition.

Based on the NVAO's decision rules, the panel issues a **positive overall assessment** for the IB Venlo Programme at UAS Fontys Hogeschool.

The audit committee advises the NVAO to maintain the accreditation of the programme.

6. RECOMMENDATIONS

The audit panel does advise the programme to keep monitoring the workload of the teaching staff and building the alumni network.

The panel recommends the programme to search for a more structural and sustained engagement of the work field, for instance through long-term partnerships or integration with research lines. This could further strengthen the relevance and future-proof character of the learning outcomes.

The panel understands the reasoning for centralizing the International Student Office in Eindhoven, but stresses the importance to safeguard the specific network and knowledge that has been built in Venlo.

The panel encourages the programme to further intensify the calibrations with the Eindhoven-programme in order to manage the expectations of assessors and students, and to provide the Exam Boards with further substantiation of the achieved learning outcomes.

APPENDIX I Overview of judgements

Results overview UAS Fontys Hogeschool Venlo International Business Full time	
Standard	Judgement
Standard 1. Intended Learning Outcomes	Meets the standard
Standard 2. Teaching-learning environment	Meets the standard
Standard 3. Student assessment	Meets the standard
Standard 4. Achieved learning outcomes	Meets the standard
Overall conclusion	Positive

APPENDIX II Site visit, working methods and rules of decision

Audit schedule Limited Assessment of bachelor programme International Business – Fontys Hogeschool Venlo – 3rd of December 2025

Time	Programme	Participants
08.30u	Receiving Panel	Program Manager IB
08.30u - 09.00u	Time for panel to discuss	panel
09.00u - 09.45u	Conversation MT	Director FIBS Educational manager FIBS Program manager IB
09.45u- 10.00u	Break & time to discuss for panel	Panel
10.00 u - 10.45u	Conversation with students	7 students from different cohorts including OC and IMR representatives
10.45u- 11.00u	Break & time to discuss for panel	Panel
11.00u – 11:45u	Conversation alumni & workfield	Approx. 6 alumni plus 2 workfield committee members (hybrid)
11.45u – 12.45u	Lunch & time to discuss for panel	panel
12:45u –13:30u	Conversation with colleagues	8 colleagues covering, among others, Quality management, OC, IMR, curriculum committee, graduation coordination, and new curriculum development
13.30u – 13.45u	Break & time to discuss for panel	
13.45u - 14.30u	Conversation Examination Board & Test Assurance Committee	Chairperson EC, EC Member IB, Chairperson TAC
14.30u - 15.00u	Pending Issues	
15.00u – 16.000u	Break & time to discuss for panel	
16.00u – 17.00u	Feedback panel	
17.00u - 17:30u	Development conversation	Members of CC, Programme manager
17:30	Farewell panel	

Working methods

Selection of the delegations / the auditees

In compliance with the NVAO regulations the audit panel prior to the audit decided on the composition of the delegations (auditees) in consultation with the course management and on the basis of the points of focus that had arisen from the panel's analysis of the course documents.

Auditing process

The following procedure was adopted. The panel studied the documents regarding the programme (see Annex Documents reviewed) and a number of theses. The panel secretary organised input from the auditors and distributed the preliminary findings among the panel members prior to the audit. A preparatory meeting of the panel was held before the site visit.

During the site-visit the audit panel members spoke randomly to students and reviewed a number of additional theses.

In assessing the relevant full-time programme, the panel applied the *Assessment Framework for the Accreditation System of Higher Education in the Netherlands*, as established by the NVAO (in effect since 1 April 2024). This framework specifies the standards that an audit panel must address during a programme assessment, as well as the criteria on which the panel must base its judgement of the programme.

The site visit focused on verifying the findings of the document analysis and on gathering additional information about the content of the curriculum. This was achieved through discussions with representatives of the programme, students, and the professional field, which took the form of 'peer-to-peer dialogues'.

Verification by the audit panel took place by addressing the same topics on multiple occasions with different groups, by reviewing additional documentation, and (where housing and material facilities were concerned) through direct observation.

The panel formulated its preliminary assessments per theme and standard immediately after the site visit. These were based on the findings of the site visit, and building on the assessment of the programme documents.

Alignment between all sub-panels within the site visit cluster was first ensured through the instructions provided to panel members regarding the assessment framework.

An 'open consultation session' was scheduled as part of the site-visit programme. The panel verified that the scheduled times of the consultation session had been made public to all parties involved in the school community in a correct and timely manner. No students or staff members attended the open consultation session.

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies.

Rules of decision

According to the NVAO Accreditation Decision Rules, a standard can score "satisfactory", "partially satisfactory" or "unsatisfactory". Hobéon has applied the decision rules as listed in the "Assessment Framework for the Dutch Higher Education Accreditation System" (2024).

If there are different variants of a programme (e.g. full-time, part-time and dual), the assessment must show that the quality of each variant is guaranteed on the basis of the standards set out in the relevant assessment framework in order to arrive at a positive final

assessment of the programme. The final assessment of the programme is either “positive”, “positive with conditions” or “negative”.

If a programme is offered under a single programme code (ISAT) at multiple locations, the programme can only be considered for accreditation if the assessment shows that each location meets the quality standards specified in the relevant assessment framework.

Programme assessment of institutions without ITK accreditation

The final assessment of a programme is positive in any case if all standards score “compliant”.

The final assessment of a programme is positive with conditions in any case if Standard 1 is compliant and a maximum of three standards score “partially compliant”, in which case the audit panel recommends imposing conditions.

The final assessment of a programme is negative in any case if:

- one or more standards score “does not meet”
- standard 1 scores “partially meets”
- one to three standards score “partially meets”, whereby the audit panel does not recommend imposing conditions;
- three or more standards score “partially compliant”.

APPENDIX III Documents reviewed

List of documents examined

- Self-evaluation Report via Digital Quality Portfolio
- Alignment with external standards and frameworks, National Qualifications Framework 2023
- FBC strategy 2025-30
- Jaarverslag Examencommissie 2023-2024
- IB Annual Quality Report 2024
- List of lecturers 2025-2026
- Assessment & Feedback
- Year 1 Assignment and Assessment Books
- Year 2 Assignment and Assessment Books
- Year 3 Assignment and Assessment Books
- Gen IA – policy and guidelines Fontys
- Afspraak Fontys Hogeschool en NVAO over de visitatieaanpak van varianten, locaties en afstudeerrichtingen binnen opleidingen en de accreditatiebeoordeling (2025)
- representative selection of 8 final projects, selected by the panel, of the past two years with corresponding assessment criteria and requirements;
- Reference books and other learning materials.
- List of all recent final al projects/papers examined prior to the audit

Following NVAO regulations the panel prior to the audit the panel has studied 8 students' final projects, plus 8 from IB Venlo.

For privacy reasons, the names of these graduates and their student numbers are not included in this report. The names of the graduates, their student number, as well as the titles of the final projects, are known to the secretary of the audit panel.

APPENDIX IV Blue print Curriculum IB Venlo

Curriculum Blueprint IB								
Year 1		Year 2		Year 3		Year 4		
S1	S2	S3	S4	S5	S6	S7	S8	
PM1 (10 EC)	PM8 (10 EC)	MM1 (15 EC)	MM7 (15 EC)	MM12 (20 EC)	Minor (30 EC)	GM1 (17 EC)	GM5 (25 EC)	
Project: Investigate your market	Project: Investigate your company	Project: Develop your Business	Project: Drive your Business	Internship	Minor Study Abroad or Minor Doing Business In and Within Europe	Project: Strategic review of a company	Graduation research assignment	
PM2 (5 EC)	PM9 (5 EC)							
Marketing analysis	Finance & accounting							
PM3 (5 EC)	PM10 (5 EC)	SUF I (5 EC)	SUF II (5 EC)			GM 2 (3 EC)		
Business re-search I	Operations & supply Chain	Start Up Factory	Start Up Factory					Business Intelligence II
PM4 (2 EC)	PM11 (3 EC)	MM3 (2 EC)	MM8 (3 EC)			GM3 (5 EC)		
Organisation & People I	Organisation & People II	Business Research II	Business Intelligence I					Specializa- tion course I
PM 5 (3 EC)	PM12 (2 EC)	MM4 (3 EC)	MM9 (2 EC)					Specializa- tion course I
Effective Communication Skills I	Effective Communication Skills II	Effective communication Skills III	Effective communication Skills IV	GM4 (5 EC)		GM6 (5 EC)		
PM6 (3 EC)	Pm13 (2 EC)	MM5 (2 EC)	MM10 (3 EC)	Business re- search II		Specializa- tion course II	Personal & professional develop- ment V	
Additional language	Additional language II	Additional language III	Additional language IV					
PM7 (2 EC)	PM14 (3 EC)	MM6 (3 EC)	MM11 (2 EC)					
Personal & professional develop- ment I	Personal & professional develop- ment II	Personal & Professional develop- ment III	Personal & Professional develop- ment IV					
60 EC		60 EC		60 EC		60 EC		
Color Legend								
Projects	Knowledge & Skill Feed-In Modules	Languages	PPPD	Choice Modules				

APPENDIX V Composition of the auditpanel

On 21 October 2025 the NVAO endorsed the composition of the panel (Pa 2465).

Name site visit cluster	HBO IBMS Groep 3 Zuid
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Name	Role	Succinct CVs
Msc. J. Berntsen	Chair	Directeur Aeres Hogeschool Dronten en Aeres Farms
Dr. P. van Essen	Member	PUM1-expert , former Manager International Business UAS Windesheim
Dr. R. Snippe	Member	CEO Stocastic World Innovation Dynamics
M. Gablas	Student-member	Student IB aan De Haagse Hogeschool
V. Bartelds mba	Secretary	NVAO trained.

Prior to the audit all panel members undersigned declarations of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not currently maintain or have not maintained for the last five years any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the institution in question, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense.



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