

Maastricht University
School of Business and Economics

BSc Business Analytics

Report on Programme Assessment

July 2025

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SUMMARY

On 11 June 2025, an external and independent accreditation panel visited the Bachelor of Science (BSc) in Business Analytics (BA) at the School of Business and Economics of Maastricht University. After its initial accreditation, the three-year full-time English-taught programme was launched in September 2020 with the aim to attract analytical, tech-savvy and business-oriented students in a truly international education context. At the time of the site visit, the BSc BA was in its fifth year of implementation with two cohorts having completed the programme nominally.

The panel established that the programme meets each of the four standards of the NVAO assessment framework. As a result, its overall assessment of the programme quality is **positive**.

Its recommendation to the NVAO to extend the accreditation of the BSc Business Analytics is based on the following considerations. The Business Analytics bachelor has a clear and outspoken profile, which complements the programme portfolio of the school and aligns with the educational vision of the university. It fulfils a demand - both in the market and in the higher education landscape - by attracting tech savvy and business-oriented students who are educated on the intersection of business and analytics and eventually find a relevant job in today's data-driven economy. The intended learning outcomes do justice to the domain, level and orientation of the programme, and are integrated in SBE-wide learning goals and aligned with the Dublin descriptors. The programme team should be commended for its efforts and responsiveness looking for quality improvement and safeguarding the disciplinary relevance of the curriculum. In sum, the panel judges that the BSc Business Analytics **meets** standard 1, intended learning outcomes.

The BSc BA can rely on a strong teaching and learning environment. The panel endorses the English name of the programme, as well as the decision to offer the BA programme in English. Its international dimension enriches the teaching and learning environment for both Dutch and non-Dutch students. The curriculum is coherent and befits both the profile and the learning outcomes of the programme. The combination of problem-based learning and international classroom constitutes a unique selling proposition. Student information, support and guidance are organised in such a way that BSc BA students are informed timely on the programme milestones and know where to look for guidance and support on both curriculum choices and challenges of a more personal/private order. The teaching staff has good academic credentials, as well as proper didactic skills. The quality of the student chapter, the maturity and openness of the students, and the engagement of the alumni show that the learners are a big asset for this programme. In sum, the panel judges that the BSc Business Analytics **meets** standard 2, teaching-learning environment.

In terms of assessment, the BSc BA programme is embedded in long-standing policies and practices of the school and the university. The operationalisation of the assessment principles at course level reflects the programme profile and objectives, while the curriculum map

safeguards that course learning goals are assessed adequately and cover the programme learning outcomes. Course assessment is carefully designed, varied, and well aligned with the learning objectives. The transparent information on assessment ensures that students are adequately and fairly assessed throughout their study. The quality assurance system for assessment is both comprehensive and effective and is in safe hands with the Board of Examiners and the Assessment Committee, whose members are commended for their expertise and commitment. The thesis review demonstrates that the evaluation form is relevant but has not always been completed in an optimum way so far. The recently designed digital evaluation form, however, ensures that all assessors will henceforth provide meaningful written assessment feedback. In sum, the panel judges that the BSc Business Analytics **meets** standard 3, assessment.

The programme learning outcomes are assessed and demonstrated in a systematic way. The thesis review shows that BSc BA theses are overall of good quality. It is therefore fair to state that students who successfully pass the bachelor thesis have effectively achieved the programme learning outcomes. Moreover, the available evidence on the academic and professional whereabouts of the first groups of programme graduates indicates that the BSc BA diploma allows them to pursue a relevant career: first by entering a follow-up master programme and then by smoothly transitioning to the labour market in a position that is commensurate with the level and domain of their studies. In sum, the panel judges that the BSc Business Analytics **meets** standard 4, achieved learning outcomes.

In addition to these positive elements, the panel also identified a few points that require the attention of the programme team in the near future, but do not affect the panel's overall positive opinion on programme quality. The panel recommends the BSc BA programme team to:

- adjust the programme structure by adding a dedicated track on technical, advanced analytical and quantitative contents;
- facilitate the transition of BSc BA graduates to relevant follow-up master programmes / tracks / specialisations in Maastricht;
- involve external stakeholders more systematically in signalling new trends and evolutions in the field;
- identify opportunities in the international partnership agreements for students who wish to follow advanced analytical, technical and/or quantitative courses during their study period abroad;
- ensure that all incoming students, irrespective of their high-school diploma, have acquired the same level of mathematics as what is required of students with a Dutch diploma;
- train students in providing and receiving peer feedback;
- reconsider the number and weight of group assignments to reduce the impact of free-riding in the overall grade;
- adjust course assessment formats to ensure that all students demonstrate the intended learning outcomes individually and autonomously.

Score table

The panel assesses the BSc Business Analytics as follows:

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard
Overall conclusion	positive

On behalf of the entire accreditation panel,

Prof. dr. Annabel Sels
Chair

Mark Delmartino
Secretary

Date: 12 July 2025

INTRODUCTION

The Bachelor of Science (BSc) in Business Analytics (BA) is a young **programme**: after its initial accreditation, the programme was launched in September 2020, in the middle of the COVID-19 pandemic. At the time of the site visit, the BSc BA was in its fifth year of implementation with two cohorts having completed the programme (nominally). The three-year full-time bachelor is taught in English and aims to attract students who are analytical and tech-savvy, business-oriented and opt for education in a truly international context. The envisaged graduates understand business and technology and meet the demand from the labour market for data analysts with affinity to business, as well as for managers with affinity to data analysis.

The BSc BA is one of the most recent degree programmes at the School of Business and Economics (SBE) and by now fully embedded in the organisational structure and strategy, vision and mission of Maastricht University (UM). The administrative data on the institution and the programme are listed in Annex A.

On behalf of the programme, SBE composed a peer review **panel** taking into account the expertise and independence of the members, and hired an independent secretary for this single programme assessment. Almost all other degree programmes of SBE obtained reaccreditation in 2022. The panel, which is presented in Annex B, was approved by NVAO on 26 March 2025.

The **site visit** schedule was discussed and agreed between the school, the programme, the panel chair and the secretary. Annex C contains the schedule of the site visit. The programme team selected representative partners for the various interviews and determined that the development dialogue would take place right after the final session of the site visit. The results of this development meeting will be reported separately by the programme team.

In the run-up to the visit, the programme team prepared a self-evaluation report (SER) and put at disposition an extensive ‘base room’ with **materials** pertaining to the BSc BA. As part of this external review, the panel also studied a sample of bachelor theses and their assessment forms. From the complete list of BSc BA students who had graduated by August 2024, the panel chair selected 15 bachelor theses. The sample includes a variety of grades and supervisors. All materials are listed in Annex D.

At the initial accreditation stage, the then panel made some recommendations for further development. The actions taken by the programme in response to the **previous accreditation** are described in Annex E. The current panel has integrated this follow-up into its considerations for the present assessment.

Preparing for this external assessment, the panel chair and secretary organised an online **introduction meeting** for panel members on 7 May 2025. At this meeting, the scope of the accreditation was presented, as well as guidelines how to process the programme and thesis materials. Furthermore, the panel identified a few topics for further clarification, agreed to

report in writing on their initial impressions in advance of the site visit, and decided to hold an extensive preparatory meeting on site. The panel members then studied the information and sent their findings to the secretary, who processed their first impressions from both SER and thesis review in a compilation document. At the **preparatory meeting** on 10 June 2025 in Maastricht, the panel discussed these initial findings, prioritised the topics for discussion and agreed on a division of tasks during the discussions. An open consultation hour for Business Analytics students and staff was scheduled as part of this preliminary meeting, but nobody made use of the opportunity to speak individually and confidentially with the panel.

The external assessment is based on the Accreditation Framework for Higher Education in the Netherlands. Given that Maastricht University has a positive institutional audit decision, the panel assessed four standards of the **evaluation framework**: intended learning outcomes, teaching-learning environment, assessment, and achieved learning outcomes. The panel conducted the assessment independently and received all necessary information to arrive at a judgement. At the end of the site visit, the panel informed programme and institutional representatives about its findings, considerations and conclusions.

The secretary then drafted a first version of the **assessment report** and shared it with the panel members for review. Their feedback has been integrated in a second draft, which was eventually validated by the panel chair and sent to SBE and the BA programme for a check on factual errors. Their response was incorporated in this final version of the report.

PROGRAMME ASSESSMENT

Standard 1 – Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Profile

The Bachelor of Science (BSc) in Business Analytics (BA) at Maastricht University (UM) is a young programme, which was launched for the first time in September 2020. The panel noticed that after almost five years of implementation, most of the initial assumptions that were underlying the programme's creation and design are still valid to date. Hence, the School of Business and Economics (SBE) is convinced that utilizing digital and analytical technologies remains a key ingredient in management and policy making in a complex global business environment. The BSc BA curriculum therefore continues to combine and integrate disciplinary knowledge in business administration and data analytics with academic and personal development skills. In this way, current students also understand business and technology and, by the time they graduate, meet the demand from the labour market for data analysts with affinity to business, as well as for managers with affinity to business analytics.

The programme is successful in targeting both Dutch and international students who are analytical, tech-savvy and business-oriented. Moreover, (potential) students are attracted by the international context of the education, which emphasises global citizenship, upholds the didactic principles of the International Classroom, and features an obligatory study period abroad. In addition, students often choose for BA at UM because of the problem-based learning (PBL) concept, where data analytics and business administration topics are critically studied in small tutorial groups and applied to real-life cases.

The panel was informed that both the Vrije Universiteit Amsterdam (VU) and the University of Amsterdam (UvA) currently offer bachelor's degrees in Business Analytics. While SBE addresses business and analytics on an equal footing, the BSc BA at VU and UvA have a stronger focus on analytics and pay specific attention to computer science.

The panel gathered from the self-evaluation report and the discussions on site that the BSc BA programme in Maastricht has a clear academic profile: students acquire disciplinary knowledge in business and economics, statistics, mathematics, and computer science, as well as the skills to apply that knowledge. Moreover, they learn to understand and interpret the professional, cultural, and social context in which they are operating and oversee the responsibility and ethical consequences of data-driven decision making.

Already at the time of the initial accreditation, the programme indicated that organisations that use business analytics are looking for three professional profiles: business data analysts, business data architects, and analytics translators. While its graduates can take up all three roles

(possibly after a dedicated follow-up master study), the programme sees a particular fit with the role of analytics translator. In that function, the BA graduate joins/leads a team in the design, implementation, evaluation and monitoring of analytical tooling that generate business value from data. In their companies, BA graduates are optimally prepared to play a connecting role between - and align the perspectives of - employees with an analytical or technical function and colleagues with a business or economic function.

Overall, the panel is positive about the BSc BA profile: the programme focuses on the intersection of business skills, analytical skills, and technology skills. There is good attention to the ethical and sustainable use of business analytics, which ensures that students can critically assess the implications of their work. After their study, graduates can bridge the gap between business and data analytics and - as analytics translators - take up a professional position that is relevant in today's data-driven economy.

Nonetheless, the panel sees a mismatch between the programme profile, the curriculum offering, and the career prospects of the BSc BA graduates. The discussions on site with students, alumni and representatives of the working field revealed that many students want to include more technical courses in their curriculum, that industry needs consultants with a tech background, and that employers tend to hire more technical profiles. Some employers indicated that the overall success of business analytics application in companies relates to the role of analytics translators linking business with analytics capacities. Further to the recommendation from the previous panel at the initial accreditation stage to formulate – and communicate – the aim of the programme more clearly, the current panel calls upon the programme team to reconsider the set-up of the curriculum and include in this consideration a smoother transition to follow-up master programmes. Instead of adding electives on data engineering and deep learning to the existing bachelor curriculum, the panel suggests to keep the current programme ensuring that it contains enough 'business' elements, and to add a more technical track. In this way all BSc BA students would have a strong foundation on both business and analytics, and acquire specific competencies in line with their interest and envisaged follow-up study and professional perspective.

The discussions on site also convinced the panel that the programme should pay more explicit attention to follow-up studies at master level. The programme team indicated that a qualified majority of BSc BA graduates leaves SBE (and even UM) to pursue a master's programme in a different domain and at a different university. Many students and alumni indicated that they perceive the need for specialisation through a dedicated master programme before they enter the labour market in a relevant and attractive position. Industry mentioned that they are mainly hiring master graduates. Hence, the panel suggests the programme team to discuss within the school and the university how to best account for the BSc BA graduates who wish to pursue a follow-up master programme, and thus to retain a bigger number of these graduates within the school/university: this could happen for instance by setting up a dedicated MSc in Business Analytics, or by restructuring existing master programmes at SBE and UM to take on board the specific competencies and aspirations of the business analytics bachelor graduates.

Intended learning outcomes

The panel noticed that the BSc BA programme is very systematic in formulating exit qualifications: the BSc BA programme consists of 20 intended learning outcomes, which are clustered around five BSc BA learning goals, which in turn reflect four SBE-wide learning goals (disciplinary knowledge, academic attitude, global citizenship, and interpersonal competences) and five Dublin Descriptors.

The panel gathered from the written materials and the discussions on site that the intended learning outcomes of the programme have been revised and adjusted twice since the initial accreditation. Based on the existing Dublin Descriptors and SBE-wide learning goals, an internal advisory board of faculty members from all SBE departments identified five programme-specific learning goals in 2022 and investigated each goal from a learning path perspective, defining the desired development of students over the course of their study. In 2024, an Assurance of Learning audit – which is one of the standards of the accreditation organisation AACSB and used by SBE as mid-term review for NVAO purposes – resulted in further suggestions and adjustments.

Overall, the panel is positive about the programme learning outcomes and their integration in, and explicit alignment with, the Dublin descriptors and the SBE-wide learning goals. The individual learning outcomes are formulated clearly and unambiguously and do justice to the substance (business analytics), level (bachelor) and orientation (academic) of the programme. They cover a broad variety of disciplinary, technical, analytical, academic, interpersonal and global citizenship competencies, which in turn contributes to a holistic student development. The panel welcomes the mixture of academic and interpersonal competences, as well as the reference to the SBE-wide learning goals in the bachelor thesis.

If anything, the panel invites the programme team to further reflect – and make this more explicit in the programme materials and the assessment formats – how qualitative ILOs such as those linked to global citizenship and interpersonal competences can be demonstrated by individual students in a verifiable way. The discussions on site revealed according to the panel that this issue is on the radar of the programme team, the individual course coordinators and the Board of Examiners. Together they will ensure that what is currently addressed implicitly through many partial assessment methods will eventually be made more explicit during internal programme alignment exercises.

Safeguarding programme relevance

The panel gathered from the self-evaluation report and the discussions on site that SBE has several instruments in place to safeguard the relevance of its programmes, including the BSc BA under review. Since its initial accreditation, students, staff and industry have been providing feedback on individual courses, on learning goals and outcomes, and on the overall relevance of the programme. These inputs, in turn, are considered when changing curriculum features, and have resulted in improvements on course sequencing, a better study and workload balance, and an increased coherence of the overall curriculum. According to the panel, this approach

demonstrates not only an effective system of enhancement based on feedback and performance data, but also a clear commitment to quality improvement by all stakeholders, and particularly the programme team.

Furthermore, the panel welcomes the Assurance of Learning assessment as an extensive review exercise that involves external stakeholders such as alumni and industry representatives. The materials on the Assurance of Learning and the discussions on site with participants in this exercise demonstrate that the assessment is performed thoroughly and constitutes a good basis for programme adjustments.

The panel noticed that the BSc BA programme does not have a dedicated advisory board, but relies on ad hoc input from industry representatives, course coordinators, guest speakers and joint curriculum projects with industry to signal relevant developments in the professional field. According to the panel, this ad hoc approach in combination with the Assurance of Learning trajectory has led until now to satisfactory input and effective results. Nonetheless, the above-mentioned findings on the curriculum structure and the transition to follow-up masters require more extensive and continuous attention from external stakeholders to new trends and evolutions in the field, such as Artificial Intelligence (AI)-driven business analytics, to keep the BSc BA future ready.

Considerations

Based on the above-mentioned findings, the panel considers that the BSc BA has a clear and carefully delineated profile, which complements the programme portfolio of the school and aligns with the educational vision of the university. After five years of existence, the programme continues to fulfil a demand by attracting tech savvy and business-oriented students who are educated on the intersection of business and analytics and eventually find a relevant job in today's data-driven economy.

Students and alumni who were attracted by the perspective to combine business studies and data analytics in one degree and in a PBL-setting emphasised that the programme has been / is delivering on its promises: the BSc BA has matured into a nice interdisciplinary programme where students combine functional business disciplines with technical and data analysis skills in small tutorial groups and a contextual, collaborative, constructive and self-directed way of learning.

The panel considers that the intended learning outcomes do justice to the domain, level and orientation of the programme, and appreciates their integration in SBE-wide learning goals and their alignment with the Dublin descriptors. Moreover, the panel welcomes the efforts and responsiveness of the programme team to continuously look for quality improvement and to safeguard the disciplinary relevance of the curriculum by involving different internal and external stakeholders.

In addition to these positive considerations - and based on the programme's positioning towards students, industry and employers - the panel sees room for an adjusted programme structure in

which the current curriculum is kept with somewhat more attention to business, while a dedicated track is offered to those students who want more technical, advanced analytical and quantitative contents. Similarly, the programme team and SBE could facilitate the transition of BSc BA graduates to relevant follow-up master programmes/tracks/specialisations in Maastricht. Finally, the programme can be made (even more) future-ready by a more systematic involvement from external stakeholders who signal new trends and evolutions in the field.

Conclusion

The panel judges that the BSc Business Analytics **meets** standard 1, intended learning outcomes.

Standard 2 – Teaching and 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.

Curriculum

The BSc Business Analytics is offered as a three-year full-time bachelor programme, which amounts to 180 ECTS. Each academic year consists of two semesters and six periods: four periods last eight weeks (13 EC), while the two shorter periods (4 EC) are used for skills training. The panel noticed that the curriculum has a clear structure as it is organised in courses of a largely similar size, which are allocated in an equal way across the periods, semesters and academic years.

The written materials and the discussions on site showed that the curriculum set-up has been thought through meticulously. The programme adopts an integrated approach to bring together various business and data analytics disciplines. First, students learn mathematical, statistical and computer science methods; then, they become knowledgeable in areas of business applications; the third phase focuses on the ability to bridge/communicate between technical disciplines and business disciplines. To prepare well for the third pillar, technical courses mostly use business applications for training purposes, and business and economics courses emphasise the value of data and models in their domain. The panel appreciates the balance in the curriculum between technical and business disciplines, its focus on thorough knowledge of analytical tools and their applicability in functional fields such as marketing, finance, accounting and operations management.

Both the curriculum feasibility and its substantive coherence are evaluated regularly, and where necessary adjusted. In this way, the programme addressed one of the recommendations of the previous panel at the initial accreditation stage to incorporate more data related topics in the curriculum. Moreover, the panel noticed that changes were made to the order of courses, and the substantive contents within courses. In this regard, the panel welcomes the proactive and responsive attitude of the programme team, among others in the way it is approaching the issue of the programming languages (Java, R, Python, etc.) that have been, are, or will be (no longer)

taught in the programme. The panel subscribes to the pragmatic approach of the programme team in preparing participants for coding by focusing on languages in demand on the job market and adopting a strategy of mastering one language and its core methodologies rather than spreading time and effort across three different languages.

Furthermore, the panel established with satisfaction that there is a clear connection between the course objectives and the learning outcomes of the programme. The curriculum map provides a comprehensive overview of how the learning outcomes are operationalised in course objectives and tested through a variety of assessment methods. The curriculum in general and the respective course contents in particular therefore allow BSc BA students to achieve the intended learning outcomes of the programme.

The first two years of the curriculum are common and compulsory for all BSc BA students. In the fifth semester students deepen or widen their competencies during an exchange period abroad. The sixth and final semester is dedicated to electives and to preparing and producing the bachelor thesis. These electives add to the in-depth knowledge of students in the areas of their choice and prepare them for a follow-up master and/or professional career. The panel was informed that as of September 2025, the number of electives will increase. This, in turn, should accommodate the concern of students and alumni that the current course offer is not sufficiently ‘technical’, as well as the suggestion by the previous panel to add more data related courses.

At the end of each year students apply the learnt methods in the eLab Business Case I and II and in the research project, integrating domain knowledge and technical skills. These labs and projects train academic and professional analysis and judgement in complex settings. The panel was particularly impressed by the two eLab Business Cases as multidisciplinary integrative components, which constitute a moment of consolidation in the programme before students move on to the next stage.

During the site visit, the panel discussed in several sessions the organisation of the study period abroad. It did so because the previous panel recommended the team to monitor the quality of these study programmes and because students were not always satisfied with the study opportunities available at the respective partner institutions. The panel gathered from the discussions that students were mainly directed towards business and economics faculties at highly reputed institutions across the globe. However, some of these faculties or institutions did not offer the technical or engineering related courses the BSc BA students wanted to take in order to complement the offer in Maastricht and prepare for a follow-up master programme. In certain cases, individual students managed to carve out a relevant study programme on site by actively engaging with, and relying on the goodwill of, the host institution. In this way, some students managed to obtain approval from the host university abroad to attend courses abroad at the local engineering or data science faculty rather than the envisaged business school. The panel was informed during the site visit that the programme team, together with the international relations office, is aware of the issue. They will continue to look into the current partnership agreements and identify alternative but structural opportunities for BSc BA students who wish to use (part of) their study period abroad to specialise in more analytical, technical

and/or quantitative courses. The panel welcomes this approach and urges the programme team to effectively broaden the study abroad opportunities and tailor the exchange arrangements to the specific needs and ambitions of the BSc BA students.

Language of instruction

Right from the initial design of the programme, the school and the team decided to offer the bachelor programme in English. To date, the university, school and programme are convinced that this decision was – and still is – appropriate. The panel shares this viewpoint, as well as the motivation expressed in the written materials and during the discussions on site. The professional field of data analytics operates in a global context, is subject to continuous and rapid developments, and the specific data analytics labour market requires existing and new staff to function in an interdisciplinary and international environment. Therefore, the BSc BA programme is offered in an international classroom setting, in which teaching and examinations are conducted in English. Its English title, moreover, is nationally and internationally recognised by the labour market and the future employers of the BSc BA graduates.

Furthermore, the choice for English as language of instruction befits SBE's academic community which is internationally oriented and whose staff is international. Students will be learning from present-day literature that is almost entirely in English. In addition, to participate in the globalising research community, home to diverse scientific fields and different cultures, it is crucial that students master the English language at an academic level. During the study, students are prepared for their mandatory study period abroad, which is always in English, and benefit from the English-language PBL classes with their fellow BSc BA students, as well as with incoming exchange students from partner universities.

Finally, the panel was informed that the choice of language for the Business Analytics programme is fully in line with Standard 2 via the UM Code of Conduct on language, which is in accordance with the Dutch Higher Education and Research Act (WHW) Article 7.2. This means that there is an appropriate language policy in place to guarantee the quality of the English used. Language admission requirements are set for students, while teaching staff are required to have a C1 Cambridge language proficiency level and can take courses and training to bring them up to par if they would not meet the language requirements. Finally, the level of English is monitored in course and tutor evaluations.

In sum, the panel endorses the English name of the programme, as well as the decision to offer the BSc BA programme in English. The discussions on site have demonstrated, moreover, that the international dimension enriches the teaching and learning environment for both Dutch and non-Dutch students.

Learning environment

The problem-based learning system, which is typical of UM, emphasises active learning, and particularly the contextual, constructive, collaborative and self-directed nature of learning. The panel noticed that the BSc BA follows this learning approach in different ways:

- Contextual learning is visible in different ‘alternative’ teaching methods, such as case studies and business projects;
- Constructive learning encourages the students to construct their own knowledge through written assignments, guest speakers, and the thesis.
- Collaborative learning is embedded in group work activities throughout all courses where students develop essential soft skills and learn from each other.
- Self-directed learning is promoted through group work, written assignments, the study period abroad, and the bachelor thesis.

The variety in cultural and national backgrounds of the BA student cohorts allows the programme to make optimum use of the International Classroom. This didactic principle aligns very much with the scope of the programme as diverse student cohorts learn to be open to different perspectives, reflect on international issues and cooperate and communicate in respect to international contexts. These skills, in turn, will prove to be crucial later when BA graduates enter the labour market and are likely to work in a highly international environment.

The panel noticed that the programme places great emphasis on ensuring an optimal student-staff contact. Small classes of around 15 students are the basis for a student-centred learning approach in tutorial groups, which constitutes the backbone of the teaching and learning environment. Students have 10 to 12 hours of face-to-face teaching per week and are expected to prepare the tutorials through self-study. In tutorials, actualities are introduced, and students explore additional information themselves to solve problems or fulfil learning goals. Moreover, all courses are offered on campus; to benefit from the PBL method and the international classroom, all educational units require an attendance of at least 75% for tutorials, skill sessions or project meetings.

Students indicated to the panel that they appreciate the overall educational approach of the programme: the curriculum structure with a limited number of parallel courses, the small tutorial groups, and the application of the disciplinary topics to real-life cases. In this regard, the PBL-based tutorial sessions do not only challenge them to master the subject matter, but also actively develop skills such as self-reliance, assertiveness, teamwork, and presenting. Moreover, students value the international and intercultural dimension of the programme and the associated educational principle of the international classroom. According to the panel, the educational approach adopted by the BSc BA befits both the profile of the programme and the type of student audience.

The panel read in the materials and heard from the students on site that the programme offers good guidance to students and supports students throughout the entire study period, and particular at introductory and ‘choice’ moments, such as the study period abroad and the electives. For questions on the curriculum, students can reach out to the study advisers. They also help students who experience difficulties that may jeopardise their study progress, e.g. through family circumstances, adjusting to student life, living alone, etc. In the first year students with no or low attendance are actively approached by the study advisers. In this way,

guidance and support are both systematically organised for all students and tailored to the specific needs of the individual students.

Furthermore, students have access to the facilities of SBE and to a broad range of university services. The central services include student wellbeing and inclusion, psychological counselling, disability services and support for students facing academic or personal difficulties. The panel noticed that BSc BA students with a functional impairment can rely on university-wide support and facilities through the Disability Support service, while also the study advisers at SBE are well-informed about the available opportunities at school and programme level.

In sum, the panel found that the teaching-learning environment is of high quality, whereby the PBL-method and its focus on education in small tutorial groups is effective in promoting engagement and discussion, and befits the composition of the BSc BA student cohorts. Moreover, students are guided well to make appropriate choices for their current study and in view of their follow-up academic and professional career.

Admission

The BSc BA programme aims to attract students who are analytical and tech-savvy, business-oriented and keen to study in an international environment. Therefore, the programme features the admission requirement that students should have a high-school diploma that is equivalent to Dutch VWO with Mathematics B in their package. The panel was informed that the entry requirements for Dutch students are clear – and upheld meticulously – but that it sometimes proves difficult to check the mathematical prerequisites on the foreign diplomas of international students. As a result, the level of mathematics among incoming students varies widely.

The panel gathered from the student chapter in the report and from the discussion with students on site that to create a level playing field among incoming BSc BA students, the first course on Mathematics & Statistics is taught at a rather basic level, to the extent that it seems to recap what mathematics B-students have covered in high school. The follow-up course Mathematics & Statistics 2, however, is taught at a much higher level, which proves challenging to reach for all students given limited/basic level knowledge they acquired in the first course.

While it appreciates the attention of the programme to bring all students up to par on mathematics, the panel nonetheless suggests the programme to uphold the same entry requirements for all students, and to set the bar sufficiently high (VWO-mathematics B). In case a diploma is not sufficiently clear, the admission office should take a clear decision and only allow students to enrol if they proved their mathematical skills by successfully completing an online course.

Student intake, progression and completion

The panel studied the data on student intake, drop-out and completion in the self-evaluation report and noticed that the intake has risen consistently and considerably since the start of the

programme, from 35 to about 100 students. Across the years, the share of drop-outs has slightly lowered from 30% to 25%. The drop-out figures include both students who switch studies during the first year and students who receive a negative Binding Study Advice at the end of year one. Discussing these figures, the panel welcomed the plans of the programme team to map and monitor in more detail the factors that cause(d) individual students to drop out of the BSc BA programme.

At the time of the site visit, only two cohorts had finished the programme. About one third of the initial cohort (2020) completed the programme within three years, while this share had grown to 50% in four years; almost half of the second cohort (2021) managed to finish their programme in the nominal duration. The panel was informed that the programme will continue to monitor carefully the completion rates in the future, and act where this proves necessary. Moreover, the drop-out and completion rates of the BSc BA are reportedly comparable to other bachelor programmes at SBE.

Staff

The panel gathered from the written materials and the discussions on site that the programme teaching staff are connected to many different departments within SBE. All teaching staff have good disciplinary knowledge and research expertise in the domain of the courses they are teaching / coordinating. The courses in mathematics, statistics and computer science are mostly provided by the departments of Quantitative Economics and of Data Analytics & Digitalisation (DAD). The latter department was created a few years before the start of the BSc BA programme and its staffing has been growing in line with the increased student intake. DAD staff has a strong academic track record in applied data analytics, which it shares with the Business Analytics students during the courses and the research project.

Furthermore, the panel was informed that SBE teaching staff are systematically trained to create a stimulating learning environment in line with the PBL approach. All faculty members have to attend/successfully complete the University Teacher Qualification (UTQ) training, while PhD students, postdocs and student tutors get in-house tutor training. Moreover, SBE actively promotes professional development as all teaching staff are required to follow 16 hours of continuous professional development per year. Staff can choose from different topics that are offered either by the SBE Learning Academy (e.g. on international awareness, student integration, and intercultural cooperation) or by university-wide training services (e.g. on interviewing and assessment, coaching, and media communication).

The panel has studied the CVs of the teaching staff and thinks highly of both their individual track record as academics and the mixture of backgrounds as a team. It commends the school for paying proper attention to staff development. Moreover, the panel acknowledges the appreciation of both students and alumni that the BSc BA teaching staff is competent, didactically skilled and committed to the institution, the programme and the students.

Considerations

Based on the above-mentioned findings, the panel considers that the teaching and learning environment of the Business Analytics programme is strong, an appreciation that applies both to the overall environment and to its constituent parts curriculum, didactics, support, and staff. Moreover, the panel endorses the English name of the programme, as well as the decision to offer the BA programme in English. The panel found that the international dimension clearly enriches the teaching and learning environment for both Dutch and non-Dutch students.

The panel considers that the BSc BA curriculum is coherent and befits both the profile and the learning outcomes of the programme. The combination of problem-based learning and international classroom is not only a unique feature but also constitutes a selling proposition of the programme because its delivery meets the expectations. The panel furthermore appreciates that student information, support and guidance are organised in such a way that BSc BA students are informed timely on the programme milestones and know where to look for guidance on these choices, as well as for support in case of challenges of a more personal/private order. The teaching staff is invariably competent, didactically skilled and committed. The panel commends SBE for paying ample attention to initial teacher training for all ‘educators’ in the programme and to continuous professional development for its teaching staff.

The panel thinks highly of several (groups of) individuals it spoke to during the site visit. It commends the management for its proactive approach to anticipate potential problems and considers that the Business Analytics students and alumni are a big asset for the programme. In this regard, the panel was particularly impressed by the quality of the student chapter, the maturity and openness of the students, the engagement of the alumni.

In addition to all these positive considerations, the panel advises the programme to be more rigorous on admission. Currently, the admission requirements are set at the right level in so far as Dutch students are concerned but require enforcement if students hold high-school degrees that are less explicit on the acquired level of mathematical skills. Furthermore, the panel acknowledges the future plans of the programme team to look into the factors that contribute to student drop-out and (delayed) completion of the study, and supports the decision of the team to look into the partnership agreements for the study period abroad. The latter point should receive priority attention, according to the panel, as BSc BA students urgently need alternative opportunities if they wish to use (part of) their study period abroad to specialise in more analytical, technical and/or quantitative courses.

Conclusion

The panel judges that the BSc Business Analytics **meets** standard 2, teaching-learning environment.

Standard 3 – Assessment

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

System of assessment

The panel gathered from the written materials that the assessment system of the BSc BA reflects the assessment vision of SBE, which in turn is aligned with the assessment policy of UM. During the site visit, the panel acknowledged that assessment is indeed informed by the principles of constructive alignment, transparency, and quality assurance. All assessments are in line with SBE's bachelor Education and Examination Regulations (EER), which covers among others resits, right of inspection, hardship, fraud/plagiarism, and examination arrangements for disabled students. The EER ensure that assessment is fair, consistent and in accordance with national legislation.

The panel noticed furthermore that there is a strong connection between the intended learning outcomes of the programme, the course learning goals and the assessment structure. Each course consists of several objectives, which are connected on a one-on-one basis to individual programme learning outcomes and operationalised in specific forms of summative and/or formative assessment. This connection is made visible in the BSc BA curriculum map and operationalised in the course descriptions. The panel studied both the curriculum map and the course syllabi. It established that the former document provides a comprehensive and clear overview at programme level, while course coordinators include in their syllabi an overview of the different assessment types per course, as well as their connection to the course learning objectives and their weighting in the final grade.

Course coordinators take up an important position in the teaching and assessment system at UM, SBE and the BSc BA. It is UM policy that staff with a key role in teaching obtains a UTQ certificate, which includes training in assessment and is a condition for being appointed as examiner. Examiners take care of ensuring alignment between learning objectives of the course, its content and the assessment. As coordinators tend to be also the examiners, and assessing and examining is the competence of examiners, they are the experts in terms of content and didactics and are directly responsible for the assessments and exams.

Each assessment type has its own set of rubrics. In line with UM and SBE policy, course coordinators follow the four-eyes principle when designing the assessment, developing the answer keys, and aligning the grading results. During the visit, students and alumni confirmed that assessment is organised in a transparent and timely way with students knowing beforehand where information on grading and rubrics is available. After their assessment, students receive timely feedback. On completing a course, students evaluate both the education and the assessment provisions, which are then reviewed both periodically (to ensure quick follow-up) and annually by the programme committee (course overall) and the assessment committee (assessment/examination), and may lead to course/exam adjustments by the course coordinator.

Overall, the panel thinks highly of the way assessment is organised in the BSc BA programme. The programme is strongly embedded in the educational system of SBE and its student assessment system clearly benefits from the high standards at school and university level. There is a strong link between assessment, course learning objectives and programme learning outcomes, and course coordinators/examiners uphold the four-eyes principle in the design, operationalisation and implementation of individual assessments. The panel also appreciates that assessment is not only valid and reliable but also communicated in a timely and transparent way to students.

During the site visit, the panel discussed the role and impact of Generative Artificial Intelligence (GenAI) and tools like ChatGPT in education and assessment. Several stakeholders indicated that GenAI and ChatGPT have a considerable influence on projects and out-of-classroom assessments. While plagiarism is and remains a topic of attention, it is not possible for an academic business analytics programme to ban a new technology that has its benefits in problem analysis and solving. Hence, the programme is on the one hand explicitly allowing AI tools to teach students how to use these tools to come up with better and more creative solutions, while it is looking on the other hand for alternative assessment forms such as oral presentations to enhance the authentic character of the deliverables. The panel acknowledges and welcomes the openness of the programme towards GenAI. Nonetheless, it is also concerned about the degree to which GenAI and ChatGPT are currently pervading not only student deliverables but also student capacity to demonstrate individually and autonomously the programme learning outcomes. In this regard, the discussion with students convinced the panel that the use of GenAI and ChatGPT in graded student work takes up much bigger proportions than what is mentioned in the materials.

Course assessment

In several courses, the assessment consists of both individual exams and assignments in small groups. Moreover, each course is using various forms of formative and summative assessment: formative assessment is used to signal learning progress and provide feedback during a module, while summative assessment is used during and at the end of modules. Papers, reports and case analyses are important assessment methods because they encompass several stages of the learning trajectory. In these cases, feedback from both peers and teaching staff guides the individual students. When a course features limited individual assessment next to teamwork, forms of peer-to-peer evaluations are used to differentiate grades within teams. Final examinations complement other forms of assessment, ensure that all learning goals are eventually addressed, and establish that students individually master all aspects of the course.

During the visit, students and alumni indicated to the panel that each course indeed consists of different forms of assessment, that students receive relevant development-oriented feedback, and that courses make ample use of peer feedback where students are to comment on the product and performance of their fellow students. Overall, the panel has a positive opinion on this mixture of assessment formats, which befits the problem-based character of the education and altogether ensures that students demonstrate the achievement of the individual course objectives

and the overall programme learning outcomes. The panel appreciates in particular the inclusion of formative assessment, the authentic real-world assignments and assessments, and the attention to peer feedback and to individual performance measurements in group assignments.

Nonetheless, the panel also acknowledges the critical points brought forward in the student chapter and during the discussions on site. While they were generally satisfied with the overall programme approach to assessment, students mentioned – and alumni confirmed – to the panel that this approach has two downsides: first, students are not trained on providing peer feedback, which in turn may create painful individual situations within student groups as individual students do not always understand how group dynamics work. Second, free-riding in group assignments seems to take up much bigger proportions than what is mentioned in the self-evaluation report and during the discussions with teachers. The panel therefore invites the programme team to reconsider the weight of group assignments within the overall course assessment, to include teachers in grading the individual performance of students in group work, and to train students as part of their professional career trajectory in the skill of (peer) feedback.

Thesis assessment

The BSc BA programme culminates in the bachelor thesis. As part of its external assessment, the panel reviewed a representative sample of 15 bachelor theses, as well as the corresponding completed evaluation forms. The theses were selected among graduation projects submitted in the academic years 2022-2023 and 2023-2024. The quality of the theses will be addressed under the next standard.

To ensure a reliable judgement and a fair and equal treatment of students, every thesis is independently assessed by the supervisor and a second reader, who use a standardised and structured assessment form to report on their assessments. Summarising the outcomes of its review, the panel found that all but one thesis was of sufficient quality and agreed to the vast majority of the final scores. While it thought positively about the thesis evaluation form – featuring relevant and weighted assessment criteria, clearly formulated rubrics, and a dedicated section for written feedback – the panel was less enthusiastic about the way the evaluation forms had been completed. Only in half of the cases, the written feedback provided by the assessors was informative in the sense that it motivated in an insightful way the overall and/or criteria scores.

Informed of the panel's findings, the programme team shared the panel's concern that during the first two years of thesis assessment, the evaluation forms had not always been used as they should. While some assessors are doing an excellent job, others do not see the value added of repeating their findings in what they consider to be a bureaucratic form when they have provided extensive in-person feedback during the thesis trajectory. Nonetheless, the panel was satisfied to hear that the issue had been picked up among others during the Assessment of Learning exercise in 2024 and will result in a stricter enforcement of the feedback requirements in the next round of thesis evaluations. In fact, the programme team announced during the visit

– and the Board of Examiners confirmed to the panel – that as of June 2025 it will no longer be possible to hand in a thesis evaluation form without written feedback. In the current academic year 2024-2025 the thesis evaluation form has switched to a digital format that has to be completed in the learning environment Canvas and cannot be submitted without completing the written feedback section. Right after the site visit, the panel received a copy of the new digital format and established that all – not just some - assessors will henceforth have to provide written feedback to motivate their scores.

To conclude this section, the panel wants to emphasise that its finding on the limited feedback concerned the thesis evaluation form and not the thesis process. In fact, students and alumni were generally positive about the amount of feedback they receive(d) from supervisors on their thesis proposal and on the different components of the research product during the thesis trajectory.

Assuring quality of assessment

The quality of assessment in the BSc BA is safeguarded by the Board of Examiners (BoE). SBE features one BoE, which is divided in two Chambers – one for postgraduate programmes and one for initial bachelor, master and pre-master programmes. The latter Chamber covers among others the BSc BA programme, fulfils all regular tasks of a Board of Examiners in line with the Dutch law, and does so with expertise, commitment and the necessary independence. The BoE among others appoints examiners and provides them with guidance on their responsibilities, prevents and detects fraud and plagiarism, and verifies whether students achieve the programme learning outcomes.

To execute its tasks related to the BSc BA programme, the Board cooperates with the programme's Educational Programme Committee and with the SBE-wide Assessment Committee. The panel welcomes the establishment of a periodic meeting – the so-called quality consultation – to facilitate this collaboration. During the discussion on site, representatives of the quality assurance bodies indicated that the BSc BA programme stands out positively among the SBE programmes in their portfolio: notwithstanding the heterogeneous student population, there are no special cases or particularly high numbers of appeals to address for the BSc BA.

The Assessment Committee oversees and monitors the assessment of student learning at SBE. It plays an important role as auditor and as the body of expertise that has a helicopter view of all SBE programmes, including the BSc BA. Through the Assurance of Assessment cycle, the Assessment Committee reviews the quality of assessments and provides a guarantee to the BoE that there is a quality assurance process in place.

The panel gathered from the discussions on site that both the Board of Examiners and the Assessment Committee are very much in control of their tasks. The members the panel spoke to are highly experienced and work together in an optimal way. Hence, the panel thinks highly of the checks and balances that are in place within SBE to safeguard the quality of assessment through the Board of Examiners and the Assessment Committee.

Considerations

Based on the above-mentioned findings, the panel considers that the BA programme can rely on a robust system of assessment that is embedded in long-standing policies and practices of the school and the university. The operationalisation of the assessment principles at course level reflects the profile and objectives of the BSc BA programme, while the curriculum map safeguards that course learning goals are assessed adequately and cover the programme learning outcomes. Course assessment is carefully designed, varied, and well aligned with the learning objectives. The transparent information on assessment ensures that students are adequately and fairly assessed throughout their study.

Furthermore, the panel considers that the quality assurance system for assessment is both comprehensive and effective, and it commends the Board of Examiners and the SBE Assessment Committee for their expertise and commitment.

The thesis review by the panel demonstrated that the evaluation form is relevant but has not always been completed in an optimum way so far. However, the panel welcomes the pro-active attitude of the programme management and the Board of Examiners to design an alternative evaluation format in the meantime that requires all assessors to provide written feedback when motivating their scores.

In addition to these positive considerations, the panel calls upon the programme team to train students in providing and receiving peer feedback, to reconsider the number and relative weight of group assignments in order to reduce free-riding, and to adjust where necessary some course assessment formats to ensure that all students eventually demonstrate the learning outcomes individually and autonomously.

Conclusion

The panel judges that the BSc Business Analytics **meets** standard 3, assessment.

Standard 4 – Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

There are two ways to determine whether the intended learning outcomes are effectively achieved: through a quality control of the final projects and by examining the career paths of graduates after completing the programme. The panel considered both aspects when assessing the achieved learning outcomes of the bachelor BA.

Thesis quality

The BSc BA programme is currently in its fifth year of implementation. By the time of the site visit in spring 2025, two cohorts finished the programme. Among the 45 students who successfully submitted their bachelor thesis in the academic years 2022-2023 and 2023-2024,

the panel selected a sample of 15 theses. The selection ensured that there was variety in the scores and in the supervisors.

Summarising the outcome of its review, the panel found that fourteen out of fifteen theses definitely met the minimum criteria of a final academic product at bachelor level, with several theses being of good to very good quality. In one case, however, a thesis which had received a low pass score by the assessors, the panel thought the thesis could have done with an extra round of review and adjustments. With such result, it is fair to state that students demonstrate through the thesis that they have achieved the programme learning outcomes.

Furthermore, the panel noticed that the theses covered a broad range of interesting and contemporary topics (such as blockchain, logistics, or entrepreneurship) featuring a clear societal relevance (such as charity, sustainability or development economics). The topics often combined business and analytics, reflected the multi-disciplinary nature of the programme and related to relevant business challenges. Each thesis contained a literature review, which was sufficiently detailed and often of good quality. Students, moreover, used a variety of applications, analytical tools and sometimes advanced modelling and visualisation techniques with large data sets.

As points for attention in the future, the panel noticed that more attention could be given to substantive/disciplinary theories as each thesis was very much focused on methods. Similarly, the focus on methods often limited the academic contribution as students hardly discussed how the outcomes of their research could be generalised/applied to other contexts. Students, moreover, hardly used real-world datasets or stakeholder insights, nor did they adopt conceptual modelling with hypotheses that were based on their literature review. While students tended to acknowledge the limitations of their research, only few theses really explored the shortcomings or the external validity of their model.

The previous panel suggested the programme team to assign two supervisors to each thesis, one with a background in analytics and one with a background in business. The current panel was informed that this recommendation was not implemented, partly for financial reasons and partly because almost all teaching staff in the department of Data Analytics and Digitalisation has experience in applied data science projects in business. Furthermore, second assessors tend to review a series of thematically similar theses. While understanding the rationale for this decision, the panel thinks that the above-mentioned developments on the profile of the programme and the structure of the curriculum may require, at least in certain cases, to appoint two supervisors with specific disciplinary expertise.

Graduate performance

The panel gathered from the written materials and the discussions on site that the BA programme keeps good track of its students and graduates. Because the programme is still young, at the time of the site visit there was only anecdotal evidence and informal observations to indicate that alumni find employment in the field of business analytics. Hence it is too early

to report in a meaningful way on the careers of BSc BA alumni. The few alumni the panel spoke to during the visit had been successful in entering a relevant master programme and found a job in a domain that is close to their discipline.

The panel noticed that most students who graduated until now, have moved on to a master programme, either in Maastricht or at another university in the Netherlands or abroad. Although many students managed to enter a relevant master programme, which underscores the strong foundation that is offered by the BSc BA programme, there was/is concern among students and alumni that they miss(ed) the technical competencies to successfully apply for master programmes at universities of technology. The panel welcomes on the one hand the reaction of the programme team to extend the number of technical electives as of September 2025. On the other hand, however, and further to what was mentioned under standard one, the panel suggests adjusting the current curriculum structure and include a dedicated track with more technical, analytical and quantitative contents.

While data is sparse and evidence is anecdotal, the panel is convinced that BSc BA students have acquired a strong foundation in business analytics by the time they graduate. These competences allow them to pursue a relevant master programme and find employment that is commensurate with the level and the domain of their studies. Hence, it is fair to state according to the panel that BSc BA graduates effectively achieve(d) the programme learning outcomes.

Considerations

Based on the above-mentioned findings, the panel considers that the intended learning outcomes are assessed and demonstrated in a systematic way. The thesis review shows that bachelor theses are overall of good quality. The panel is therefore convinced that all students who successfully pass the bachelor thesis have effectively achieved the learning outcomes.

Furthermore, the available evidence on the academic and professional whereabouts of programme graduates indicates that the BSc BA diploma allows them to proceed with their career, first with a master programme and then on the labour market.

Conclusion

The panel judges that the BSc Business Analytics **meets** standard 4, achieved learning outcomes.

Overall conclusion

The panel established that the BSc Business Analytics of the School of Business and Economics at Maastricht University meets all four NVAO standards under consideration: intended learning outcomes, teaching-learning environment, assessment, and achieved learning outcomes. As a result, its overall assessment of the programme quality is **positive**.

Development points

- adjust the programme structure by adding a dedicated track on technical, advanced analytical and quantitative contents;
- facilitate the transition of BSc BA graduates to relevant follow-up master programmes / tracks / specialisations in Maastricht;
- involve external stakeholders more systematically in signalling new trends and evolutions in the field;
- identify opportunities within the international partnership agreements for students who wish to follow advanced analytical, technical and/or quantitative courses during their study period abroad;
- ensure that all incoming students, irrespective of their high-school diploma, have acquired the same level of mathematics as what is required of students with a Dutch diploma;
- train students in providing and receiving peer feedback;
- reconsider the number and weight of group assignments to reduce the impact of free-riding in the overall grade;
- adjust course assessment formats in order to ensure that all students demonstrate the intended learning outcomes individually and autonomously.

ANNEXES

Annex A – Administrative data on institution and programme

Institution

Name	Maastricht University
Status	publicly funded
ITK	positive, May 2031
CeQuInt	positive, June 2031
Contact	lars.nabuurs@maastrichtuniversity.nl

Programme

Name	Business Analytics
CROHO	56856
RIO number	3fcc3dcc-2dda-4f09-91d5-11a6d86c2ac4
Level	bachelor
Orientation	academic
Credits	180 EC
Location	Maastricht
Mode of study	full-time
Language	English
Submission date NVAO	1 November 2025
Contact	kimberly.angela@maastrichtuniversity.nl

Annex B – Panel

Prof. dr. Annabel Sels, chair

Annabel is professor of International Business in the Department of Management, Strategy & Organisation at the Faculty of Economics and Business of KU Leuven.

Prof. dr. Jaap Wieringa, expert

Jaap is professor of Research Methods in Business at the University of Groningen. He chaired the panel at the programme's initial accreditation.

Prof. dr. Martine George, expert

Martine is professor of Management Practice at the Solvay Brussels School of Economics and Management.

Prof. dr. ir. Eric van Heck, expert

Eric is professor of Information Management and Markets at the Rotterdam School of Management. He was panel member for the programme's initial accreditation.

Levi Verschuren BSc, student-member

Levi is a master student Information Management and student assessor at the Tilburg School of Economics and Management.

The panel was accompanied by **Mark Delmartino MA**, MDM Consultancy bv, Antwerpen – Belgium. As freelance secretary, Mark has worked with accreditation panels since 2006 and is certified by NVAO.

All members and the secretary signed a statement of independence and confidentiality.

Annex C – Site visit programme

Location: Tapijnkazerne, meeting room 01.005, Maastricht

Wednesday 11 June 2025

- 08.30 Arrival panel and internal meeting
- 09.15 Session with Programme Management
- 10.00 Break
- 10.15 Session with students
- 11.00 Break
- 11.15 Session with teaching staff
- 12.00 Lunch and internal meeting
- 13.00 Session with Board of Examiners and Assessment Committee
- 13.30 Break
- 13.45 Session with Alumni and Industry
- 14.30 Internal meeting
- 15.00 Concluding session Programme Management
- 15.30 Internal panel deliberations
- 16.15 Development Dialogue
- 17.00 Oral Feedback
- 17.15 End of site visit

Annex D – Materials reviewed

BSc Business Analytics, NVAO Self-Evaluation Report, SBE Maastricht, April 2025.

Maastricht University put at disposition of the panel an extensive ‘base room’ with materials pertaining to the degree programme under review. Apart from the self-evaluation report, the panel looked at following (sets of) documents:

- Student Chapter
- Curriculum Overview
- Table of Electives
- BSc BA Admission Criteria
- BSc BA Programme Website
- SBE Strategy
- Curriculum Map 2024-2025
- Course Materials
- Programme SWOT analysis
- Composition of the Teaching Staff
- University Teaching Qualification
- Information on Problem-Based Learning
- Students’ Nationalities
- Learning Academy
- UM policy plan on Studying with a disability and/or chronic illness
- EDLab
- MaRBLe Programme
- UM Vision on Assessment / SBE Assessment Policy
- Education and Examination Regulations 2024-2025
- SBE Board of Examiners annual reports
- Assessment Committee semester reports
- Education Programme Committee annual reports
- Course evaluations
- Thesis evaluation
- SBE Examiner Guidelines ChatGPT
- UM GenAI Guideline
- Assurance of Learning
- Bachelor Thesis Guide
- Syllabus Bachelor Thesis MaRBLe
- Thesis Grading Rubric and Form
- Completion Rates
- Theses List
- Alumni Data

On explicit request of the panel, the programme provided additional information on the thesis assessment in the current academic year 2024-2025.

Thesis review:

A representative sample of 15 bachelor theses and their assessment forms, selected among students who graduated the BSc BA programme in 2022-2023 and 2023-2024. Names and student numbers are available at SBE.

Annex E – Follow-up previous accreditation

During the initial accreditation of the BSc BA programme in 2020, the panel issued four recommendations.

1/ *“to formulate the aim of the programme more clearly in further communication both to students and the professional field.”*

This is a continuing point of attention, though also a difficult one as we deal with a quickly moving target. We see a focus on analytics translators, while at the same time we have strengthened other profiles. We feel that our focus matches very well the development in the field, where an increasing amount of analytical functionality comes from the shelf or is even build-in in enterprise software. The latest development in this process is Generative AI. Business will face an increasing need for experts who help them to apply this technology in a meaningful way, rather than developing models from scratch or customising them.

2/ *“to incorporate the topics ‘access to data’, ‘data wrangling’ and ‘quality of data’ in the curriculum.”*

We did so partially by adding an elective on Data Engineering and Data Governance, extending the education in these subjects on top of what was already in place in the courses Knowledge Discovery and Data Visualization and Database Management. We still have limited offerings in managerial aspects of Information Systems, as taught in the BSc International Business and Economics and Business Economics. They are potential candidates for electives.

3/ *“to monitor the quality of the study programmes abroad”*

At the first place, we rely on accreditations, long-term experience of the International Relations Office, and close monitoring of each student in terms of course choices, achieved credits, and signals in their reports. Occasionally, the programme leader rejects course choices and guides students towards better fits. We thereby follow the same policy as for the BSc Econometrics and Operations Research. With the third cohort of BA students coming back from exchange while writing this report, an evaluation of this choice is however at place and dedicated recommendations for future cohorts could be designed.

4/ *“to assign two supervisors to each bachelor's thesis, one with a background in analytics and one with a background in business.”*

This has not been implemented, partly due to financial viability, but more importantly because the department of Data Analytics and Digitalisation has developed into a truly multi-disciplinary department with almost all teaching staff having experience in applied data science projects in business. That in combination with two readers for each thesis should warrant that analytical and business perspectives are well-covered.