INTERNATIONAL BUSINESS

BACHELOR OF BUSINESS ADMINISTRATION

Profile, Programme Learning Outcomes and Process Background of the Bachelor of Business Administration Programme International Business

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PREFACE

Professional practice faces global, fast-paced and disruptive innovations and developments. The demands of the international work field and of our students are changing. In this light, the Dutch government has requested Universities of Applied Sciences (UAS) to reconsider the proliferation of Programmes.

This Framework for the International Business (IB) Programme is the result of a close cooperation among four leading internationally oriented Dutch Programmes: International Business and Management Studies, International Business & Languages, Trade Management for Asia and International Business Zuyd Hogeschool. Our four Programmes "merged" into a new IB programme, in accordance with the government's vision of fewer, but simultaneously broader programmes. We used this momentum to revisit the foundations laid out in our respective frameworks.

We developed this new framework for the IB programme with input from 140+ international companies, 11 partner universities, professors from 4 universities of applied sciences and more than 60 lecturers. This way, we have developed a framework that aligns the programme with current international business practices and recent insights from research. An important change is that the requirements for an IB graduate are more than before geared towards so-called 21st century skills; generic skills that add value in a broad range of jobs.

This new national IB-programme framework has three purposes:

First, it is a standard structure for each individual University of Applied Sciences to assure the quality of each individual IB graduate. The national platform IB has agreed that, if well executed, a programme that realises the described end qualifications at the agreed levels will meet the required quality standards and will deliver graduates who can add value to international business as well as to society at large. At the same time, the framework offers room for profiling for each University of Applied Sciences.

Second, the framework indicates what background prospective employers can expect in terms of Knowledge, Skills, Attitude, Values and Ethics when they hire an IB graduate. We have identified a shift in focus towards transferable skills such as cooperation, creativity, critical thinking and research skills.

And finally, it paints a picture for prospective students as to what they can expect when they enrol in an IB programme: a modern, English-taught business programme with an international classroom, ample opportunity to go abroad and a strong emphasis on intercultural development and ethical values.

As developing this framework has been a truly collaborative effort, we would like to thank all involved. We are confident that this framework will inspire the individual IB programmes to develop their curricula in the spirit of co-creation with their main stakeholders: professional practice, students and (research) staff.

National Platform International Business,

November 2017

DEVELOPMENTS IN THE EXTERNAL ENVIRONMENT

Evert J. Niemeijer
International Sales Dairy XL
Lely International NV

1.1. INTRODUCTION FROM THE PROFESSIONAL FIELD BY EVERT J. NIEMEIJER

When I was completing my internship for my HTS degree in Mechanical Engineering, I discovered that I was missing something. I was being trained as a technician, but my heart was in sales and marketing. After an additional BBA degree, I was where I wanted to be and was able to set out into the world to sell machines. I have been selling agricultural machinery for the last 20 years. I'm currently working at Lely International NV (Maassluis, the Netherlands), selling milking robots. My clients, mainly investors with projects involving more than 500 dairy cows, are based all over the world. I travel an average of 3-4 days a week, which means I spend a minimum of 100 nights a year away from home. Languages are an essential component of my job. It's a shame that I cannot speak Russian and Chinese yet, because there are many opportunities for growth in the countries that speak these languages. Quick math skills and good decision-making are also very important. It's an independent and autonomous job, where time difference often means you're by yourself, without any immediate backup.

I often have international students interning with me or completing their thesis projects. One thing I've noticed is that they are very quick to assume that they can get all the information they need from their laptop. I feel that Universities of Applied Sciences should focus more on basic business skills, which you need when you're doing business around a table or on a phone call. After all, we still have to deal with people when doing business. In many cultures, people won't work with you until they've seen you and had a meal or a drink with you. I try to introduce students to this life during their internships or thesis projects. I even invite good students to join me on a trip, every now and again.

I ask international students to draw up a business plan for my company, inviting them to take a critical look (WT1) at whether our products fit in a new market or not. I also expect them to be creative when entering a new market with reliable information about local subsidies, funding models, import restrictions, etc. (WT2). As an internship supervisor I try to introduce students to the practical side of business awareness, but of course they will also have to use the basic skills and knowledge they acquired from their teachers and their parents.

Evert J. Niemeijer
International Sales Dairy XL
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1.2. WHAT THE PROFESSIONAL FIELD IS LOOKING FOR IN AN IB GRADUATE

Research performed among alumni and various companies[1] has shown that the professional field requires IB graduates with a solid grip of generic or so-called 21st century skills, such as communication skills, collaboration, critical thinking, intercultural sensitivity, innovative thinking, information management, flexibility and personal and professional development (Gulik van, Sijben, & Stoelinga, 2015).[2]

A lot of research has been performed in the past 5-10 years on the importance of specific[3] and generic skills in the workplace. This research produced similar findings to our own study. The conclusion of these studies was that the professional field shows an increasing demand for employees with strong generic skills. Robles (2012) concludes that business educators need to understand the importance of interpersonal skills for their students and include generic skills in their curriculum. However, these specific and generic skills must complement one another to create a well-rounded business graduate. The Organisation for Economic Co-operation and Development (OECD) 2017 Skills outlook also supports the importance of having this mix of skills (Schleicher & Wyckoff, 2017).

Several more recent studies also support the importance of including generic skills in educational programs. The 2016 World Economic Forum study on the future of employment states that content skills (which include ICT literacy and active learning), cognitive abilities (such as creativity and mathematical reasoning) and process skills (such as active listening and critical thinking) will be a growing part of the core skills requirements for many industries (World Economic Forum, 2016).

Moreover, Pew Research Center and Elon University's Imagining the Internet Center recently conducted research on the effect of robots, automation and artificial intelligence (AI) on jobs. This study focused on the unique human skills that artificial intelligence (AI) and machines seem unable to replicate. The study suggests that workers of the future need to learn to deeply cultivate and exploit creativity, collaborative activity, abstract and systematic thinking, complex communication, and the ability to thrive in diverse environments (Rainie & Anderson, 2017).

A very recent study on the effect of information technology on the U.S. workforce also concluded that employers both evaluate elements of domain knowledge (things one knows about) and skills (things one knows how to do) when considering employment readiness. It goes on to conclude that it is very difficult to predict specific future skills needs for different components of the workforce. There are, however, three areas of capabilities that can be emphasized: (1) general adaptability, as evidenced by critical thinking and a flexible learning approach; (2) capacity for lifelong learning; and (3) social skills (The national academies of Sciences, Engineering and Medicin, 2017).

Footnotes;
1. The companies mentioned in the research are familiar with the profile of an IB graduate.
2. The concept of "21st century skills" (sometimes also referred to as soft skills or generic skills) has not been officially codified or categorised. For more information about the various definitions, see e.g. http://edglossary.org/21st-century-skills/. In this framework we use the terms 21st century skills and generic skills interchangeably.
3. Robles (2012) refers in his article to 'hard skills' as traditional job qualifications, or the technical abilities and knowledge that one possesses. We refer to these skills as specific skills.

The Dutch study 'Wendbaar in een duurzame Economie', focusing on developments in the economic domain and the consequences for the corresponding economics programmes in higher education, also supports the importance of flexibility and lifelong learning. The report states that companies must be able to adapt quickly to the changing environment, due to the speed of innovation, technical developments and reduced lifespan of products and services. As a consequence, employees are also expected to be flexible and embrace lifelong learning.

The study advises study programmes within the economic domain to include the following skills in their curriculum: flexibility, entrepreneurial skills such as proactivity, a broad orientation enabling them to connect their own subject area to others, critical thinking and argumentation, reflective attitude and analytical skills related to management of information (Sent, E-M. et al., 2015).

The professional field does not only advocate a strong focus on generic skills in education, but due to the globalisation of the workplace, employees are also expected to perform successfully in an international context, stressing the importance of intercultural communication and cultural sensitivity.

The British Council summarizes this as follows in their report 'Culture at Work':
The modern workplace is increasingly globalised and competitive. Communicating with customers, colleagues and partners across international borders is now an everyday occurrence for many workers around the world. Consequently, employers are under strong pressure to find employees who are not only technically proficient, but also culturally astute and able to thrive in a global work environment (The British Council, 2013).

All in all, the contemporary international business environment has an increasing demand for knowledgeable and skilled IB professionals, equipped with a strong set of values, who are able to think critically, reflectively, creatively and act in an entrepreneurial, collaborative, ethical, culturally sensitive and responsible manner.

In addition, employers look to hire employees with a broad and international orientation combined with a corresponding ability to bridge and connect not only different cultures, but also different subject areas. The new IB profile, presented in this document, is based on the requirements mentioned above.

CHAPTER 2

DEVELOPMENTS IN THE EDUCATIONAL FIELD

Ying Zhang
MSc PhD

2.1. INTRODUCTION FROM THE EDUCATIONAL FIELD BY DR. YING ZHANG

Education, especially Higher Education in business, plays an essential role in current and future societal and economic development. It offers a learning platform for people who contribute to our economy to develop skills in the realms of strategy, management, operations and economics. Taking into consideration the rapid economic and societal changes in the world, we believe that Higher Education should also facilitate participants to embrace cooperation, inclusiveness and responsibility, a global mindset, (un)conditional commitment and in-depth understanding of local and global communities. This Framework for the Dutch BBA Programme in International Business was born and nurtured in the Netherlands, an internationally oriented society, and can empower education stakeholders to act on this vision. Schools offering the programme should therefore not only focus on the creation and transmission of information and knowledge via programme design and application. Their priority should be with helping students, faculty, staff, business and society to disruptively explore their potential and expertise and with facilitating them to identify and develop their unique value for both local and global communities.

The philosophy behind the framework of the curriculum is important, as it is the guiding principle for stakeholders to develop wisdom and capabilities which they need in different scenarios. However, the vision of cultivating an ecosystem around the BBA to support a sustainable community by teaming up with stakeholders both on a large scope and scale (globally) and a small scope and scale (locally) is an even bigger priority. The philosophy will support the BBA's endeavour to lead and to adapt to future needs, and the vision will enable all stakeholders to help our local and remote communities integrate their collective responsibilities and corresponding wellness. We are fully confident that schools are ready to pay their greatest effort to realise this vision.

Ying Zhang MSc PhD is an Associate Dean for China Business & Relations, a Professor on Entrepreneurship and Innovation at RSM, and the founder and head of the Erasmus-Huawei Collaboration Programme. She is also a speaker, a writer, a business developer, and a social entrepreneur.

2.2. IMPACT OF ENVIRONMENTAL CHANGES ON OUR EDUCATIONAL APPROACH

Globalisation calls for global citizens who are both well suited to working with and in different cultures and socially conscious, always considering global societal developments. The International Business Programme offers students the opportunity to gain knowledge and experience in a real-life international classroom setting, engaging with students and staff from various cultural backgrounds, but also in real-life practice settings, through student exchanges with partner universities and placements at international companies (Bax & van Nuland, 2015) (Hogeschool van Amsterdam, 2014). By cultivating a strong focus on topics within the economic domain in the curriculum, as well as on socialisation and personal development, the programme challenges IB students to look at social and environmental aspects of economic development, as well as their own place in society.

The stronger focus on socialisation and development calls for a student-oriented approach. The lecturer acts more as a coach and regularly provides the students with feedback and feedforward to help the student become aware of his/her areas of personal growth (Hogeschool van Amsterdam, 2014).

To cultivate deep learning, many universities are shifting from a fragmented curriculum (many smaller courses) to a curriculum with larger modules (courses with 5 ECs or more), which allows students to focus on fewer topics simultaneously. In addition, a shift towards integrated courses has also been noticed, which is partly driven by the fact that business problems often require an integrative approach. The IB programme, covering all functional business areas, is well suited to supporting such an approach (Hogeschool van Amsterdam, 2014); (Andriessen, 2014).

Moreover, the global challenges faced by society and businesses increasingly stress the importance of problem solving skills. By connecting research lectors, lecturers, companies, organisations and students, the programme enables IB students to sink their teeth into complex, real-life business challenges, drawing on their research, analytical and critical thinking and innovative skills (Andriessen, Beoordelen is mensenwerk, 2014). Since the IB programme is oriented towards international practice, it offers ample opportunities to gain intercultural experience and stimulates students to critically explore business challenges from different perspectives. We ensure that IB students are equipped with the right knowledge, skillset and attitude to succeed as starting professionals (Andriessen et al. 2017).

INTRODUCTION AND JUSTIFICATION OF THE IB PROGRAMME

3.1. IB PROFILE INTRODUCTION

Based on the external developments described in previous chapters, which have been substantiated by reports and literature (see 'References'), we have developed the International Business profile and its Programme Learning Outcomes (PLOs).

International Business programmes in the Netherlands provide their students with a truly international degree that meets the changing demands in the international and domestic labour market. IB degree courses also play a crucial 'leading' role in international higher education within the Netherlands, acting as an important example, source of inspiration and benchmark of internationalisation for all other Dutch-taught degrees in the Economic sector.

An IB graduate is able to operate within the wide spectrum of the international Business Administration domain. He or she has a set of interdisciplinary skills and a solid knowledge base, and is able to perform as an intermediary within various business domains.
IB graduates are versatile and able to cope with changing job market requirements.
IB professionals in small and medium-sized companies are often generalists with a wide range of duties, often in an international context. In larger, internationally operating companies or multinationals, they generally have a more specialist role; the list below gives examples of such specialisms or roles in the different functional areas (mentioned under the domain Tools for Working and Management in the list of Programme Learning Outcomes).

In Marketing & Sales:
- Export management and import management
- Sales management and account management
- Internal sales/purchase department employee
- Marketing management
- Product management
- Communication, pr and event management
- Online, social media management
- Product/business development management
- Foreign trade advisor/consultant
- Procurement management
- Consultant

In Finance & Accounting:
- Financial analyst
- Financial management
- Financial specialist/advisor
- International treasury management
- Consultant

In Operations & Supply Chain Management:
- Logistics and inventory planning management
- Lean and material flow management
- Operations management
- Process management

- Procurement Management
- Quality Management
- Consultant

In Organization & People:
- Process management
- Project management
- Business development and innovation management
- Business intelligence
- HR/ Recruitment
- Consultant

Also, a growing number of students are choosing to start their own business and become entrepreneurs.

3.2. THE INTERNATIONAL BUSINESS PROGRAMME

As stated earlier, the programme's framework has three purposes. Firstly, it serves as a standard structure for each individual school, ensuring the quality of each individual IB graduate. The national IB platform has agreed that, if well executed, a programme that realises the described PLOs at the agreed levels will meet the required quality standards. Secondly, it gives an indication as to what background prospective employers can expect when they hire an IB graduate in terms of Knowledge, Skills, Attitude, Values and Ethics. Thirdly, it paints a picture for prospective students as to what they can expect when they choose for an IB programme.

Individual IB programmes have two clear tasks: first, to meet the agreed quality standards. Second, to differentiate amongst themselves, to develop a profile that is unique for each individual University of Applied Sciences (UAS). How they will pursue this is up to each individual UAS and will therefore not be described in this framework. They can do so by adding extra PLOs, by offering optional languages (see optional PLO WW5), by choosing a specific context, by varying the levels of themes or specific PLOs within the domain Tools for Working and Management or with a combination of these options.

This framework and the Programme Learning Outcomes (PLOs) included therein are specifically designed to give programmes the opportunity to be creative and innovative in designing their individual, highly recognisable profile.

3.3. MAIN FEATURES

The IB programme:
- Prepares for roles in international management, (sustainable) business, trade, commerce;
- Is taught and assessed in English;
- Provides an International classroom; students and lecturers have diverse national backgrounds;

- Offers International experiences as part of the programme: study and internship(s) abroad;
- Places strong emphasis on skills: intercultural development, multidisciplinary thinking and ethical behaviour;
- Focuses on global economic, social and political developments;
- Provides solid knowledge of key business functions: Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management and Organisation & People;
- Offers the possibility to develop additional language skills (optional).

3.4 FROM COMPETENCES TO PROGRAMME LEARNING OUTCOMES (PLOs)

Four existing study programmes will be replaced by the new IB programme: International Business and Management Studies (IBMS), International Business and Languages (IBL), International Business at Zuyd Hogeschool (IB-Zuyd) and Trade Management for Asia (TMA). The national frameworks of these four programmes were based on clear sets of competences. In the new national IB framework, the competences are replaced by themes and Programme Learning Outcomes (PLOs). The old competences have been integrated in the new set of 24 PLOs (of which one is optional, (see 4.3), headed by 14 themes and clustered in 4 domains.

The main reason to use the term (Programme) Learning Outcomes in the new programme is provided by D. Kennedy, A. Hyland and N. Ryan (2009). In their article "Learning outcomes and Competences," they show that scientific literature presents many different ways to interpret the term 'competences'. The interpretations range from a description of competence in terms of performance and skills acquired by training, to a broad overarching view that encompasses knowledge, understanding, skills, abilities and attitudes. Due to the lack of clarity with regard to the concept of competences, competences can be difficult to assess.

One factor contributing to this difficulty of competences is that competences are the result of a development process that includes influences that are beyond the control of an educational programme. The assessment of the outcome of learning activities, however, should be controlled by a degree programme, since this is one of the most crucial elements in students' education.

The importance of assessment for the progression and future careers of students has been acknowledged by both Dutch and European accreditation organisations. The new standards and guidelines for quality assurance in the European Higher Education Area (ESG), approved by the Ministerial Conference in Yerevan (14-15 May 2015), specifically list 'achieved learning outcomes' as part of student-centred learning. Student assessments will measure whether learning outcomes have been achieved or not. Assessments allow students to demonstrate the extent to which the intended learning outcomes have been achieved.

The most crucial part of assessment is to have clear and specific programme expectations. Competences are too vague in this respect. The "fuzziness" of competences disappears in the clarity of learning outcomes (D Kennedy, A. Hyland and N. Ryan, 2009). Here we read that "a learning outcome" is more specific in terms of what students must be able to recall, do, or demonstrate. A learning outcome thus gives more direction for the assessment of student's abilities. Accordingly, competences are supported, as it were, by learning outcomes. According to Lokhoff et al. (2010), students' achievements can be verified through reference to learning outcomes.

3.4.1. PLOs AND PROFESSIONAL CHARACTERISTIC EARLY CAREER SITUATIONS (PCECS)

Programme representatives have developed the IB Programme Learning Outcomes. PLOs, as described above, will clearly define the end level of students at the moment of graduation. With these outcomes, each programme clearly describes how students are expected to be able to act in a professional work situation in the first three years of their international business career, or in Professional Characteristic Early Career Situations (PCECS).

PROCESS OF FRAMEWORK DEVELOPMENT

1. Description and classification of general profile

2. Development of PLOs by experts

6. Student Survey

7. Academic Consideration

8. Development of specialised PLOs

9. Finalisation of Framework

3a. Advisory Boards (AB) / alumni create characteristic professional situations (PCECS)

3b. Delphi approach to validate PLOs by internationally oriented businesses
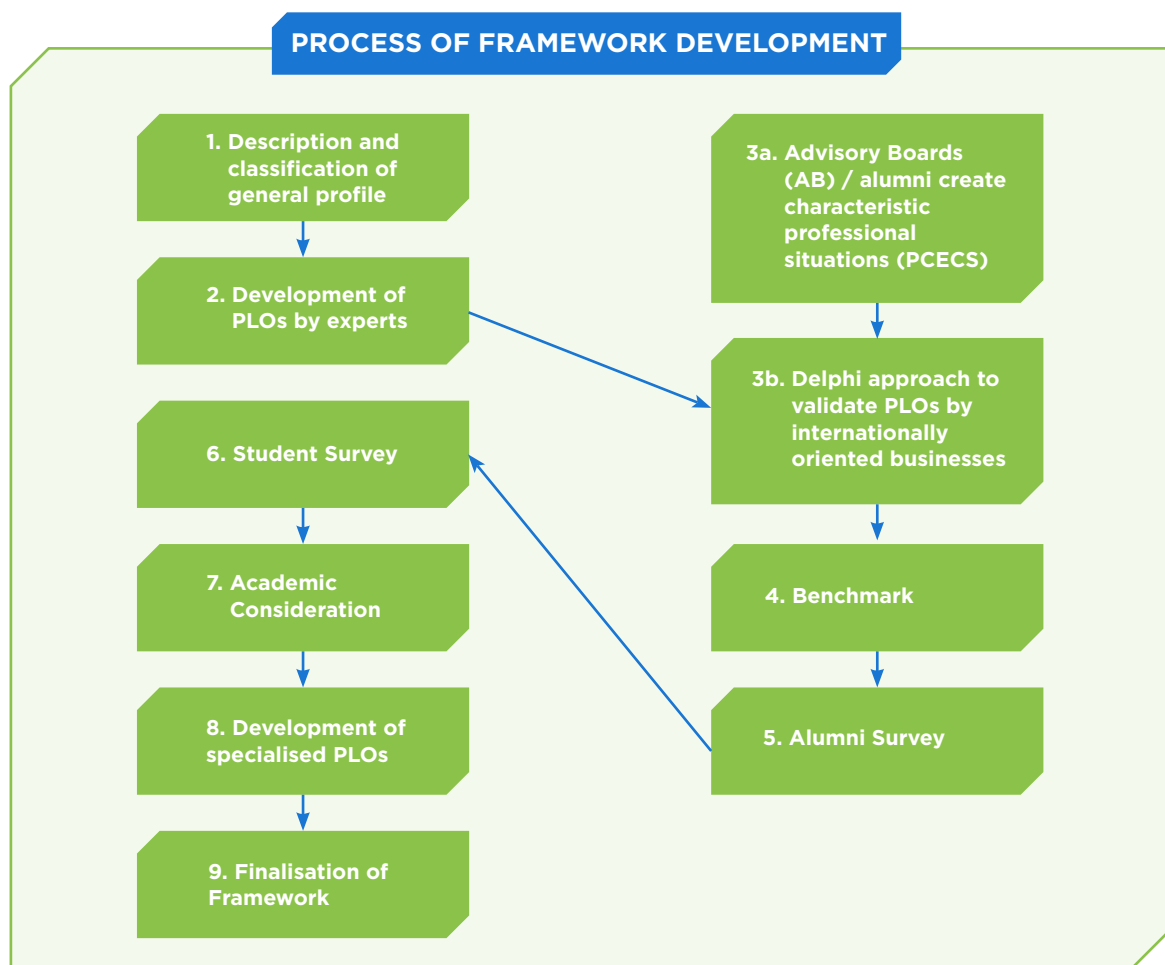
4. Benchmark

5. Alumni Survey

Figure 1: Development Process of the IB Framework

Representatives of the work field of the study programmes were asked to describe relevant early career situations (PCECS) that IB graduates might encounter. Experts of the diverse business programmes determined which of the PLOs are applicable to the early career situations described in this context. After the PLOs had been mapped onto these situations, the work field prioritised the PLOs in terms of their importance. They assessed where professional situations are likely to go wrong or what aspects of these situations are most critical. Next alumni, partner universities, students, and professors, each with their own insight, gave feedback regarding the PLOs and their importance.

This process is designed to make the PLOs form the core of the new IB framework document that will be subject to international benchmarking and accreditation by the appropriate organisations. In addition, the set of PLOs will form the core of the requirements of an IB programme and leave room for individual programmes to select PLOs that distinguish their programme from other IB programmes. This would allow for specialisation and deliberate choices for students for parts of the programme. It may indeed also promote national student mobility.

For further information about the development process, please refer to Appendix A: Developing the new IB framework; process background.

3.4.2. FROM PLO TO MLO OR FROM MLO TO PLO

In their report "A Tuning Guide to Formulating Degree Programme Profiles" (Lokhoff et al. 2010), Lokhoff et al. make a distinction between learning outcomes and Programme Learning Outcomes. Programme Learning Outcomes (PLOs) are defined as the end level of a study programme and learning outcomes or Module Learning Outcomes (MLOs) are defined the required levels after courses or modules. This is supported by Coelen (2015), in his article "Strategic Conversion: Evolving from Competences to Learning Outcomes". The achievement of a clear set of specific initial or/and intermediate Module Learning Outcomes will give a student the ability to master a Programme Learning Outcome at graduate level.

3.4.3. PLO LEVELS

Both Programme Learning Outcomes and Module Learning Outcomes can be classified on several levels. Different taxonomies or classification systems have been developed to explain how people learn and what they are expected to master. For the development of the PLOs in this framework, we used Bloom's revised taxonomy (R. Krathwohl, 2002). This taxonomy covers the development of skills in the cognitive domain. Bloom's revised taxonomy consists of six incremental levels in the cognitive domain. Each higher level builds on the lower level(s), in other words: the higher levels incorporate the lower levels. These six cognitive levels are: knowing/remembering, understanding, applying, analysing, evaluating and creating. The Programme Learning Outcomes of IB are defined on the basis of the four highest levels: applying, analysing, evaluating and creating, in order to meet the requirements expected from a higher educational degree. These levels are recognisable in the wording of the PLOs. Module Learning Outcomes may of course be defined on lower levels, in order to enable gradual development.

To provide lecturers and students with a less abstract model, we used the AuCom Model (Bulthuis (2011)) to define the required bachelor degree level more precisely. The AuCom Model distinguishes different competence[4] levels. Level are determined by the combination of:
  - the degree of autonomy the student or professional shows while performing tasks
  - the complexity of the tasks and context
For this purpose, three levels were used (Table 1).

Level 3, as defined in this model, can be regarded as bachelor degree level, compared with the European Dublin descriptors. Therefore, almost all the PLOs in the IB framework should be accomplished on level 3, except for the languages and for the PLOs of the following four themes in the Tools For Working and Management domain: Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management and Organisation & People. Of these four themes, at least one of the themes should be accomplished on level 3. The other themes should be accomplished on level 2. Accordingly, we optimise the flexibility of the individual IB programmes regarding their differentiation and profiling.

	Competence Level	Complexity		Autonomy
		COMPLEXITY OF THE TASK	COMPLEXITY OF THE CONTEXT	
1	The student is able to perform a simple task with guidance in a limited context.	Simple and structured. Issue is familiar. Standard procedures. Basic knowledge and skills are required.	Defined. Familiar, predictable. Monodisciplinary. Few parties involved. Low level of interaction and communication.	With guidance: instructions, coaching and/or supervision. Acting in accordance with the instructions, not based on own initiative.
2	The student is able to perform a well-defined task independently in a relatively clearly arranged situation, or is able to perform in a complex and unpredictable situation under supervision.	Complex but structured. Issue is partly familiar, partly unknown. Standard procedures must be adjusted. Specialist knowledge and skills are required.	Unknown but transparent. Monodisciplinary. Several parties involved. Average level of interaction and communication.	With intermediate coaching, or coaching on demand. Acting on own initiative (as well). Making (some) choices and decisions. Responding to unexpected circumstances (within limits).
3	The student is able to perform a complex task independently in a complex and unpredictable situation with complete control of the required skills.	Complex and unstructured. Issue is unknown, must be analysed. No standard approach exists, new procedures may need to be developed. Advanced specialist (and sometimes interdisciplinary) knowledge and skills are required.	Unknown, dynamic and non-transparent. Multidisciplinary. Several parties and political sensitivities must be taken into account. High level of interaction and communication.	Little direction and coaching. Acting upon own initiative. Making well-argued choices and decisions. Responding to unexpected circumstances. Reflecting on own tasks and role.

Table 1 Aucom Model (Bulthuis, 2011)

For assessment of the language skills, we use the Common European Framework of Reference for Languages (CEFR).
Basic user: A1 or A2
Independent user: B1 or B2
Proficient user: C1 or C2
The individual programmes will decide on the required level for English and optional other languages.

Footnotes;   4. 'competence level' defines a reference point that a professional may have or may not have attained; it is not referring to the formerly used "Competences".

3.5. KSAVE MODEL; JUSTIFICATION OF CHOICE

The IB profile is structured according to the KSAVE model (Binkely et al. 2010 and Binkely et al. 2012), which emphasises **K**nowledge, **S**kills, **A**ttitude, **V**alues and **E**thics in education. It allows for a more careful balance of generic outcomes and professional learning outcomes, whilst ensuring that all relevant learning outcomes are covered. Today's workplace requires skilled graduates who are able to respond to the ever-changing and complex needs of the contemporary work environment. Current work-place skills are divided into generic skills and specific skills. As mentioned in chapter 1, specific skills are specialised field skills that are related to specific professions, jobs and tasks. However, these skills no longer guarantee success in life or work. As recognised by Bayt.com (2015), one of the top 12 MENA Recruitment Trends in 2015 was: "*to thrive in changing times, higher-order generic skills are also needed. In the era of high employment turnover and mobility, more generic skills or transferable skills are expected to ensure the marketability, the increase of professional competitive advantage and to ease the transition into any new professional role.*"

3.5.1. KSAVE, DUBLIN DESCRIPTORS AND THE HEO STANDARD

An in-depth analysis of 21st century skills (B. Trilling & C. Fadel, 2009 and J. Voogt & N. Pareja, 2010), generic skills (A. Goldsworthy et al., 2003) and transferable skills (Andrews & Higson, 2008) resulted in the adoption of the KSAVE model. This model ensures the substance of the International Business Degree Programmes, the Dublin descriptors and the HEO Standard.
The KSAVE model defines the often-used generic term "21st century skills" in terms of knowledge, skills, attitudes, values and ethics that are learned and acquired through core subjects. These elements of KSAVE (knowledge, skills, attitude, values and ethics) are incorporated in the PLOs. In the IB Framework, these elements are not elaborated any further, as the framework assumes that institutes will elaborate these for every PLO themselves. Accordingly, the KSAVE model replaces the former 'Body of Knowledge and Skills (BOKS)'.

In addition to these workplace requirements, several standards are further outlined in national and international higher educational degree expectations. The national expectations are embedded in the **Hogere Economische Opleidingen (HEO) Standard** and this new IB PLO framework reflects the national standard. By this means, the study programme ensures that IB graduates possess the following attributes (see also Table 2):
1. A solid theoretical basis;
2. Research skills that will enable them to contribute to the development of their chosen profession;
3. A sufficient set of professional skills;
4. A professional, ethical, and social orientation.

The international standard is ensured by the **European Dublin descriptors**. At bachelor level, these descriptors are:

1. Knowledge and understanding: graduates have demonstrated knowledge and understanding in a field of study that builds upon and supersedes their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.
2. Applying knowledge and understanding: graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
3. Making judgements: graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
4. Communication: graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
5. Learning skills: graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

With the choice for the KSAVE structure, the IB programmes safeguard the quality of the BBA degree of their programme in the future. The IB profile is structured according to the KSAVE model and (inter-)national educational requirements (the HEO-standard and Dublin descriptors), which are reflected in the PLO themes. KSAVE also allows for adjustments and adding PLOs if required due to external changes and labour market expectations. A total revision of the framework will therefore not be needed in the upcoming years. The table below shows how the HEO standard and Dublin descriptors are reflected in the KSAVE model and the corresponding PLO themes.

Domains in KSAVE model	Themes in IB new Framework	HEO standard	Dublin
Ways of Thinking	Critical Thinking	2	3
	Innovation & Creativity	3	2,3
	International Business Awareness	3	2,3
Ways of Working	International Business Communication	3	4
	Collaboration	3	4
	Management of information as digital citizen	2	3
Living in the World	Personal & Professional Development	4	3,5
	Ethical & Social Responsibility	4	3,5
	Intercultural Proficiency	4	3,5
Tools for Working & Management	Marketing & Sales	1	1,2
	Finance & Accounting	1	1,2
	Operations & Supply chain management	1	1,2
	Organisation & People	1	1,2
	Business Research	2	1,2,3

Table 2: Relation between the 14 themes of the new IB Framework, HEO Standard and Dublin Descriptors

IB PROFILE AND PROGRAMME LEARNING OUTCOMES (PLOs)

4.1. IB PLOs

The IB framework is, as mentioned earlier, divided into four domains which are derived from the KSAVE structure and into 14 themes. Each theme is outlined in at least one Programme Learning Outcome (PLO). In total, the IB framework consists of 24 PLOs (of which one PLO is optional, see 4.3), which have been formulated on at least an application level. These PLOs define the graduate level of students and are the leading outcomes for individual IB programmes to use when defining their own module learning outcomes (MLOs).

4.2. WAYS OF THINKING

IB graduates are equipped with all the critical skills, attitudes, and knowledge they need to be a strategic asset for any organisation. He or she is capable of acting as a critical thinker with an international business awareness and able to systematically apply and select innovative ideas to allow organisations to cope with the rapidly changing business environment. The graduate's international business awareness comprises economic as well as social, cultural and political behaviour of countries and (global) regions. As a critical thinker, he or she is deliberate in using the process of thoughtful evaluation to formulate a reasonable conclusion, whilst maintaining focus on practical solutions. IB programmes all deliver on the following learning outcomes in relation to **ways of thinking**:

Critical Thinking	WT1	Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.
Innovation & Creativity	WT2	Create innovative ideas in a changing business environment in a systematic fashion.
International Business Awareness	WT3	Analyse patterns in global macro-economic factors and policies that drive international trade and business development.

Table 3: Themes and PLOs in the domain Ways of Thinking

4.3. WAYS OF WORKING

A core ability of IB graduates is effective communication in English, the lingua franca of global business. IB Programmes may want to add one or two foreign languages to the programme, for which reason an optional PLO (WW5) has been included.

Whether they are interacting with colleagues in their own organisation or conveying a message to an (un)informed external audience, IB graduates are well prepared to represent their company and to act on its behalf. They have various ways of communicating at their disposal and are able to use the latest technology to support this. They are able to

work in multicultural teams, connecting well with their peers, and able to balance the needs of team members whilst not losing sight of the tasks at hand. In today's world of big data, the graduates are familiar with digital technology, know the dos and don'ts of the digital world, and they are able to select and produce management information that is essential to monitor operations in order to maintain control.

International Business Communication	WW4	Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience.
	WW5	Optional: Use one or two additional languages to facilitate international business.
Collaboration	WW6	Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
Management of Information as digital citizen	WW7	Produce management information from various data sources in an international business environment.

Table 4: Themes and PLOs in the domain Ways of Working

4.4. LIVING IN THE WORLD

IB graduates should at all times be valuable members of their community and be able to contribute beyond the scope of their work. The global issues that need to be addressed require a concerted effort from all of us. The IB programme ensures that our graduates are equipped to **live in the world** of tomorrow. He or she is used to collaborating with different cultures in a respectful and effective manner. IB graduates are therefore truly ready for intercultural interactions while acting in an ethical and socially responsible manner at work and in the community at large. Moreover, graduates take responsibility for their own actions and development and are capable of dealing with changing environments and working under stress. The IB programme therefore pays special attention to these facets, which are interwoven with the cognitive aspects of the discipline.

Personal & Professional Development	LW8	Express reflections on one's personal development with the aim of personal growth.
	LW9	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.
Ethical & Social Responsibility	LW10	Formulate one's own position concerning ethical and social responsibility in a professional environment.
Intercultural Proficiency	LW11	Mitigate the pitfalls of cultural differences in business and social contexts
	LW12	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.
	LW13	Use appropriate verbal and non-verbal communication in an intercultural setting.
	LW14	Assess the effect of cultural differences on organisational behaviour and strategic choices.

Table 5: Themes and PLOs in the domain living in the World

4.5. TOOLS FOR WORKING AND MANAGEMENT

IB students are capable of growing into the strategic and tactical motor of an organisation and are equipped with **working and management tools**. They have a solid foundation in all elements of managing a business, enabling them to operate within and between various business areas of an organisation. IB graduates have a background in the areas of Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management and Organisation & People to enable them to evaluate and improve the performance of the organisation. By using Business research, they are able to identify and find support for necessary changes. According to the MIT Young Adult Project, (Simpson, 2008), young people are capable of being leaders and entrepreneurs when their brain reaches full maturity in their mid-twenties. The IB programme prepares them for that moment by equipping them with the skills and knowledge to work effectively with people and organisations. The programme also prepares them for their life after graduation, helping them take the appropriate steps towards a leadership position or to become entrepreneurs.

Marketing & Sales	TWM15	Develop a well-founded marketing plan to support the creation of value for international customers.
	TWM16	Use appropriate sales techniques in support of durable customer relationships.
	TWM17	Incorporate developments of the digital landscape in a marketing strategy.
Finance & Accounting	TWM18	Evaluate financial performance of the organisation from different stakeholders' perspectives.
	TWM19	Recommend financing possibilities in a dynamic international environment.
Operations & Supply chain management	TWM20	Evaluate operations processes within and between organisations.
	TWM21	Manage operations processes within and between organisations.
Organisation & People	TWM22	Draft the strategic cycle of part(s) of the organisation (process and content).
	TWM23	Assess the impact of change on the organisation.
Business Research	TWM24	Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.

Table 6: Themes and PLOs in the domain Working and Management tools

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APPENDIX A:
DEVELOPING THE NEW IB FRAME-WORK; PROCESS BACKGROUND

I.   INTRODUCTION

The paragraphs below show how the initial development work in the different programmes adopted a broader scope and culminated in the current framework for the whole IB-Programme.

II.   APPROACH DEVELOPMENT NEW FRAMEWORK

In Memorandum outline of new Dutch Framework Competencies IBMS: A first analysis (G. Sijben, 2014), the following conclusions were drawn:

- It is desirable to distinguish the profile clearly from other study programmes in the field of international business and international education.
- It is desirable to replace competences with Programme Learning Outcomes (PLOs).
- It is desirable to balance (transferable) generic learning outcomes with professional learning outcomes.
- It is desirable to formulate learning outcomes in such manner that individual programmes can make programme-specific choices based on specialisations.
- It is desirable to integrate management of information and relevant Information & Communication Technology (ICT) topics as professional related learning outcomes and flexibility, entrepreneurship, critical thinking and innovative thinking as generic learning outcomes
- It is desirable to emphasise culturally related learning outcomes. (These form the core of profile)
- It is desirable to accentuate topics of business research, ethical/corporate/social responsibility, & sustainability.

The conclusions above were firstly embraced by the old IBMS national platform and later by the new national IB platform committee, in which representatives of all future IB programmes in the Netherlands participated in reaching this consensus. Supplemented by desk research (A. Brouwer, 2015), and after many in-depth discussions concerning the conclusions above, the IB profile (see chapter 3) was structured according to the KSAVE model (Binkely et al. 2010 and Binkely et al. 2012).

In order to ensure the quality of the initially drafted PLOs and to justify this set, in-depth validation research was outlined. In this validation study, described in the document "Proposed Process from Created PLOs to Accepted PLOs" (P. van Gulik, G.Sijben and R. Coelen) a representative sample of all stakeholders (lecturers, students, international company representatives, alumni, partner universities and professors) was asked to give their opinion on the general profile and PLOs. Furthermore, they were asked to rank the PLOs in terms of most important, less important and not important. The outcomes of this validation research, presented in the article "Outcomes Validation Research" (B. Stoelinga, P. Gulik & G. Sijben and 2016), were presented and discussed in the national IBMS frame-work committee. During this meeting, the committee concluded on the most important outcomes and the consequences for the profile and draft set of PLOs. These agreements are summarised in the memorandum "Points of Agreement National Framework Commit-

tee 220416"(Sijben, 2016). Based on these agreements, a subcommittee took care of the finalisation of the PLOs. This resulted in the elimination of several PLOs, the integration of PLOs and redefinition of PLOs. A detailed argumentation of the new defined PLOs is included in the document "From draft to final set of PLOs "(Stoelinga, 2016).

For this validation research, input was received from:
- 4 lectors
- 5 curriculum committees
- 10 expertise groups of the national two days conference on November 13th 2015
- 6 IBMS programmes of the student validation research
- 22 international companies
- 307 alumni
- 11 international partner universities

(for specific information on participants see section IV).

In December 2014, at a two-day IBL conference, consultancy company The Export Network (TEN) presented their findings on the positioning of IBL at that time. Their research clearly showed that skills such as languages, communication skills and analytical skills and a specific international attitude and awareness could be discerning factors.

Other research documents showed that as job life cycles are becoming progressively shorter (Sent, 2015), students will change jobs regularly throughout their working career. For this reason, International Business-orientated students will need to be able to cope with a flexible labour market, and have to commit to a process of lifelong learning (See Kan, 2014 as well as Knottnerus, 2013).

These findings emphasise the importance of 21st century skills, which are characterised by transferability from one job context to another.

For IBL, TEN's recommendations formed the starting point for a revision of the framework. In November 2015, the (former) IBL National Platform decided to discuss the IBMS PLOs during their annual two-day event in March 2016. During this two-day event, the national IBL platform discussed the KSAVE model, the IBMS PLOs , the similarities and differences between the IBL and IBMS Programmes, as well as the similarities between both working fields. These discussions were led by Robert Coelen (lector internationalisation Stenden), and Peter van Gulik (Quality Officer Rotterdam Business School), At the end of the IBL two-day event, the IBL Programmes agreed on both the similarities between the IBMS and IBL programmes as on the working fields.

In June 2016, the National platform IBL agreed to use the IBMS PLOs based on the approval of the curriculum committees and the working fields of all the individual IBL programmes. IB Zuyd representatives participated in both the IBMS and IBL national platform and attended IBMS and IBL national platform meetings. Input from the TMA programme was secured via the IB Steering Group.

III.   TOWARDS THE IB FRAMEWORK

In April 2016, the decision was made within the domain of Higher Economic Education (HEO) that the programmes IBMS (34936), IBL (34407), IB (30029) and Trade Management for Asia (34041) were to be united in a programme named International Business, starting from the academic year 2018-2019, with a single Croho/Isat number. This decision was made because of the similarity of the 4 study programmes. The new layout of

the degree programme had to be ready before 1 September 2017, to be able to inform prospective students of the adapted programme that would come into force in September 2018. In March 2016, the IB Steering Group was formed, in May 2016 the first proposal was made to review the work done on the IBMS Framework, to combine it with the developments in the other programmes and to merge those into the new IB Framework. The final decision was made in September 2016, based on the similarity of the IBMS, IBL, IB and TMA programmes. In September 2016, the IB framework group was formed, presenting the first results regarding the new IB PLOs on the IB two-day event in November 2016. The argumentation for the final selection of the IB-PLOs can also be found in the presentation of the first IB two-day event in November 2016 (Molenaar, Sijben, 2016). In September 2017, the IB framework group completed the IB Framework.

IV.   PARTICIPANTS

Many lecturers from all future IB degree programmes were involved in the process of transitioning from the old national competence frameworks of the merging programmes to this new national IB PLO framework. Many external representatives also supported the process by contributing to the validation research.

Members of the IB Steering Committee:

W. Josso	Chair national platform IBMS
G. Geitz	Chair national platform IBL
M. Niesten/M. Ubachs	IB Zuyd
B. ter Horst	TMA
Secretary of the IB Steering Committee	
M. Schuman	

Members of IB Framework group:

G. Sijben	Fontys University of Applied Sciences
B. Stoelinga & P. van Gulik	Rotterdam Business school
P. Bulthuis	Saxion University of Applied Sciences
A. Molenaar	University of Applied Sciences Utrecht
M. Ubachs	Zuyd University of Applied Sciences

Members of IBMS Framework committee:

B. Stoelinga* & P. van Gulik*	Rotterdam Business school
J. Liefers*	Hanze University of Applied Sciences
A. de Bont* & G. Sijben*	Fontys University of Applied Sciences
J. Geessink & P. van der Meijden	HAN
A. Verkuijl* & J. Sterk	Amsterdam University of Applied Sciences
R. Rietberg & A. van Duivenboden	SAXION
Albert Brouwers	InHolland
R. de Bruijn	Utrecht University of Applied Sciences
N. Kohli & C. Moore	The Hague University of Applied Sciences
I. de Vries	Zeeland University of Applied Sciences
R. Meijerink*	Stenden University of Applied Sciences/NHL/Van Hall Larenstein
R. Coelen*	Stenden University of Applied Sciences
F. Cahuzak	AVANS University of Applied Sciences

*these members were also part of the IBMS platform PLO-committee

Lecturers involved in PLO descriptions:

I. de Vries	J. van der Valk	E. Voerman
J. Noordergraaf	P. Scholey	D. Dakova
H. Westerman	A. Brouwers	B. Lambert
M. van Zuilen	S. Dieteren	U. Sissing
D. van Moppes	J. Geessink	N. Kohli
J. Liefers	F. Mosterman	H. Buurman
L. Cepinskas	M. Speyrer	A. van Oostrom
M. Boudesteijn	H. Musters	M. van Roosmalen
M. Walsh	G. Dingemans	A. Fibbe
R. van Dun	B. Stoelinga	M. Soyer
M. Terpstra	N. Kwanjai	M. Custers
J. Brooks	P. van der Meijden	M. Blaga
I. H. Martinez	J. van Melle	M. Willemse
A. van Woudenberg-Swicegood	C. Moore	K. Nielsen
P. Hartog	K. Muffels	A. Kok
C.P. von Esch	R. Nijland	J. Aarts
A. Helsper	I. van Raath	M. Grotenrath
M. Simonis	E. Zijl	A. de Bont
C. van Leeuwen	J. Beelen	A. van den Born
I. Sole Subirats	J. Schiltmans-Wit	R. van der Vorst
B. van Steen	G. Szanto	M. van Zuilen
B. Wernaart	C. Armacost	

IBL National Platform members involved in PLO descriptions

G. Geitz
A. Boogaard-van Dijck
P. van Essen
H. Barents
S. van Overbeek
H. Vonk
I. Kuijpers
M. Adriaans
M. Bouwmann
W. Hazelhoff
A. Molenaar

TMA members involved in PLO descriptions

P. van Gulik
B. ter Horst

IB Zuyd members involved in PLO descriptions

M. Ubachs
M. Niesten
E. Vrinzen

Validation Research:

M. Willemse
P. van Gulik
R. Coelen
B. Stoelinga
G. Sijben

Professorships involved in the validation research:

M. Khalil — Lector International Trade Management Zuyd UAS

M. Pluymaekers — Lector International Relationship Management Zuyd UAS

P. van den Heuvel — Lector Digital World InHolland UAS

L. Klienbannink — Lector Internationalisation of Higher Education Rotterdam University of Applied Sciences

Partner Universities involved in the validation research:

Budapest Business School (BGE)	Hungary
Lucerne at HSLU	Switzerland
Ms Angeles	Spain
Eastern Kentucky University	USA
HAMK	Finland
Augsburg	Germany
JAMK	Finland
Haaga Helia	Finland
CPH Business Copenhagen	Denmark
Helmo	Belgium
Nizhny Novgorod State University	Russia

Companies of company representatives involved in the validation research:

Big Four Company AG (2x)
IBM
Océ Technologies (part of Canon Group)
Bolsius Nederland B.V.
Inter Visual Systems
Philips Lighting (2x)
Certis Europe B.V.
Jansen Recycling Group
Pure Ingredients (2x)
Cognizant
John Deere Horst
Shimano Europe Group
DLL (2x)
Lamb Weston Meijer
TEN-The Export Network (2x)
Etos
Lely International
Uelzener Allgemeine Versicherungen
Europa Apotheek Venlo B.V. / Shop-Apotheke B.V. (2x)
Microsoft
Vodafone
Google
Nike (3x)

Companies of alumni involved in the validation research:

ABN AMRO	FONTYS	Nice Actimize
ACME	Friesland Campina	Nissan
ACN Europe	FW GmbH	Philips
ADM Promotions GmbH	Gemco International	Philips Ligthing
Adskom Indonesia	Generali	Physio Control
Aquaculture Stewardship Council	Genesys	Power Packer
ARVATO distribution	GF Securities	Premium Petfood Brands B.V.
ARVOS GROUP	GROW	QQFS AB
Atea Global Services	Havi Logistics GmbH	Qquest/NIBC
AudienceScience Ltd.	HelloFresh	Qualtrics
Axel Springer SE	Hilding Anders GmbH	Quintiq
BCC electro	Hitachi Capital UK Plc.	Rabobank
BIO Company	Home24	Real
BMW	Huawei Technologies	Riverside group
Booking.com	Hubspot	Salesforce
Breinstein	IABO	SB Warenhaus GmbH
Buschjost GmbH	IBM	SGL
CADMATIC	IBM	Silicon Valley Company
Canada Life	Igus GmbH	SPG Prints
Capgemini	Ikea	Staples
Capgemini	Intergamma BV	StepStone
Cisco	Ipsen Inc.	Target
Cisco	ISTA Deutschland GmbH	Telefoonmaken.nl
Cleas Source Technologies	Item Industrietechnik GmbH	The Kraft Heinz Company
Clockwork BV	J.A. Meeder	The Montfort University UK
COPACO	Jaarbeurs BV/VIV worldwide	The World`s Finest Clubs AG
Courier Facilities Ltd	Jeveka	Touch Incentive Marketing
DB Cargo AG	KKDA	Toys R Us
De Belastingdienst	KLK Oleo	TransAsia
Deloitte	KP&T	TRIODOS
Deloitte	KPMG Vietnam	Tuk Tuk Factory
Domiberia Benelux	Lely Consumables B.V.	TWE Group GmbH
Dow Corning	Liberty Mutual Insurance Company	UDG
DP DHL	Lidl Supermercados SAU España	UDG
DST worldwide services	LizardApps	UDG Consulting
Duotank B.V.	MacOnline	Ulrich Walter GmbH
Dynafix	Main Capital Partners	Unibouw BV
E.ON SE	Marketmind GmbH	Unilever
EAFA - European Aluminium Foil Association	Marsh	Uniqlo
Eaton	Mediasur	Unique
Electrical Industry	METRO GROUP	Universität der Bundeswehr München
Emphase Energy	Michael Kors Netherlands B.V.	Verifone Finland
ENGIE	Miltton	Volkswagen
eRevalue	Momentive Performance Materials	Winford Private School
EVIOM GmbH	Morgan Stanley	Würth
FesilSales GmbH	Morningstar	Zalando
Firmenich	Moto Hospitality	Zurich Insurance Company
Flip4 GmbH	Musoni BV	

APPENDIX B:
THE IB DOMAINS, THEMES AND PLOs

WAYS OF THINKING			
Critical Thinking		WT1	Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.
Innovation & Creativity		WT2	Create innovative ideas in a changing business environment in a systematic fashion.
International Business Awareness		WT3	Analyse patterns in global macro-economic factors and policies that drive international trade and business development.

WAYS OF WORKING			
International Business Communication		WW4	Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience.
		WW5	Optional: Use one or two additional languages to facilitate international business.
Collaboration		WW6	Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
Management of Information as digital citizen		WW7	Produce management information from various data sources in an international business environment.

LIVING IN THE WORLD	**Personal & Professional Development**	LW8	Express reflections on one's personal development with the aim of personal growth.
		LW9	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.
	Ethical & Social Responsibility	LW10	Formulate one's own position concerning ethical and social responsibility in a professional environment.
	Intercultural Proficiency	LW11	Mitigate the pitfalls of cultural differences in business and social contexts
		LW12	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.
		LW13	Use appropriate verbal and non-verbal communication in an intercultural setting.
		LW14	Assess the effect of cultural differences on organisational behaviour and strategic choices.

TOOLS FOR WORKING AND MANAGEMENT	Marketing & Sales	TWM15	Develop a well-founded marketing plan to support the creation of value for international customers.
		TWM16	Use appropriate sales techniques in support of durable customer relationships.
		TWM17	Incorporate developments of the digital landscape in a marketing strategy.
	Finance & Accounting	TWM18	Evaluate financial performance of the organisation from different stakeholders' perspectives.
		TWM19	Recommend financing possibilities in a dynamic international environment.
	Operations & Supply chain management	TWM20	Evaluate operations processes within and between organisations.
		TWM21	Manage operations processes within and between organisations.
	Organisation & People	TWM22	Draft the strategic cycle of part(s) of the organisation (process and content).
		TWM23	Assess the impact of change on the organisation.
	Business Research	TWM24	Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.

Table 7: IB Domains, Themes and PLOs

APPENDIX C:
LIST OF ABBREVIATIONS

ABBREVIATION	DEFINITION
IB	International Business
IBL	International Business and Languages
IBMS	International Business and Management Studies
KSAVE	Knowledge, skills, attitude, values and ethics
MLO	Module Learning Outcomes
PCECS	Professional Characteristic Early Career Situations
PLO	Programme learning outcome
OECD	Organisation for Economic Co-operation and Development
TEN	The Export Network
UAS	Universities of Applied Sciences

Table 8: list of abbreviations

BACHELOR-INTERNATIONAL-BUSINESS.NL