

ASSESSMENT OF INTERNATIONALISATION AS A DISTINCTIVE (QUALITY) FEATURE

Panel Report

Country	Belgium
Institution	Leuven University College (Katholieke Hogeschool Leuven)
Programme	Bachelor in Business Management
Credits	180 ECTS
Level	Bachelor
Orientation	Professional orientation
Location	Heverlee (Leuven)
Mode of Study	Full-time
Majors	Accountancy and Taxation; Finance and Insurance; Marketing; Law (Dutch) Marketing (English)
Field of Study	Social sciences, Business and Law, Business and administration

Expert panel

- Jindra Divis, MA, general director, The European Platform, The Hague, the Netherlands (*chair*);
- Dennis Righters, MA, lecturer at Rotterdam Business School, Rotterdam University of Applied Sciences (Hogeschool Rotterdam) and education management consultant, the Netherlands (*subject specific expert*);
- Mag. Elisabeth Fiorioli, managing director, Austrian Accreditation Council (OAR - Österreichischer Akkreditierungsrat, Austria (*international expert*);
- Jasmijn Koets, BA, student Master in International Relations, University of Amsterdam, and former board member Dutch National Union of Students (LSVb – Landelijke Studenten Vakbond), the Netherlands (*student member*).

Observers

- Haruna Konish, BA, National Institution for Academic Degrees and University Evaluation (NIAD-UE), Japan;
- Prof. Ayaka Noda, PhD, member of the academic staff, National Institution for Academic Degrees and University Evaluation (NIAD-UE), Japan.

Assisting staff members (NVAO)

- Esther van den Heuvel, MA, international policy advisor and process coordinator;
- Michèle Wera, MA, policy advisor and secretary.

Application	14 September 2010
Site visit	7 October 2010
Panel report	20 November 2010

EXECUTIVE SUMMARY

A panel of peers reviewed the programme Bachelor in Business Management (BM) offered by the Department of Business Studies (the Department) at Leuven University College (the College) in Heverlee. Judgements were made about the standards achieved on internationalisation. One was assessed as good, five as satisfactory.

Strengths

- The programme clearly aims at involving all BM students in internationalisation at home and/or abroad.
- Staff are fully committed to the programme's international and intercultural ambitions.
- Mobility of students in the multiple and double degree programmes is high.
- Services for students are well-developed.

Weaknesses

- The allocation of the resources is not always supporting the achievement of the intended international and intercultural learning outcomes (ILOs).
- The intercultural learning environment is rather limited.
- Mobility of students in the regular BM programme is not sufficient.

Recommendations

- The programme's vision needs further specification making good use of past experiences, national and international benchmarking, and all stakeholders' views on internationalisation;
- The implementation of the policy on internationalisation necessitates the allocation of resources taking into consideration the legal and financial constraints.
- Engagement of both students and staff in long-term experiences abroad should be actively stimulated and facilitated.
- The monitoring system needs to focus more on internationalisation and its impact on the programme's quality.

Assessment

STANDARD	ASSESSMENT
1 VISION / POLICY ON INTERNATIONALISATION	SATISFACTORY
1.1 Vision / Policy	good
1.2 Objectives and Benchmarks	satisfactory
1.3 Evaluation	satisfactory
2 LEARNING OUTCOMES	SATISFACTORY
2.1 Intended Learning Outcomes	good
2.2 Graduate Achievement	satisfactory
3 TEACHING AND LEARNING	SATISFACTORY
4 STAFF	SATISFACTORY
4.1 Engagement and Composition	satisfactory
4.2 Experience	satisfactory
5 SERVICES	GOOD
5.1 Services Provided to Students	good
5.1 Services Provided to Staff	satisfactory
6 STUDENTS	SATISFACTORY
6.1 Engagement and Composition	unsatisfactory
6.2 International Experience	satisfactory
6.3 Mobility	satisfactory

Given the above assessment, the panel advises NVAO not to award a certificate.

The Hague, 20 November 2010

Jindra Divis, MA
(chair)

Michèle Wera, MA
(secretary)

ASSESSMENT PROCESS

The assessment of internationalisation as a distinctive (quality) feature starts with the application of the higher education institution providing NVAO with a self-evaluation document (SED). This document is submitted to a panel of peers reviewing the programme on the standards and criteria for internationalisation. During a one-day site visit the panel meets with management, staff, students, alumni and professional field, reads relevant documents, reviews students' work, and examines learning materials. After completion of the review the panel passes judgement on all standards and criteria resulting in an overall assessment of the programme's internationalisation.

The panel reports the outcomes of the review to NVAO describing the programme's strengths and weaknesses as regards internationalisation. The report also reflects on the maintenance and enhancement of quality of the international ambitions and achievements of the programme under review. The panel report should enable NVAO to decide on awarding a certificate.

Full details of the process of assessment can be found in the *Framework of internationalisation as a distinctive (quality) feature*, NVAO 2010.

PRELIMINARY REMARKS

The SED was very informative about the involvement in internationalisation at institutional and departmental level. It being a very 'broad' document, the SED contained many statements and tables not always relevant for the assessment of the subject under review. In general, the report might have focused more on the NVAO standards. Additional information and further evidence made available at different stages of the assessment process, however, completed the picture. Appendixes were ample and mostly in English which was very helpful. Although the SED was found a useful guide, most parts were considered descriptive rather than evaluative.

The SED was a collaborative effort of the management team and some staff members. Students, alumni and employers were not involved.

Meetings of the panel with various parties concerned were conducive to a better understanding of the programme's internationalisation. The commitment and enthusiasm of the staff were much appreciated.

FACTS AND FIGURES

The programme Bachelor in Business Management (BM) is a full-time three-year bachelor programme of 180 ECTS. It is offered by the Department of Business Studies at Leuven University College in Heverlee (Leuven). Four undergraduate majors are available: Accounting and Fiscal Studies; Finance and Insurance; Law; Marketing. The curriculum is taught in Dutch. The major in Marketing (EBM programme) is also offered in English in collaboration with IBA-Kolding (Denmark) and Coventry University (United Kingdom). Students are also offered the possibility of a double degree while studying at EPHEC (Pratique des Hautes Etudes Commerciales), a partner institution in Wallonia.

The marketing major 'makes it possible for students to study marketing and business management in three different countries. As a student you will be part of a small but dynamic group of international people with a common goal, namely to grasp the opportunity to study marketing and business from an international perspective. You will be able to "live" and "breathe", so to speak, the international atmosphere – an excellent preparation for a career in international business – if you feel up to seeking the extra challenge of living and studying away from home.' (the College's website)

The BM programme started in 1995 with a growing number of students from around 650 to 1.161 in 2009-2010. At present, the number of non-Belgian students in the programme is 51 or 5%. More than 200 BM degrees are awarded on a yearly basis.

For students belonging to the European Economic Area (EEA), the tuition fee is €564.30 for enrolment at Leuven University College per year. For all other students, tuition is €6,000. For the EBM programme other fees apply.

ASSESSMENT STANDARDS

1 Vision or Policy on Internationalisation

Assessment Criterion 1.1 Vision / Policy : good

The programme has a vision or policy on internationalisation. This vision/policy has been made explicit, is shared by the staff members, and stakeholders have been consulted during the formulation or revision of the vision/policy.

The BM programme is offered by the Department of Business Studies (the Department) at Leuven University College (the College) in Heverlee (Leuven). It is evident that internationalisation is a priority for both the College and the Department. Various documents at institutional level illustrate the ambition to shape 'global citizens' (cf. *Mission Statement*, 1999), 'to be active in all areas of internationalisation' and for all course programmes and departments to 'actively integrate internationalisation in their teaching, research and community service activities' (cf. *Internationalisation Strategy 2008-2013*). Even so, internationalisation is not listed among the key topics of the *Mission Statement*.

As asserted in the SED, the departmental views on internationalisation are to be considered as being equally valid for all five programmes offered by the Department including the BM programme. This corresponds with the College's holistic approach of internationalisation. This also explains why an explicit vision is missing in the SED. And although the Department's policy on internationalisation is not the subject on review, the panel is willing to judge it on its own merits. After all, the College's policy plan on internationalisation was mainly the initiative of the Department.

The SED states that internationalisation is one of the four pillars of the Department. Internationalisation is to be embedded in a systematic and structural way. Nonetheless, internationalisation is not explicitly mentioned as a priority (SED, Annex 7). In the five-year *Policy Plan 2008-2013* (SED, Annex 8), however, a separate chapter deals with internationalisation. This document lists actions, performance, adjustments etc.

The Department's vision, partly based on the mobility target of the Bologna process (20% mobility), is quite general. An implicit vision statement at the BM programme level might be: 'It will be demonstrated that the degree programme is constructed in such a way as to allow the student to function in an international context, either in Flanders or abroad' (SED, p. 14). This statement is to be found in an introductory chapter of the SED, and is not repeated in the chapter on vision.

Throughout the SED and also during the various meetings, some more components of a strategic vision on programme level are mentioned. Examples are the integration of internationalisation in all elements of the BM curriculum, and the participation of all students and staff in the international and intercultural activities. Given the limited means and legal constraints, internationalisation at home is therefore of major importance. Also diversity and sustainability are key words in the Leuven model. And from the very start, engaging in partnerships in developing countries has been part of the programme's strategy in line with the College's. But the international ambitions are primarily directed at Europe and the Brussels region in particular, although also reference is made to more global aspirations.

Stakeholders at departmental level validated the College's *Internationalisation Strategy*, and the Department's *Policy Plan*. There is also evidence of involvement of stakeholders in ongoing developments, and in future policy making at programme level. Employers confirmed that internationalisation is indeed a recurrent topic discussed with the professional field. Also staff testified that they are consulted. It remains unclear though whether students and alumni have been involved. Nonetheless, the vision on internationalisation is clearly shared by all stakeholders. As one teacher puts it: 'We hope to enhance the students' capabilities to cope with a changing world. They should be able to break down barriers, and to form strong international networks.' One of the alumni confirms this statement clearly: 'Abroad you meet yourself.'

It seems that over the last 15 years, the BM programme's notions on internationalisation have developed into an interesting vision emphasizing the involvement and commitment of all parties concerned both at home and abroad. The vision on internationalisation at the programme level can be made more explicit though. As mentioned before, the SED does not include a well-defined vision even though the programme holds clear views on internationalisation. And while specifying the vision, the programme management is urged to allocate the resources supporting the ambitious long-term strategic aspirations. Also the management considers the financial constraints a major challenge. The panel is of course fully aware of the legal restrictions in internationalising a Bachelor's degree in Flanders.

Assessment Criterion 1.2 Objectives and Benchmarks : satisfactory

The vision/policy on internationalisation includes verifiable objectives and benchmarks.

At the level of the College, there is a holistic vision on internationalisation documented in the *Internationalisation Strategy*. This document identifies seven generic and five more specific objectives, some with explicit targets. These are treated in a more operational way on the Department's level but not that clearly at the programme's.

As acknowledged in the SED, all programmes of the Department – including the BM programme – share the international objectives related to development cooperation, mobility of staff and students, research and development, generic and professional competences, cooperation with partners abroad, solidarity, and support services. Of particular value are the intercultural and language competences, and the integration of competencies.

For a better understanding of the vision of the BM programme, it would be helpful to make all objectives verifiable in terms of figures and dates, and with reference to the content of the curriculum, student population, staff, student exchanges and internships, graduates' employment etc.

The SED lists a number of benchmarks but these concern mainly the College, and not the subject on review being the international vision or dimension of the programme involved. Benchmarking against other programmes is limited, and does not focus on internationalisation. The SED mentions Banku Augstskola Riga (Latvia) and the Rotterdam University of Applied Sciences (the Netherlands), but does not elaborate upon the outcomes regarding internationalisation. Also the benchmarking against the other BM programmes in Flanders or the programmes offered by the multiple degree partners in England and Denmark could have been instructive.

Assessment Criterion 1.3 Evaluation : satisfactory

The elements of the vision/policy on internationalisation (such as objectives and benchmarks) are evaluated periodically and form the basis for improvement measures.

The SED mentions the monitoring system at institutional and departmental level, but not for the BM programme and not on internationalisation. At departmental level, an accreditation has been acquired from NIBS (Network of International Business Schools). At programme level, an application for NVAO accreditation is being prepared. Claims in the SED that NVAO already awarded the quality label for sustainability are unfounded as this is part of the accreditation decision still to be taken .

Without any doubt elements pertaining to internationalisation are part of both internal and external evaluations. Some examples are presented in chapter five of the SED including student questionnaires on the exchange programme, and instruments used to assess the EBM programme. Also, little information is given on the measures for improvement contributing to the achievement of the BM programme's objectives on internationalisation except for the EBM programme. Outcomes in the SED refer to the programme in general, and are not clearly related to the programme's objectives on internationalisation. Students stated that they were missing a good follow-up on their exchange experience.

Quality procedures should explicitly and systematically cover all international and intercultural objectives of the BM programme. As stated in the SED, the further development of the evaluation system is also among the management's priorities.

Assessment Standard 1 Vision or Policy on Internationalisation : satisfactory

The BM programme has an interesting vision on internationalisation shared by most stakeholders. The strategy is clearly aimed at involving all BM students in internationalisation at home and abroad. Not all objectives are verifiable, and benchmarking at programme level focussing on internationalisation is missing. While specifying its vision, the programme should make full use of its past experiences, national and international benchmarks, and the input of all stakeholders including students and alumni. The quality procedures regarding the programme's internationalisation need to be further developed, and have the attention of the programme management.

In general, the BM programme's vision on internationalisation complies with the NVAO-requirements in a satisfactory way considering that most ingredients are present although they need further explication. The implementation of the policy also necessitates the allocation of resources taking into account the legal and financial constraints.

2 Learning Outcomes

Assessment Criterion 2.1 Intended Learning Outcomes : good

The vision/policy on internationalisation has been adequately transferred into the intended learning outcomes of the programme¹.

The BM programme follows the College's strategy on defining competences as required by Flemish legislation rather than intended learning outcomes (ILOs), focusing on competence-oriented education in an international context. The SED describes a 'competence' as being holistic, meaning every competence can be given a different international

¹ In the rest of the framework we refer to intended international & intercultural learning outcomes to single out the intended learning outcomes which result from the vision/policy on internationalisation.

dimension. This view explains why no international and intercultural competences are set apart. Of particular value is, therefore, the integration of competences in for example various projects in all three years of the curriculum.

In the SED, special attention is paid to the language and intercultural competences. Both are generic in nature but considered to be crucial for the BM programme's international character. Also the competences for the multiple degree programmes and Erasmus exchanges are well documented. Competences are described at four levels of command. It remains unclear though why the expert's level (level four) is included as the BM students are not expected to reach that level. It merely helps to understand the system as a whole even if not all levels are relevant for the BM programme.

International and intercultural competences are set on an appropriate level, and are to be found in most modules throughout the three years of study. As confirmed by the management, in due time competences will be rephrased in terms of international and intercultural ILOs. When at the same time clarifying its vision on internationalisation, the programme should also further specify the matching ILOs.

Assessment Criterion 2.2 Graduate Achievement : satisfactory

The programme can demonstrate that the intended international & intercultural learning outcomes are achieved by its graduates.

Employers confirmed to be satisfied with the qualifications of both BM students and graduates. They emphasized the importance of the intercultural and languages competences. The BM student's and graduate's basic level of knowledge, skills and attitude are considered more than adequate. Especially the students' proficiency in French and the more general orientation towards Wallonia, the French-speaking region of Belgium, are appreciated. Leuven students are said to be open-minded, eager to learn, and very dedicated.

Even so, little reference is made to the actual achievement of international and intercultural ILOs; nearly all reference is made to the assessment of competences. At various stages of the review though a number of elements related to achieving the ILOs are mentioned. To guarantee that the ILOs are reached, for example, the selection of the exchange and the internship is closely monitored. Approval of the exchange period abroad is based on fixed criteria which not all students find justified. Scrutiny of bachelor theses or dissertations (7 ECTS), however, show that internationalisation is not necessarily the focus. Of course most topics in business and management studies are internationally orientated. Even so, an explicitly international line of approach for the theses would be more consistent with the international and intercultural ILOs. Also the achievement of intercultural ILOs is of some concern to the panel due to the composition of both staff and student body being predominantly Flemish, even in the EBM programme (cf. Criterion 6.1).

Another concern is the limited involvement of the majority of students in international and intercultural activities abroad. Although internationalisation at home offers possibilities making sure that all BM students are included, BM students can graduate without ever leaving the Leuven campus. Their international experience is not such as to achieve all international and intercultural ILOs (cf. Criterion 6.2).

BM graduates seem to have relatively easy access to the (international) labour market in Belgium. Only few graduates opt for a job abroad or continue their studies abroad at master level. Numbers are increasing though. The majority of the master students graduated from the EBM programme, and enrol at the partner university in Coventry. It is clear that the EBM graduates are having an advantage as compared with the other BM graduates. In order to gain a better insight in the achievement of international and intercultural ILOs, however, a more detailed data base for alumni would be helpful. Data for each major including graduation rates, employment destination, (post)graduate studies etc. provide material for further analysis, and better monitoring. Also stakeholders' views on the achieved outcomes should be evaluated.

Assessment Standard 2 Learning Outcomes : satisfactory

International and intercultural ILOs are satisfactory in that they support the BM programme's aim to prepare graduates to function in an international context of business and management at the bachelor's level. Students seem to be capable of achieving the programme's ILOs but evidence in terms of verifiable results is somewhat lacking. Also major concerns have been identified which might jeopardize the achievement of all international and intercultural ILOs. These relate to the composition of both staff and student body, and the international experiences abroad.

3 Teaching and Learning

The programme's curriculum, educational practice and assessment of students are in line with the vision/policy on internationalisation and the intended international & intercultural learning outcomes.

Curriculum

The curriculum includes content modules on business and management, foreign language courses, projects as of the first semester in year one, electives, an optional exchange and/or internship, and a bachelor's thesis. It is acknowledged in the SED that most modules are international due to their content and integrated approach. The idea of incorporating internationalisation in all courses is certainly an interesting notion. This approach also explains why internationalisation in the curriculum cannot be defined in terms of ECTS. However, it would be helpful to express in some way at least the *minimum* requirements on internationalisation that a student has to fulfil in the programme. Overall, the curriculum should enable students to achieve the international and intercultural ILOs in terms of knowledge, skills and attitude disregarding the impediments related to other standards of the NVAO-framework.

The BM curriculum has a clear structure with 'internationally flavoured' courses and projects, and international experiences. Courses and projects can be variable in the degree of internationalisation; international experiences can be both short-term and long-term, both at home and abroad. Good examples of internationally coloured courses are *Diversité* in year one and the foreign language training. A compulsory second foreign language besides English is also in line with the ILOs. These courses offer training in a foreign language but also deal with communication skills and cultural awareness. Looking at the course names, however, hardly any international components can be distinguished. Choice elements are built into the BM programme in the final year allowing students to pursue individual interests. These electives are said to fit within the general framework of the IBMS profile but not all of them seem to have a distinctly international component. Examples of international and intercultural projects are the so-called integration projects several times in the course of the three-year study programme.

In line with the programme's vision on internationalisation, the curriculum allows all students to take part in international and intercultural activities. Students confirmed that they all participate in the international week at home or abroad (1 or 2 ECTS) as part of the Integration Project in year two. A limited number of students, have a long-term experience abroad (30 ECTS). This can be either a study period of one semester or an internship. Of particular value are the opportunities to obtain double or multi degrees at partner institutions in Denmark, the United Kingdom and Wallonia. Those students spend several semesters abroad.

Educational practice

The SED clearly explains the competence-based learning concept as shown in Figure 11 (SED, p. 30). The teaching method enables students to develop international and intercultural competencies at three levels of intensity regarding internationalisation: internationally orientated courses and projects, short-term experience at home or abroad, and long-term experience abroad. A fourth level is mentioned and might be reached after graduation, but is not part of the BM learning process. As asserted in the SED, in the Dutch curriculum the international dimension increases throughout the programme; in the EBM programme, the dimension is more explicitly present at all stages of the learning process.

Students confirm the stimulating and activating practice-oriented learning environment. The programme offers both competence-based learning (e.g. projects, group work) and traditional teaching methods (e.g. various content courses). BM students can demonstrate their competences in their own professional context. Throughout the programme, theory and practice are intertwined. Good examples are the integration projects and business cases in year two.

The SED further mentions the multicultural teams for group work, and the use of English in the EBM programme and during the International Week. Both are obviously supportive of students in the achievement of the ILOs. Yet, both the intercultural classroom and the use of English are major concerns. Staff and students are mainly Flemish, and do not provide a multicultural setting. Also the use of English in the regular BM program is limited. Given the legal and financial constraints, more innovative ideas about internationalisation should be considered. One such idea mentioned by at least one staff member is the further development of internet based projects. Also 'virtual mobility' via video conference is looked into although this emerged from sustainability concerns rather than being part of an internationalising strategy.

In general, student evaluations are positive about the educational practice. There are some complaints though about the spreading of workload and the limited number of placements abroad (e.g. major in Law). Alumni regret the BM programme does not make use of guest lecturers, not even in the EBM programme offered in Leuven.

Assessment

The SED hardly contains any information about assessment. The programme's website, however, specifies the methods of assessment per course, and gives information about the programme's assessment strategy. The methods include written and oral exams, written reports, case studies, presentations, self-assessment reports. There was no evidence of assessment criteria for individual work as member of a group.

Assessments of knowledge, attitude and skills as regarding internationalisation, however, are not explicitly linked to the ILOs in the courses. Hence no specific information on the assessment of international and intercultural ILO's is

communicated to the students. The course manuals for each trimester only mention the assessment and examination in a more general way i.e. without differentiating between the generic ILOs, and the international and intercultural ILOs. At the meeting with the staff members, however, they asserted that international and intercultural ILOs are assessed, and proper attention is paid to intercultural aspects of, for example, team work.

Assessment Standard 3 Teaching and Learning : satisfactory

The competence-based learning concept supports students in the achievement of international and intercultural ILOs. Internationalisation is integrated in the curriculum allowing students to develop international and intercultural ILOs at three levels of intensity. Especially the international week at home and abroad is found to be beneficial and enjoyable by students. In general, the quality of learning opportunities is adequate but there is room for improvement. Most importantly, the absence of a multicultural classroom and a truly international experience jeopardizes the achievement of all international and intercultural ILOs. Other issues include the methods of assessment for international and intercultural ILOs, and the use of Dutch in most of the courses. Most issues do not concern the EBM programme except for the intercultural classroom which is found to be unbalanced.

4 Staff

Assessment Criterion 4.1 Engagement and Composition : satisfactory

The engagement and composition of the staff (in quality and quantity) makes the achievement of the intended international & intercultural learning outcomes possible.

All staff in the BM programme are Belgian, also in the EBM one-year curriculum offered in Leuven. Also the foreign language teachers are Belgian. Students in the double and multiple degree programmes are taught by local staff when in Wallonia, Denmark or the United Kingdom.

There is no evidence of guest lecturers being involved neither in the Dutch nor in the English programme. In the SED, reference is made to a recommendation by NIBS as to make more use of guest lecturers, in part to compensate for the issue of foreign staff appointments. As mentioned before, this is also supported by the alumni. Given the network of partner institutions larger numbers of incoming and outgoing staff exchanges could be expected.

There is little evidence of staff members having a long-term experience abroad. There is evidence though of a policy on recruiting staff suitable to the programme's international and intercultural context. This means basically that new staff are expected to participate in the international activities. Foreign studies and work experience are considered an asset, not a prerequisite.

The IBMS teaching staff have appropriate qualifications in their subject but seem to lack international competences in their specific field of teaching and research. The research records of the core faculty do not mention any involvement in international projects (with external funding), in editorials boards of international reviews etc. Also the titles on the list of publications (SED, p. 53) are not directly related to internationalisation. Furthermore, the number of publications – ten in total within eleven years – is not very convincing.

In short, the composition of the staff does not correspond with the BM programme's ambition to qualify as a distinctive international business programme. The total commitment and huge engagement of the staff, however, compensate to some extent the unbalanced composition. Without any doubt staff members are fully dedicated to the College's international aspirations at large and the BM programme's in particular. For the past 15 years, staff have been involved in developing the notion of internationalisation, and in expanding its network of partnership schools and (business) organization with a common interest.

Staff testify that a lot of spare time is invested in the realisation of the programme's international and intercultural objectives. Also the annual reports on internationalisation refer to the lack of time for, as an example, writing the SED on internationalisation or foreign language training. Staff clearly take pleasure in the international activities, and talk mainly in superlative terms about the programme's internationalisation. However, they also mention restraints such as the inadequate financial means and the limited flexibility due to a rather strict organisational structure. On the one hand, staff are obviously engaged even beyond what can be reasonably expected from an employee. On the other hand, the allocation of resources is not supporting the programme's long-term policy on internationalisation (cf. Standard 1). One of the consequences is that internationalisation is not at the core of the standard teaching load. Internationalisation seems to be not so much a structured teaching task but rather a 'free' activity. Depending too heavily on the individual readiness of a staff member to engage in internationalisation is not a sound basis for the achievement of the international and intercultural ILOs.

On the whole, the available staff support students in their achievement of the international and intercultural ILOs. The long-established engagement and the deep-rooted commitment of the staff are indeed quite impressive. However, internationalisation seems not part of the College's HRM policy.

Assessment Criterion 4.2 Experience : satisfactory

Staff members have sufficient international experience, intercultural competences and language skills to make the achievement of the intended international & intercultural learning outcomes possible.

There is hardly any evidence that staff have the required international experience. CV's do not mention long-term international experiences and hardly any short-term experiences. Staff members do not seem to have international business experience in the subject they teach. There is no evidence of international staff exchange. All international experiences are short-term varying from a one-day meeting in The Hague to a two-week teaching assignment in Malawi. When discussing the necessity of participating in and contributing to the international world of business, conferences and exchange programmes, staff responded favourably. Financial and organisational constraints, however, prevent staff of engaging in long-term activities abroad. As it is, the lack of long-term international experience among the staff is of great concern to the panel as it jeopardizes the achievement of students' international and intercultural ILOs.

Intercultural respect is being considered to be a crucial competence of staff members. Even so, no clear evidence is provided about the quality of the intercultural and language abilities of staff. The SED does not include the requirements of English language skills for EBM staff or the evaluation procedures. There is also no mention of any results of evaluation surveys such as the average score on the Likert Scale. Students and graduates, however, find most staff members very supportive, capable and skilled. There were no complaints about the staff's teaching abilities and proficiency in English.

Overall, the aspiration to bring all staff to the appropriate level of internationalisation has not been fully realised. Once again, allocation of resources is crucial in the development of the staff's involvement in long-term international and intercultural activities.

Assessment Standard 4 Staff : satisfactory

BM staff are adequate allowing students to achieve the programme's international and intercultural ILOs. Staff is fully and actively engaged in the programme's internationalisation. Their commitment exceeds that expected of staff with a regular teaching task. Due to financial and organisational constraints, staff only engage in short-term international and intercultural experiences. Allocation of resources is found crucial in enhancing the quality of staff in terms of international and intercultural competences.

5 Services**Assessment Criterion 5.1 Services Provided to Students : good**

Services provided to national and international students (information provision, counselling, guidance, accommodation, library, Diploma Supplement, ...) are sufficient in view of the vision/policy on internationalisation and the intended international & intercultural learning outcomes.

The BM programme profits from the School's past experiences in guiding and supporting incoming and outgoing students. The SED lists services designed for the Department's outgoing students and the Department's incoming international student population. No additional services for BM students are mentioned except for the students in the double and multiple degree programmes. The Department's International Office provides adequate administrative support to students. Students, alumni and surveys confirm services provided for students meet the expectations.

Proper arrangements are in place to address students' needs as regards housing, administration, future career guidance, exchange, internship and the like. Information is available on the programme's website and in various documents but not all information is in English. Management is aware of this problem, and is taking appropriate action. Other areas of improvement are the number of available placements abroad, the preservation of credits obtained elsewhere, and pre-arrival arrangement for incoming students. One BM graduate suggested making better use of the information of returning students. In doing so, valuable practical information is prevented to get lost for the next generation of outgoing students.

Students and alumni alike are positive about the individual guidance and the broad range of different arrangements and opportunities that allow a tailor-made international experience. Staff and tutors are found friendly and highly supportive. Student support is considered more than adequate considering the relatively small numbers of students making use of the services (cf. Criterion 6.1).

Overall, students seemed very satisfied with the quality of the foreign partner universities and/or business schools and the good preparation for the work placements taking into account intercultural aspects. Moreover, students confirmed that they are very appreciative of the international week on both process and content level. The buddy system and the overall flexibility of the faculty and faculty members are also highly appreciated.

Assessment Criterion 5.2 Services Provided to Staff : satisfactory

Services provided to the staff (information provision, training, facilities, ...) are sufficient in view of the vision/policy on internationalisation and the intended international & intercultural learning outcomes.

BM members of staff can develop their professional skills making use of services offered by the College and the Department. However, there is little evidence of staff actually participating in training activities. As pointed out before, it appears time and money are missing preventing staff from engaging in scholarly and staff development activities. It also seems services for staff focussed on internationalisation are still under development. Also the e-portfolio for staff meant to contain a personal development plan, is not yet fully operational.

The SED also mentions a small number of incoming and outgoing exchange staff at Departmental level but no evidence is provided that the BM programme actually makes use, stimulates, or facilitates exchange of staff in a systematic way. Management encourages staff to engage in short-term international activities but participation is left to the individual staff member.

Overall, the BM programme should expand the learning possibilities for staff addressing internationalisation, and develop them at a more operational level. Staff should be stimulated and facilitated most urgently to engage more frequently in training activities. Also proper training of tutors needs to be assured.

Assessment Standard 5 Services : good

The BM programme's strategy for student support profits from its 15 years experience. There is clear evidence that both academic and personal support is appropriate for both incoming and outgoing students considering the small numbers of students making use of the services. Services provided for staff are adequate but should focus more on internationalisation. Also, the engagement of staff in training activities seems rather limited. Overall, the BM programme offers adequate provisions for both students and staff.

6 Students**Assessment Criterion 6.1 Engagement and Composition : unsatisfactory**

The engagement and composition of the student group is apt for achieving the intended international & intercultural learning outcomes.

Most students in the BM programme are Flemish, also in the EBM one-year curriculum offered in Leuven. Less than 5% of the student population is foreign: 51 on a total of 1.161 students in 2009-2010. The SED claims that many students have foreign roots, resulting in cultural diversity. The panel recognizes the fact that a student's nationality does not say everything about his 'international' roots or mindset. However that may be, it does not compensate for the obvious lack of an intercultural classroom essential for the achievement of the international and intercultural ILOs.

Incoming students do not contribute to the diversity of the student population, not even in the EBM programme where the majority of the students is Flemish. Exchange students are offered separate courses, and only mix with national students during the international week and social activities.

Students confirmed, however, that the international week enables them to be exposed to diversity and enables them to setup and maintain international contacts (post international week). At the meeting, students made the impression to be engaged. And although the international week has a positive impact on the local students, integration of 'local' and foreign students in general leaves a lot to be desired.

Assessment Criterion 6.2 International Experiences : satisfactory

The international experiences gained by the student group are in line with the international vision/policy and the intended international & intercultural learning outcomes.

Several types of international experience can be identified, the most obvious ones being the international week, the exchange and the internship. The SED includes many tables hoping to clarify the BM students' international experiences.

Students confirm that they all participate in an international week (1 or 2 ECTS) as part of the Integration Project in year two. The majority do so in Leuven (230 students in 2009-2010); others spend that week abroad (124 students) or participate in Business Games organised by business partners or higher institutions abroad (10 students). Students and staff alike are enthusiastic about the short-term experience both at home and abroad. The international week spent in Leuven certainly helps in developing multicultural awareness and communicative skills. And although the international week at home is very appealing to BM students, its significance to the actual achievement of the international and intercultural ILOs should not be overrated. That is especially the case for BM students limiting their

international experience to this international week at home. The same could be said for the short-term experience abroad. After all, it merely represents 1 or 2 ECTS out of a total of 180 ECTS.

The long-term experience abroad can be either a study period of one or two semesters or an internship. In 2009-2010, about one third of the BM graduates participated in an extensive stay abroad, including 18 EBM students, 14 placements, and 27 exchanges. In the past five years, the percentage has increased from 12% in 2005 to 33% in 2010. The panel welcomes the idea of placements in international companies primarily in Europe but there is also a growing interest in other continents. Also placements in developing countries are offered.

As discussed before, the BM student body does not really make for an intercultural classroom. Flemish students even with diverse backgrounds cannot compensate for the absence of other nationalities both in the staff and student population. The international week and social activities in which also incoming exchange students participate are important in gaining intercultural experience but are rather limited. These activities certainly increase multicultural awareness. It remains unclear, though, how they actually support the students' achievement of the international and intercultural ILOs.

For students who are interested in going abroad, ample opportunities are offered to engage in various activities. They are rightfully expected to invest in intercultural and cross-cultural interaction; there is evidence that students participating in the experiences abroad live up to these expectations.

Assessment Criterion 6.3 Mobility : satisfactory

The inbound and outbound mobility of students (degree and credit mobility) is in line with the international vision/policy and the intended international & intercultural learning outcomes.

The participation of all students in at least one international and intercultural activity is in line with the programme's vision on internationalisation. However, this participation does not necessarily mean mobility on the part of the individual student.

As pointed out before, one out of three students participates in a short-term experience abroad in year two. More importantly, three out of ten students spends one or two semesters abroad either as an exchange student or as an intern. These figures include the students in the double and multiple degree programmes offered in collaboration with partner institution in Wallonia, Denmark and the United Kingdom.

Mobility is vital for the students' achievement of the international and intercultural ILOs. It is, therefore, rather disappointing that not all students take the opportunity to go abroad, if only for a short while. In fact, most BM students (nearly 70%) do not opt for an exchange or a placement abroad. Of the 33% that goes abroad, the majority does so because they are either EBM students or double degree students (EPHEC). In other words, only 15% of the regular BM students stay abroad for a longer period. As a programme advertising its international orientation, it is expected to stimulate and facilitate the BM students more actively to go on an exchange or do an internship. After all, the Bologna target of 20% mobility is set for all programmes in higher education. Intensifying its international collaboration with partner institutions in the Netherlands and Wallonia is certainly one option that deserves further consideration.

The Department clearly promotes inbound mobility: it attracted around 50 incoming exchange students in 2009-2010. As stated before, these students have separate courses in business and management studies, and as such do not contribute directly to the international and intercultural learning environment of the BM students. The inbound mobility, however, could be a considerable asset to the BM programme at large. The management is, therefore, urged to find innovative ways to bring both groups of students together, and not only in the international week.

Assessment Standard 6 Students : satisfactory

The provisions for students to gain international and intercultural experiences are adequate despite the unbalanced composition of the student population and the absence of the concept of an international classroom. Mobility of students is disappointing, and should be more actively stimulated and facilitated. Short-term international experience and internationalisation at home are certainly considered conducive to the students' achievement of the international and intercultural ILOs. Even so, students should really engage in a broader and longer international experience taking them away from the Leuven region and into the global world of business and management.

ASSESSMENT PROGRAMME

One standard of the NVAO-framework is considered good; five are assessed as satisfactory. Three criteria are graded as good, one as unsatisfactory and the others as satisfactory. None are found excellent. As a result, NVAO is advised not to award a certificate.

Strengths of the programme include the aims to involve all students in internationalisation at home and/or abroad, commitment of staff, mobility of students in the multiple and double degree programmes, and the services for students.

The main weaknesses are the allocation of the resources, the intercultural learning environment, and the mobility of students in the regular BM programme.

Recommendations involve a further specification of the vision based on benchmarks and all stakeholders' views on internationalisation, the allocation of resources supporting the achievement of the international and intercultural ILOs, an increased engagement of both students and staff in long-term experiences abroad, and a monitoring system focusing more on internationalisation.

Assessment Programme

One standard is assessed as good; the other five are considered satisfactory: Major concerns are a further explication of the vision, the allocation of resources, the intercultural learning environment, and the mobility of students in the regular BM programme.

Applying NVAO's grading and assessment rules, the panel advises NVAO not to award a certificate as the programme does not meet all requirements.