

NVAO • THE NETHERLANDS

INITIAL ACCREDITATION

HBO-MASTER INTERNATIONAL BUSINESS
MANAGEMENT

University of Applied Sciences Europe/
Amsterdam

ADVISORY REPORT
13 OCTOBER 2025

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The Accreditation Organisation of the Netherlands and Flanders (NVAO) assesses the quality of a new programme through a peer review process. This initial accreditation is mandatory for an institution that seeks to award a recognised degree upon the successful completion of a study programme.

The procedure for accrediting new programmes differs somewhat from that for existing programmes that have already been accredited. Initial accreditation serves as an ex ante assessment of a programme's quality. Once accredited, the new programme becomes subject to the standard review process for existing programmes.

The quality of a new programme is assessed by means of peer review. A panel of independent peers, including a student, reviews the plans during a site visit to the institution. A discussion amongst peer experts forms the basis for the panel's final judgement and advisory report. The focus is on the curriculum, the teaching and learning environment, and student assessment. The assessment of programmes of institutions without a positive institutional audit decision includes additional aspects in standards 1 and 2, as well as two extra standards:

- Standard 5: Facilities
- Standard 6: Quality Assurance

The agenda for the panel visit and the documents reviewed are available from the NVAO office upon request.

The peer review outcome is guided by the standards outlined and published in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Staatscourant 2024, nr. 6405). Each standard is evaluated on a three-point scale: meets, partially meets, or does not meet the standard. Based on this evaluation, the panel will rate the programme's overall quality as positive, conditionally positive, or negative.

During its first visit on November 13, 2024, the panel determined that there were insufficient grounds to reach a well-founded advice. The panel, therefore, advised the NVAO to suspend the procedure and allow the programme to provide the panel with additional information. The NVAO agreed to this and, after receiving and reviewing the additional information, the panel visited the institution again on 27 August 2025 and subsequently reached its conclusions, which are outlined in this advisory report.

The NVAO takes the decision on the programme's quality based on this advisory report. This accreditation decision can be positive, conditionally positive, or negative. If the decision is positive, with or without conditions, the institution may proceed to offer the new programme. Graduates of the programme will then be entitled to receive a legally accredited degree.

This report presents the panel's findings, analysis, and judgments resulting from the peer review. It also details the commendations and recommendations for follow-up actions. A summary report highlighting the main outcomes of the peer review is also available.

Both the full and summary reports of each peer review are published on NVAO's website www.nvao.net. There you can also find more information about NVAO and peer reviews of new programmes.

2 New Programme

2.1 General data

Institution	University of Applied Sciences Europe
Programme	Business Management
Variants	Full-time: yes. Part-time: no. Dual: no.
Degree	Master of Science
Tracks	N/A
Locations	Amsterdam
Study load	60 EC ¹

2.2 Profile

The Master of Business Management, as proposed by the University of Applied Sciences Europe in Amsterdam (UE Amsterdam) is based upon the existing Master of International Business Management programme of the German sister institute. UE Amsterdam was founded in 1979 as a small-scale, practice-oriented private institute of higher education. The institute offers business administration programmes, focusing on entrepreneurship in an international and intercultural environment.

The proposed master's programme is designed for all qualified applicants who have expressed a desire to complete their master's education at UE Amsterdam.

2.3 Panel

Peer experts

1. Drs. D.J.N.M. (Nies) Rijnders (chair), owner Rijnders Education Consultancy, Tilburg
2. Dr. V.G. (Vittoria) Scalera, associate professor University of Amsterdam
3. C.R. (Robin) Pereboom MMO, International Business Den Bosch, researcher Well-being Economy & New Entrepreneurship Avans University of Applied Sciences
4. T.T. (Thomas) Westerhuis (student), student at University of Groningen

Assisting staff

1. Drs. P. (Pien) Gertenaar, secretary
2. E.A. (Manuel) Kleijmeer, NVAO policy advisor, and process coordinator

Site visits

Amsterdam, 13 November 2024

Online 27 August 2025

¹ European Credits

3 Outcome

The NVAO-approved panel reached a positive conclusion regarding the quality of the Master's Business Management offered by the University of Applied Sciences Europe-Amsterdam. The programme meets all standards of the NVAO framework.

UE Amsterdam aims for small-scale education in a supportive environment. The institution's vision is clearly reflected in the student-centred educational design. The panel is positive about the continuous monitoring of the curriculum through engagement with industry representatives, boards, committees, faculty, and the German sister institute. UE Amsterdam fosters an open atmosphere, where management and staff are accessible and responsive to feedback.

The overall structure of the curriculum is sound, with a well-considered connection between modules and the programme's intended learning outcomes. The emphasis on how students will apply their knowledge in their postgraduate professional lives is regarded as a strength.

The panel values the strong international and intercultural character of the programme, which is evident in the diverse backgrounds of both staff and students. Staff and lecturers are committed to the programme and to the development of individual students. The panel considers the current teaching team capable of delivering the new programme. It recommends ongoing professional development and continuous support throughout the programme's implementation. Attention should be given to the practical translation of policy documents and procedures. The panel recommends programme management to monitor the correct implementation and consistent use of these policies and procedures by faculty.

The admission procedure and other student information, such as regulations and course manuals, are clear and aligned with the intended learning outcomes. The decision to offer the programme in English is well justified, and staff demonstrate adequate proficiency in the language. The panel notes that the physical learning environment requires improvements to enhance accessibility for students with functional disabilities.

The institute has a clear vision of assessment as an integral part of the learning process. Short assignments, group work, reflection, and feedback provide continuous insight into student progress. Business cases are frequently used, emphasizing the practical application of skills and knowledge. The panel is positive about the Examination and Assessment Committees, which support lecturers and safeguard the quality of assessment.

The panel finds that the programme has established adequate procedures for quality assurance, involving lecturers, support staff, and the Examination Committee. Student satisfaction is monitored after each module, and feedback is acted upon. The panel believes that all staff involved are dedicated to delivering education of high quality.

Standard	Judgement
1. Intended learning outcomes	meets the standard
2. Teaching-learning environment	meets the standard
3. Student assessment	meets the standard
4. Achieved learning outcomes	NA
5. Facilities	meets the standard
6. Quality assurance	meets the standard
Conclusion	positive

4 Commendations

The programme is commended for the following features of good practice.

1. Well-rounded curriculum. The curriculum demonstrates strong coherence between programme-level and module-specific learning outcomes and balances academic rigor with practical relevance effectively.
2. Student-centred approach. UE Amsterdam has a clear vision of how to shape its international student body, by supporting them adequately in a small-scale environment, with a focus on how students will adopt knowledge and skills in their postgraduate professional life.
3. Composition of the staff. The faculty members are dedicated to the new programme, possess substantial experience in both international business practice and higher education, and bring diverse academic and cultural perspectives that enhance the learning environment.
4. Examination Committee. The Examination Committee is well-resourced, firmly established, and performs its duties with determination.
5. Quality assurance. The programme has drawn up an extensive quality assurance policy, executed by strong institutional, academic leadership and committees, and a close partnership with industry, including an active Industry Advisory Committee.

The panel recommends two follow-up actions to improve the programme further. These recommendations do not detract from the positive assessment of the programme's quality.

1. Implementation of policies. Translate the policy documents into practice and ensure that employees understand the policies and procedures. The programme's policy documents are well-developed and provide a solid foundation. To ensure successful implementation, all faculty members -especially new staff- must be thoroughly familiar with these policies and capable of applying them consistently.
2. Ongoing staff training. Take steps to permanently guarantee the master's level of the programme. Create a structured development plan that includes certified external training and ongoing support during programme delivery. Particular attention should be given to the didactic approach and assessment practices to maintain coherence and quality.
3. Improve accessibility. Define the time horizon and implement construction works to improve the facility's accessibility.
4. Extend the four-eye principle. Apply the four-eye principle more broadly, including to the assessment of individual and group work in the modules.

6 Assessment

6.1 Standard 1: Intended learning outcomes

The intended learning outcomes are correlated with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements. Additional aspects for institutions without a positive institutional audit decision:

- *The principles for how the programme is organised must match the institution's vision on education and its profile.*
- *The intended learning outcomes must be evaluated periodically.*

Judgement

Meets the standard.

Findings, analysis and considerations

Institute's ambition and vision

The ambition of UE Amsterdam is to deliver academically proficient graduates, equipped with practical skills, ethical foundations, a lifelong learning attitude, and a global perspective on business. The panel finds that UE Amsterdam employs a constructivist paradigm in its educational design. Students actively construct their understanding of business management. They learn to apply theoretical knowledge to real-world case studies and collaborate and interact in groups to prepare for their future leadership roles.

The programmes on offer are student-centred; adequate support is provided. The formative assessment model illustrates this continuous support. Feedback and feedforward are provided frequently, enabling students to achieve academic success and personal growth. The objectives of the programme are to provide graduates with key learning outcomes aimed at future business leaders. The programme offers small-scale education with a strong focus on the industry's needs.

Origin and objectives of the programme The Business Management programme is based on the FIBAA-accredited IBM programme of the sister institution University of Europe for Applied Sciences (UE), which has been run successfully in Germany since 2010. The master's programme is designed for Bachelor of Business Administration graduates. The new Master's programme aims to prepare students for complex business challenges in the dynamic, global labour field, with a focus on ethical business practice.

The panel determined that the alignment of the outcomes was further confirmed in discussions with the Workfield Committee, three of whose four members are active in international business. Their feedback validated the relevance of the learning outcomes in relation to international professional expectations.

The programme's learning outcomes are summarised in seven Programme Intended Learning Outcomes (PILOs). These focus on acquiring analytical, specialist, methodological, applied research, managerial and personal competencies. The panel thinks that the proposed outcomes are clearly designed for a professional master's programme. Graduates can work in a business environment, as entrepreneurs, strategic managers, and problem solvers. The PILOs match the institution's vision and will be evaluated regularly by formal committees such as the Programme Committee and Academic Leadership Board. In addition, the programme has many relations with the industry and uses its expertise to keep the curriculum up to date.

The documents provided gave the panel a good insight into how the programme is built up. The panel concluded that the programme is sufficiently aligned with the related Dublin descriptors, and the Dutch Qualification Framework (NLQF 7), as described in the document 'Curriculum Relationships and Alignments'. The programme shows a well-balanced combination of academic and practical orientation and applied research skills.

Consultation with industry

Both the course content and the graduation profile have been aligned with the professional field. This was achieved through consultation with members of the Industry Advice Committee and through the numerous contacts the institute and lecturers have with the work field.

The panel is positive about the engagement to closely involve the professional field in the process of setting up and designing the programme. The panel spoke with several well-qualified representatives who were positive about the way the programme utilized their input. In addition, the panel is pleased that these representatives will continue to be involved in the programme through the Industry Advice Committee (IAC).

Name of the programme

According to the panel, the new master's programme overstated its focus on international business studies. The proposed title of the master's programme was International Business Management. According to the panel, this title would create false expectations among students and the work field. The panel believes that the programme's contents are not sufficiently aligned with the domain of International Business. UE Amsterdam has a very international classroom, and the staff and modules are relevant in the context of global business. However, the programme lacks focus on specific international business topics, such as the evolution of multinational enterprises and the operational, legislative, fiscal, and geopolitical aspects of international trade and doing business across borders. This is why the panel believes that most graduates will not possess the necessary knowledge to start working in specialist international business positions. The panel is therefore pleased to hear that programme management decided to change the name of the programme to Master of Business Management. The panel thinks that this title suits the contents of the programme.

Summary

In summary, the panel can confirm that the intended learning outcomes are appropriate and are set at the master's level. The panel sees the institution's vision reflected in the student-centred education design. The panel is positive about the continuous monitoring of the intended learning outcomes through contact with industry representatives, boards, committees, UE Amsterdam staff, and the sister institute. The proposed new title of the programme accurately reflects the curriculum.

6.2 Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment, and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes. Additional aspects for institutions without a positive institutional audit decision:

- *The learning environment must reflect the institution's vision on education.*
- *The workforce must be sufficiently large.*
- *If the programme is taught in another language than Dutch, the human resources policy must make accommodations for teachers to teach in that language.*

Judgement

Meets the standard.

Findings, analysis, and considerations

Curriculum

The panel learned from the documents provided that the study programme has a modular structure, with each of the eight modules lasting ten weeks. Several modules are run simultaneously. Modules cover subjects such as Customer Centric Management, International Business Development & Control, Entrepreneurial Thinking & Digital Models, as well as an Advanced Research Methodologies module.

The programme is offered in English and is organised into two semesters. The panel was impressed by the careful translation of the PILOs into Module Intended Learning Outcomes (MILOs). The core of the programme is represented by the foundational MILOs, and there are also enhancing MILOs. The panel is convinced that there is a clear and motivated link between the modules and the programme intended learning outcomes. It is clear to the panel that all the staff involved were very aware of these connections and are taking care to align the outcomes between modules and assignments through frequent fine-tuning and adaptations. Lecturers are responsible for translating MILOs into course materials, and the course coordinators verify the balance and alignment of each module. Each lecturer will take time at the start of a new module to introduce and explain to students the purpose of the module and how the MILOs relate to the overall PILOs. The PILO-MILO diagram helps visualise the interconnectedness and the importance of individual elements within the programme. The panel

supports the emphasis in the curriculum on how students will apply the knowledge gained in their post-graduate careers.

Research methods and techniques are adequately covered in the curriculum. The panel adheres to the intention of scheduling the research module early in the curriculum. The proposed module covers a large range of research methods. According to the panel, it may be worth considering whether the module currently includes more methods than necessary. The panel advises to focus predominantly on those qualitative and business research methods that are fitting for a Master of Applied Science programme and the intended learning outcomes.

The panel has studied the detailed course descriptions of all modules. This gave the panel a clear understanding of the intended learning outcomes, the structure of the curriculum, the learning environment, tutors and the organization of the assessment. A comprehensive and diverse range of topics will be addressed in the curriculum. In addition, the panel examined the setup of two proposed modules, including the proposed lesson plans, assessments, and rubrics. The panel is convinced these modules reflect the intended learning outcomes and the (applied) master's level. The panel advises the programme to monitor the feasibility of the modules, as the setup of each module involves a full day of lectures, group work, and applying new knowledge in assignments. From a didactic standpoint, the panel feels there is a risk of overloading students.

Teaching staff

During the site visits, the panel met with enthusiastic lecturers who were very committed to the new programme. The staff members are highly involved in their teaching and take care to provide an adequate and pleasant learning environment for current BBA students. The panel learned that there are ten full-time lecturers employed at UASE for the new programme, most of whom are on permanent contracts. About 60% of the teaching staff holds PhD qualifications.

The faculty body exhibits a high level of internationalization, with lecturers from diverse backgrounds. Most of the lecturers have extensive experience in the work field and/or in research. Additionally, industry professionals are invited to deliver guest lectures.

The panel was informed that recruitment of more permanent staff and onboarding and training of new staff is ongoing to build up an academic community. The panel appreciates the involvement of the teaching staff in the development of the programme. The panel feels that the teaching posts are sufficiently filled. Lecturers are experienced in Master's programmes, research and the industry. However, they are still relatively new and not all of them seemed to be fully aware of the programme's educational policies. That is why the panel thinks that the faculty should be supported during the implementation of the new programme and policies. The panel recommends that the management provide adequate support and training for the team that is to deliver the master's programme. The training and support should focus on executing the didactical approach and assessment, to implement the educational ambitions and policies.

Learning environment

The panel evaluated whether the module descriptions align with the institution's vision of education. The two completed modules and the Interdisciplinary Elective module gave the panel a good impression of how the constructive alignment principles were translated into module outcomes, lesson plans, and assessments. The documents provided and the discussions with faculty convinced the panel that the programme guides students on their way to active and collaborative knowledge building. Furthermore, it is clear to the panel that applying insights and skills is continuously embedded in the modules by working on real-world business cases. The personal and professional development of students is supported by frequent formative assessments and constructive feedback. The panel is confident that this approach will deliver globally aware business leaders.

Access learning environment

During the site visit, the panel noted that the sanitation facilities were not accessible to students with a functional disability and that the building does not have an elevator. Since then, management has allocated budget for improvements. The panel was informed of the details and timeline of these upgrades and recommends that these are implemented before the programme starts.

English

The panel agrees with the decision to offer the programme in English. The programme outcomes and curriculum reflect the international and intercultural nature of the programme. The documents submitted explain that English is the usual language in Business Management. In addition, English is in line with international developments and opportunities in the international labour market. The panel considers the English language skills of the staff and faculty to be satisfactory. The panel examined the HR Policy and approves of the comprehensive language requirements to maintain high English language standards.

Admission

The admission procedure is clear and geared to align with the intended learning outcomes. Incoming students must have completed a bachelor's degree in the field of business administration or management to be admitted to the programme. The student body of the programme is expected to be very international, with students coming from a wide range of countries. UASE expects many of their BBA students to proceed to the new master's programme, as students would like to complete their education with a master's degree at the UASE in Amsterdam.

Guidance, support, and information for students

A student-centred approach is well integrated into the programme. For example, lecturing is conducted in small groups, feedback and feedforward are provided continuously, and student coaches are assigned to each student to assist with programme-related issues. The Student Support Office guides students with academic life and housing situations. The institute takes into account that most students need time to adapt to academic, sociocultural, and psychological differences when starting their studies in Amsterdam and supports students with this.

The panel is satisfied with the improved and separate Education and Examination Regulations (EER) and the appeals procedure that is in line with the Dutch higher education standards. With regard to the regulations on the Binding Study Advice in the EER, the panel advises using uniform rules for all students. From the EER the panel understood that UASE Amsterdam can issue a Negative Binding Study Advice to students on a visa who have an unsatisfactory professional attitude. The panel advises to make this regulation applicable to all students, whether they hold visa or not.

Summary

The panel thinks that the general structure of the curriculum is sound, and there is a well-elaborated connection between PILOs and MILOs. The focus on how students will apply the knowledge in their postgraduate professional life is a strength.

The panel established that the course descriptors and proposed assessments cover the (applied) master's level and the learning environment reflects the institute's educational vision.

The staff and lecturers are committed to the programme and individual students' development. The panel thinks that the current team of teaching staff is capable of delivering the new programme. The panel recommends developing a structured professional development plan that incorporates certified external training opportunities. In addition, the programme is recommended to provide teaching staff with continuous support throughout the programme's execution. The panel recommends that the management provides adequate support and training for the team that is to deliver the master's programme. The training and support should focus on executing the didactical approach and assessment, to implement the educational ambitions and policies.

The admission procedure is clear and geared to align with the intended learning outcomes. The choice to teach the programme in English is well justified, and the staff has adequate command of English. The panel appreciates the strong international and intercultural character of the programme. Students are supported by lecturers, and guidance for personal matters is available. Student information on the new programme, for instance, in the EER and course manuals, is sufficient. Finally, the panel recommends improving the physical learning environment to ensure the campus is accessible to students with functional disabilities.

6.3 Standard 3: Student assessment

The programme has an adequate system of student assessment in place.

Judgement

Meets the standard.

Findings, analysis, and considerations

Structure of assessment

The Business Management Master's programme employs a primarily formative assessment approach throughout the curriculum. The panel understood that students will receive a feed-up at the outset of the module and are provided with feedback and feed-forward on each assignment. This intensive form of feedback has been evaluated positively by BBA students and will also be suitable for master's students, according to the panel.

The programme identifies four levels of competence, aligned with the SOLO taxonomy developed by Biggs and Collis. These levels progress from novice, to developing, to competent, and finally to strong.

Through discussions with faculty members, the panel gained a clearer understanding of the distinction between the foundational Module Intended Learning Outcomes (MILOs) and the enhanced MILOs. Students are required to complete all foundational MILOs at 'competent level' before they can begin work on their thesis. Foundational MILOs are the core of the programme. All foundational MILOs together ensure the achievement of the 7 PILOs. The enhanced MILOs are mandatory and are designed to encourage more advanced achievement. To meet these enhanced outcomes, students must demonstrate competence at least at the 'novice' level. An example of the relation between foundational and enhanced MILO's can be found in the Customer Centric Management module. In this course, foundational MILO's are centred around comparing and applying pricing strategies and methods. The enhanced MILO is about employing data mining methods and technologies.

The programme intends to use a variety of assessment methods, such as teamwork projects and individual assignments based on real business cases. Summative assessment is mainly applied to the master's thesis and the colloquium; two examiners will grade the written work and the oral thesis defence.

The panel concludes that the formative assessment method is a valid tool and appears to be well integrated into the programme. The assessment requires extensive individual feedback from the lecturer for each student, but the panel considers this manageable, particularly given the small scale of the programme.

Valid, reliable, and independent assessment

The panel noted that the translation of learning objectives into measurable intended learning outcomes is aided by the use of tailored rubrics. All rubrics are verified through the Assessment Committee. Students are assessed at the achievement levels 'novice', 'developing', 'competent', and 'strong', which are related to the Biggs and Collis SOLO taxonomy. The panel advises that the criteria for each of these levels should continually be aligned and calibrated, as the new lecturers still need to familiarise themselves with the new modules and assessments. The panel supports that the four-eye principle is applied before and after the development of modules and assessment, and recommends expanding this to the assessment of group work and individual assignments, to further enhance the robustness of the assessment process.

Students will receive detailed information on the assessment at the start of each course. The assessment book that the panel reviewed is clearly written and provides students with sufficient information.

The panel was pleased to learn that careful measures are in place to ensure individual assessment within group work. The management has implemented the policy that group work may contribute a maximum of 40% to the final grade, while individual performance must account for at least 60%. Students are required to pass the individual component to complete the module. Although peer feedback is encouraged as part of the learning process, final grading responsibilities rest solely with the appointed Examiners. The panel agrees with this setup as the risk of passing a module through group work is eliminated this way.

The panel reviewed the information provided in the Self-Evaluation Report, which includes a brief description of the Master's thesis. During the site visit, the panel raised several questions regarding the graduation process, particularly concerning the role of external companies and the involvement of the Examination Board. Based on the information received and the discussions held, the panel is satisfied with the overall design and structure of the graduation process.

Quality assurance of assessment

The programme has introduced protocols for calibration, fraud prevention, and systematic reviews. Lecturers are responsible for ensuring that assignments test the students fairly and appropriately. The first version of an assessment is always peer-reviewed by another lecturer and is then reviewed by the Assessment Committee. The thesis is reviewed by two independent examiners, with a third examiner involved if consensus cannot be reached. Furthermore, the Examination Committee regularly reviews the evaluation practices across all modules to ensure consistency and adherence to quality standards.

The panel noted during discussions at the site visit that all staff involved accept the need for regular checks on the quality of the assessment. Alignment and calibration are continuous processes, done through frequent formal and informal contacts between lecturers. While 60% of staff is already BKE-certified, more formal BKE training is scheduled for new lecturers. The panel supports this.

Examination Committee

The panel gained a positive impression of the Examination Committee. The committee has a clear position within the organisation, and the members have extensive international experience in both content and examination. The new independent chair of the Examination Committee holds an SKE qualification. One member of the Examination Committee also chairs the Assessment Committee.

The Examination Committee develops policies and procedures and ensures that they are properly implemented. It also oversees the formative assessment process to ensure its effectiveness. It monitors the application of formative assessment practices and reviews methods, criteria, and feedback mechanisms to ensure that they are aligned with the programme's learning outcomes. Examiners for the new master's programme have been appointed by the Examination Committee.

The Examination Committee has the authority to decide on matters such as requests for exemption, appeals, and suspected academic misconduct. The Examination Committee meets regularly with management to report and advise on assessment matters.

Summary

The institute has a clear vision of assessment as an integral part of the learning process. Short assignments, group work, and formative assessments are distributed throughout the module to provide continuous insight into student progress. Business cases are frequently used, emphasizing the practical application of skills and knowledge. The panel thinks that the assessment is valid, reliable, and independent, but advises that alignment and calibration are applied during the implementation of the modules. The four-eye principle should be expanded to the assessment of the modules.

The panel is positive about the position, composition, responsibilities, and activities of the Examination and Assessment Committees. A point of attention for the management is to ensure that there is limited overlap in membership across the various committees.

In the opinion of the panel, the Examination Committee ensures the quality of the examinations and assessments of the programme. The continuous, formative assessments support students in their learning process and therefore contribute to the feasibility of the programme.

The panel thinks that the programme has created adequate procedures for the quality assurance of assessment, both for the lecturers, support staff, and the Examination Committee.

6.4 Standard 4: Achieved learning outcomes

The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.

Not applicable.

6.5 Standard 5: Facilities

Accommodation and material facilities are sufficient for the implementation of the curriculum.

Judgement

Meets the standard.

Findings, analysis, and considerations

UASE's newly renovated campus is housed within a monumental building in the city centre of Amsterdam. On entering the premises, the positive and friendly atmosphere is notable.

The accommodation is well-suited for small group instruction, although the building is not adjusted for students or staff with disabilities, as stated in Section 6.2. The panel was informed that recent renovations have been made to the building to provide additional study and collaborative workspaces for students. Since current students tend to prefer in-person classes, the programme mainly organises on-campus lectures and activities. Nevertheless, hybrid teaching facilities have been expanded and are available when needed.

The Student Services Team and academic staff are located in the same building in open areas, making them very accessible for students. Students confirmed to the panel that the open-door policy of staff is appreciated by students.

MS Teams is used as an online educational platform, where students can find all relevant programme information. Students also have access to relevant digital databases with journals on management and entrepreneurship.

In summary, the panel regards the buildings in which the programme is housed and the material facilities for the programme to be adequate.

6.6 Standard 6: Quality assurance

The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

Judgement

Meets the standard.

Findings, analysis, and considerations

UASE Amsterdam uses a quality assurance system based on Deming's Plan-Do-Check-Act (PDCA) cycle. Short-term evaluation takes place through (anonymous) feedback in questionnaires and module evaluations with students. The Student Council and Programme Committee, consisting of academic staff and management, also play an important role. Within the institute, various bodies such as the Examination Committee and the Academic Leadership Board carry out cycles of improvement. Throughout the management and faculty, there is a strong emphasis on ensuring the quality of the programmes. The individual support given to lecturers (of current programmes) with low teaching evaluations shows that the UASE responds directly and practically to areas of improvement. Another example is the time that lecturers of the new programme can devote to module development; they expressed to the panel that they feel adequately supported.

The new programme has appointed an Academic Director, an Academic Dean, and Cluster Coordinators, all of whom are involved in quality assurance. The Industry Advisory Board is also involved in the PDCA cycle; they play a part in the checking phase by reviewing the programme twice a year to ensure the quality and relevance.

The quality of the support staff and management, as well as the commitment they demonstrated to the panel during the site visit, ensures a good awareness of quality assurance and quality control.

Summary

The panel assesses the quality assurance system to be up to standard. UASE has a formalised and complete Quality Assurance Policy, based on the positive experiences from the BBA programme. The institute works in close partnership with the industry, including the Industry Advisory Committee.

The programme continuously monitors student satisfaction after each module and acts on points of improvement. The panel believes that all staff involved has the right mindset to improve the quality of the

programme continually, and management promotes this culture. The panel thinks that a structural PDCA cycle that is cohesive and manageable for new staff is established, and that this can also be applied when student numbers increase.

The programme strives for an open dialogue with the various stakeholders. During the site visit, the panel was able to confirm that the institute creates an open atmosphere, where management and staff are accessible and responsive to feedback. The panel is convinced of the value of this.

6.7 Degree

The panel advises awarding the following degree to the new programme: Master of Science.

Abbreviations

NVAO	Accreditation Organisation of the Netherlands and Flanders
UASE	University of Applied Sciences Europe
UE Amsterdam	University of Applied Sciences Europe in Amsterdam
PILO's	Programme Intended Learning Outcomes
MILO's	Module Intended Learning Outcomes
UE	University of Europe for Applied Sciences
NLQF	Nederlands Kwalificatieraamwerk / Dutch Qualification Framework
BBA	Bachelor of Business Administration
EC	European Credits
EER	Education and Examination Regulations
PDCA	Plan-Do-Check-Act

