



**CONCLUSION OF THE DEVELOPMENT
INTERVIEW OF THE BML/LS AND
CHEMIE/CHEMISTRY BACHELORS HAN_**

Tuesday 7 March 2023

INLEIDING

The quality of education of each HAN program is assessed once every six years by a panel of independent experts. This visitation and programme assessment is part of the statutory NVAO accreditation of existing hbo programs* .

At the end of this program assessment, the program conducts a so-called "development interview" with the panel of experts. In this discussion, the program and the panel members discuss possible improvements of education from a development perspective. The subject of the development discussion is proposed by the program.

Below is the conclusion of the development discussion that the HAN BML/LS and Chemie/Chemistry program had with the panel. In accordance with the regulations, this conclusion has been submitted to the HAN employee participation body and the education committee.

* www.nvao.net Beoordelingskader accreditatiestelsel Nederlandse hbo-opleidingen 2018

1 Conclusion development interview after the visitation

1.1 Central theme

The central question was: How do you properly safeguard the international dimension in a field that is already international; How do we make our special position clear in relation to other programs?

In the current curriculum, we already offer students a large number of international and intercultural experiences. Such as exchanges, cooperation with international groups, internship supervision by international supervisors both at home and abroad.

We need to explicit what we are already doing and expand the above activities. In addition, we can distinguish ourselves by formulating strong ambitions for mobility for both students and teachers/researchers. Hence, it is important to formulate target numbers and to steer accordingly. We have had a discussion about target numbers and whether or not to make an internship abroad mandatory. Also whether this would apply to our international students. In doing so, we ask ourselves whether a student who is doing an internship in an international environment in the Netherlands gains sufficient international experience.

Furthermore, it is important to make intercultural and international learning outcomes even more explicit. This will be part of our internationalization plan.

1.2 Conclusion

We will investigate the possibilities for an academy-wide (SABC) application for CeQuInt.

It is important to further develop our vision on internationalization both at central (academy) level and at the level of individual educational programs of the Academy.

The vision must be ambitious enough and must contain realistic but firm targets. For us, this means, among other things:

- To set a firm target in the field of mobility (e.g. traineeships abroad, excursions).
- Intercultural and international learning outcomes are even more explicit.
- Continue to pay attention to the internationalization of the staff.
- Benchmarking against other institutions and programs.

Topics that were discussed:

- To what extent are 'local color differences' possible within an academy?
- Do all courses have to be at the same level?
- Different mobility options, both small and large.
- How to realize ambitions if it must also be financially feasible for students?

1.3 The next steps

1. Ask the NVAO what is needed for an application special characteristic for the academy
2. Further developing the academy-wide vision
3. Formulate internationalization goals more explicitly in the curriculum

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