

Katholieke Hogeschool Leuven
De heer T. Martens, algemeen directeur
Abdij van Park 9
B-3001 LEUVEN
België

Besluit

Besluit strekkende tot toekenning van het bijzonder kenmerk Internationalisering aan de Bachelor in het bedrijfsmanagement (professioneel gerichte bacheloropleiding) van de Katholieke Hogeschool Leuven

1. Inleiding

datum	Op 14 september 2010 heeft de NVAO een aanvraag tot toekenning van het bijzonder kenmerk Internationalisering ontvangen voor de Bachelor in het bedrijfsmanagement van de Katholieke Hogeschool Leuven. Ter ondersteuning van deze aanvraag heeft de Katholieke Hogeschool Leuven een zelfevaluatierapport overgelegd overeenkomstig het beoordelingskader "Framework for the assessment of internationalisation as a distinctive (quality) feature". Een door de NVAO ingesteld internationaal panel heeft vervolgens de beoordeling uitgevoerd met een bezoek aan de instelling op 7 oktober 2010. Het panel had de volgende samenstelling:
30 november 2010	
onderwerp	
Besluit tot toekenning	
bijzonder kenmerk	
Internationalisering (IP 2010-21)	
ons kenmerk	
NVAO/20103431/LL	
bijlagen	
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- 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).

2. Bevindingen van het panel ten aanzien van het bijzonder kenmerk Internationalisering

Op grond van het "Framework for the assessment of internationalisation as a distinctive (quality) feature" wordt een opleiding die een bijzonder kenmerk aanvraagt beoordeeld aan de hand van zes standaarden (die in totaal dertien criteria omvatten), te weten: Vision or policy on internationalisation; Learning outcomes; Teaching and learning; Staff; Services; Students.

Het panel komt tot de volgende conclusies en overwegingen.

"The BM programme has an interesting vision on internationalisation shared my 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

pagina 2 van 5 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.

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.

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.

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.

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.

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.

pagina 3 van 5 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.

Five standards of the NVAO-framework are assessed as satisfactory and one is assessed as good.

De NVAO stelt vast dat in het rapport van het panel deugdelijk en kenbaar is gemotiveerd op welke gronden het panel tot bovenstaande oordelen is gekomen.

pagina 4 van 5 **4. Besluit**

Op grond van de bevindingen van het panel besluit de NVAO het bijzonder kenmerk internationalisering toe te kennen aan de Bachelor in het bedrijfsmanagement (professioneel gerichte bacheloropleiding) van de Katholieke Hogeschool Leuven.

Den Haag, 30 november 2010

Nederlands-Vlaamse Accreditatieorganisatie

K.L.L.M. Dittrich
Voorzitter

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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