Hanze IB Accreditation 2026

International Business Bachelor Programmes
Business & Law, Hanze University of Applied Sciences Groningen

Date of accreditation visit was originally 5 February 2026, but due to code red weather conditions it was moved to 7 April 2026.

On 12 August 2026 the Hanze received the confirmation of NVAO that the HBO-Bachelor International Business will stay accredited and that the distinctive feature Internationalisation was extended.

On 7 October 2026 was the development meeting with the chair of the panel, one panel member, two Heads of Education of the IB Bachelor programme and the project leader of the IB Accreditation.

Below is the summary of the meeting.

Hanze IB Accreditation Development Meeting

Date: **7 October 2026**
Location: **Online**
Participants: **chair of the panel, panel member, Heads of Education, project leader**

Overall Conclusion
The discussion focused on the accreditation recommendations concerning the student learning journey, supervision and coaching, and internationalisation. The panel emphasized that the IB programme is already strong and that most improvements should focus on making existing practices more visible, explicit and consistent rather than introducing entirely new structures.

1. Student Learning Journey

Main Discussion
The programme aims to balance two objectives:

- Providing students with a coherent learning journey.
- Allowing flexibility for students to shape their own educational pathway.

The panel noted that students sometimes struggle to see how different learning experiences connect and contribute to their overall development and graduate profile.

Recommendations

Make the learning journey more visible
Develop a clear roadmap showing:

- Student progression throughout the programme.
- Connections between learning activities and learning outcomes.
- How students can demonstrate evidence of their development.

Introduce a programme-wide learning diary or portfolio
Create a reflective tool that students use throughout the programme to document:

- Learning goals.
- Actions taken.
- Evidence collected.
- Reflections on progress.

This could become the central thread connecting all stages of student development.

Maintain common learning outcomes while allowing flexibility
Students should have freedom in choosing projects, topics and learning activities, provided they demonstrate achievement of the same programme learning outcomes.

Build learning communities around shared challenges
Students may pursue individual learning goals while working together on common real-world challenges and projects.

Increase flexibility progressively
Provide more structure in the first year and gradually increase student autonomy in later years as students become more capable of directing their own learning.

2. Supervision and Coaching

Main Discussion
The programme already offers significant support, but students are not always clear about:

- Who is responsible for different aspects of guidance.
- The difference between coaching and supervision.
- How support is coordinated across courses, projects, internships and exchanges.

The panel viewed this primarily as a communication and consistency issue rather than a lack of support.

Recommendations

Establish programme-wide supervision standards
Agree on a set of common supervision practices that all staff members follow, while allowing individual coaching styles.
Examples include:

- Clarifying expectations at the start of projects.
- Scheduling progress checks.
- Following consistent procedures for addressing team-related issues.

Clearly distinguish coaching and supervision roles
Define and communicate the different responsibilities of:

- Coaches, who support personal and professional development.
- Supervisors, who provide guidance for specific projects, internships or exchanges.

Improve continuity throughout the student journey
Ensure that someone maintains oversight of a student's overall development across multiple years and learning contexts.

Strengthen communication between staff members
Improve information sharing between coaches, supervisors, internship coordinators and exchange coordinators to create a more integrated support system.

Gather direct student feedback on support needs
Organise discussions with students to better understand:

- Their expectations regarding guidance.
- Preferred levels of support and autonomy.
- Areas where support structures could be improved.

Ensure timely support during mobility experiences
Students on exchange or internship should receive clear and responsive support, with smooth handovers between the different staff members involved.

3. Internationalisation

Main Discussion
The panel recognised that internationalisation is already deeply embedded within the programme. The recommendation focused less on the quality of internationalisation itself and more on making objectives, stakeholder involvement and evidence of impact more explicit.

Recommendations

Make internationalisation goals explicit
Clearly formulate and communicate the programme's internationalisation ambitions and regularly review them.

Connect internationalisation to strategic programme themes
Link internationalisation explicitly to the programme's focus on:

- Global mindset.
- Entrepreneurship.
- Sustainability.

Focus on learning outcomes rather than activities
Demonstrate what students learn from international and intercultural experiences rather than simply documenting participation in such activities.
Examples include:

- Intercultural communication skills.
- Working with diverse perspectives.
- International decision-making capabilities.
- Global awareness and adaptability.

Involve stakeholders in reviewing goals
Actively engage students, alumni, employers and placement partners in evaluating and updating internationalisation objectives.

Monitor impact and learning gains
Collect evidence showing how internationalisation contributes to student development and achievement of programme outcomes.

Key Recommendations

1. Create a clear and visible student learning journey.
2. Introduce a continuous learning diary or portfolio across the programme.
3. Maintain common learning outcomes while allowing flexible learning pathways.
4. Establish programme-wide supervision and coaching standards.
5. Clarify coaching and supervision roles and responsibilities.
6. Improve communication and continuity across all support mechanisms.
7. Make internationalisation goals more explicit and systematically reviewed.
8. Focus on demonstrating international learning outcomes and impact rather than participation in activities.
9. Involve stakeholders more actively in shaping and evaluating internationalisation objectives.
10. Use evidence of student development as the basis for future quality assurance and accreditation discussions.