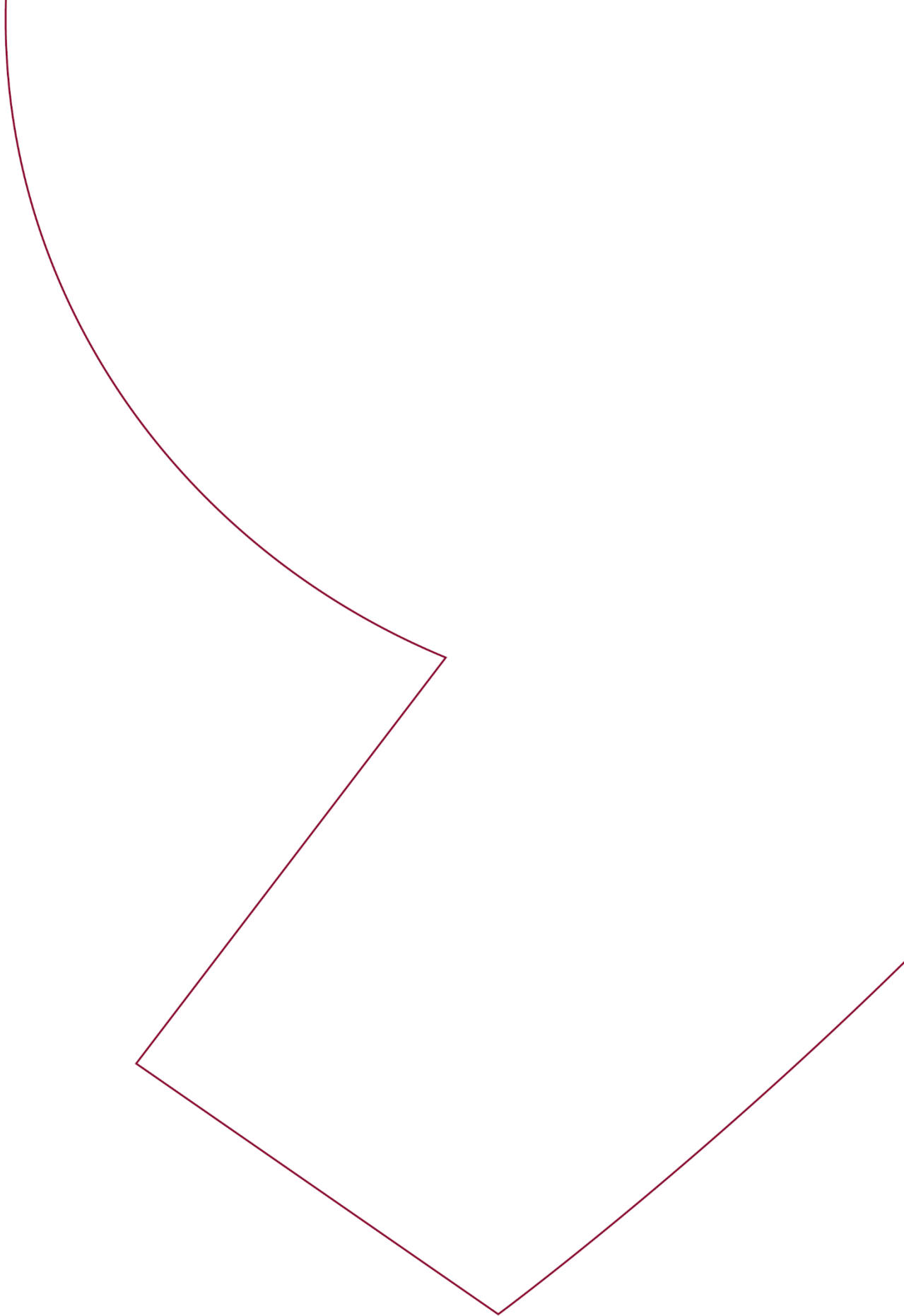


ASSESSMENT REPORT

Extensive programme assessment

bachelor programme
Business Administration
full time

University of Applied Sciences
Europe Amsterdam



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Extensive programme assessment

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Business Administration
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University of Applied Sciences
Europe Amsterdam

ISAT: 39226

Hobéon Certificering & Accreditatie

Dated

28th of January 2025

Audit committee

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Secretary

V. Bartelds

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1. GENERAL AND QUANTITATIVE DATA

Name Institution	University of Applied Sciences Europe Amsterdam
Status	rechtspersoon voor hoger onderwijs
Outcomes of Institutional Quality Assessment	n.a.
Name of programme in RIO	Bachelor of Business Administration
ISAT-code	39226
Domain / sector	Economics
Orientation	Hbo
Level	Bachelor
Grade	Bachelor of Business Administration
Number of credits	240 EC
Location	Amsterdam
Variant	Voltijd
Language(s)	English (previously Dutch)
Does the programme apply formal Learning Outcomes?	no
Date site visit	16th of December 2024

2. SUMMARY

The programme Bachelor of Business Administration of University of Applied Sciences Europe Amsterdam (UE Amsterdam) prepares students for professions in the public or private sector. Graduates are broadly employable in an array of international positions, in management, policy making or support roles. A BBA-graduate can analyse and optimise internal processes and structures implementing the organisational strategy. He or she can indicate the interaction between external developments, the structure of the organisation, the financial planning and operational processes.

Standard 1. Intended Learning Outcomes

The programme has formulated Programme Intended Learning Outcomes (PILOs) in alignment with international standards of Business Administration representing the bachelor level and has discussed these with the Industry Advisory Board, though the IAB was more involved in the shaping and finetuning of the curriculum.

The auditors support the programmes planned in depth evaluation of the current PILOs with the Industry Advisory Board as planned and keeping in close touch with the international discourse around the BBA, also using the Global University Systems (GUS)-network to its benefit.

The international approach is fitting for this programme and target group of students. The vision on research can be elaborated more in depth to foster a joint ambition for staff, students and professionals alike.

Overall, the audit committee judges the programme meets the requirements of this standard.

Standard 2. Curriculum, learning environment, content, teaching staff

The programmes' systematic alignment between the Programme Intended Learning Outcomes and the curriculum components ensures that students are given ample opportunities to develop the knowledge, skills, and attitudes outlined in the PILO's.

The curriculum structure, particularly the team challenges and the fourth-year internship, reflects a student-centred approach to learning with an emphasis on formative assessment, providing ongoing feedback and feed forward to support student learning throughout the programme.

The teaching team is coherent, has made the switch towards the new international orientation and the team is well embedded in the business context, both internationally and locally. The audit panel endorses the ambition of the programme to have the core team of teachers grow.

The expertise on didactical development has grown recently with new, international, members of the team. The educational change towards a more coaching role of teachers has landed quite well with the core team.

English proficiency of the teaching staff is adequate for the current group of international students.

The audit panel judges the curriculum as enabling students to reach the intended learning outcomes in a structured way, the level and orientation of the separate modules do reflect the body of knowledge, skills and attitude adequately. The reflection-method STARR is not always benefitting the reflection depth of students, the auditors do encourage the programme to consider a wider range of reflection methods to enhance the students' insight into their strengths and weaknesses to support their professional and personal growth.

Though research skills and critical thinking are clearly represented in the curriculum, the audit panel observed room for improvement in the achieved learning outcomes on research. It seems the programme's vision on applied research and critical thinking is yet to fully bloom in the students' work. In some cases, the auditors found students mechanically applying business research models whether relevant or not. The research attitude of critical thinking can be improved among the student population.

The facilities are adequate for the programme, especially the location is benefitting for the programme.

Weighing the consistent curriculum working towards realising the intended learning outcomes, the growing coherence in the teaching team and the adequate facilities on one side and on the other side room for improvement concerning student reflection and the approach towards applied research the audit panel judges the requirements of this standard as met **satisfactory**.

Standard 3. Students Assessment

The programme is shifting towards an assessment system based upon frequent formative assessment topped off with a summative assessment on an individual student level.

The programme has an adequate spread of assessment types, aimed at the intended learning outcomes on knowledge, skills and attitude.

The transition of the programme towards more formative based assessment is visible but not yet completed according to the auditors.

In general, the programme is in need of an overarching view on assessment to make sure that the steps in the right direction are not unconnected changes but form an assessment system fit for purpose.

The exam board has been changed significantly in the summer of 2024. There is an external member, however none of the members is SKE-qualified, neither is any examiner of the teaching staff. The qualification BKE is met by 6 of the 21 lecturers.

The audit panel weighs the steps in the right direction taken by the programme with the lack of an overarching assessment expertise that safeguards the consistency of the improvements and the completion of the PDCA-cycle in assessment, for instance with the implementation of structured and documented calibration. The audit panel judges that the imperfections in the assessment system of the programme can be adjusted within a period of two years and considers the requirements of this standard **partially meets the standard**.

Standard 4. Achieved Learning Outcomes

The audit committee has studied the graduation products of fifteen students of the two previous academic years. These covered both the old, thesis-based and the newer professional productbased graduation products. It is important to stress that this sample was of the former, Dutch-taught programme as the first cohort of internationally oriented students will graduate in the summer of 2025 and products are not yet available.

Overall, the audit committee judged the end level of graduation reflecting the hbo-level and meeting the Intended Learning Outcomes. However two graduation products were not meeting the expected benchmark according to the auditors.

To enhance the quality of assessment in this crucial phase the audit committee recommends a more structured and intensive calibration among examiners, representatives of the workfield and fellow educators. This will provide the programme with a more communal benchmark of assessment that represents the expectations of the professional context and aligns with the common practice of the international BBA-standard.

The audit committee judges the requirements of the standard partially met, because of the large band width of the end products, the position of research and the way the examiners substantiate their verdict. The current group of international students does convince the audit committee there is plenty of potential to show a more rigorous argumentation for achieving the intended learning outcomes in two years.

The audit committee judges the requirements of this standard as **partially meeting the standard**.

Standard 5. Facilities and tutoring

The BBA programme is not in need of very specific educational facilities, the overall housing and setting of the programme in a very cosmopolitan business context facilitates and stimulates students to achieve the intended learning outcomes. The relatively small, "boutique", character of the programme and the commitment of the core lecturers to their students form a reassuring scaffolding of the tutoring of students.

The audit committee judges the programme meeting the requirements of this standard **satisfactory**.

Standard 6. Quality assurance

The programme is in constant dialogue with its stakeholders, students, teaching staff and representatives of the workfield. The GUS-network should provide the programme with input of fellow educators home and abroad. The audit committee advises the programme to exploit this expertise further.

The recent shift in target group and main focus of the programme provides the programme with a lot of adhoc problem solving. This is understandable in the past three years, now things are settling down into a more considerate pace of checking and adapting. The programme leadership is on top of this challenge. The documentation, for instance the self reflection report and the follow up of students evaluations, and the discussions during the site visit provide the audit panel with confidence the programme QA-system is in place.

The audit committee judges the programme meeting the requirements of this standard **satisfactory**.

Overall conclusion:

Since 2019/2020 the BBA programme of UAS EU Amsterdam has made a number of fundamental changes, in the target group of students, the didactical approach and the international curriculum. The audit committee has judged these changes as positive and the first results are remarkable, especially considering the challenging Covid-times.

The audit committee has judged the Intended Learning Outcomes (st.1), the programme (st.2), facilities (st.5) and the quality assurance (st.6) as satisfactory.

The standards Assessment (st.3) and Achieved Learning Outcomes (st.4) have been judged as conditionally meeting the requirements of the standards. The committee is convinced the programme is able to improve within a time frame of two years, especially since the switch towards the improvements has been made over the last two years in a structured manner. The committee expects the final projects of the new group of students to be of a higher level. The first group of students will graduate during the last semester of 24/25.

The conditions to be met in two years time, advised by the audit committee are:

St. 3, Condition 1: Improvement of the assessment qualifications of the teaching team, including overarching expertise like Senior Qualification Examination. The benefits of this change should be visible in the assessment policy and execution.

St. 3, Condition 2: Improvement of the graduation assessment providing argumentation of judgements.

St. 4, Condition 3: Providing structural calibration, in- and externally, to safeguard satisfactory graduation portfolios. The benefits of this calibration should be substantiated in the assessment of the portfolios of the graduates.

The audit committee advises the NVAO to maintain the accreditation of the programme under the conditions formulated above.

After consultation and consent of all auditors this report was signed off by the chair of the audit committee, 28th of January 2025.

3. INTRODUCTION

The programme Bachelor of Business Administration of UAS Europe Amsterdam (UE Amsterdam) prepares students for professions in the private sector. Graduates are broadly employable in an array of international positions, in management, policy making or support roles. A BBA-graduate can analyse and optimise internal processes and structures implementing the organisational strategy. He or she can indicate the interaction between external developments, the structure of the organisation, the financial planning and operational processes.

The BBA programme is currently the only programme of UAS Europe Amsterdam, the university is applying for accreditation of a Master of Business Administration programme.

The university is a part of the Global University Systems since 2019. GUS is a global network of 30 private universities. Before 2019 the BBA programme resorted under Intercollege Business School. This change of ownership also indicates a switch from a niche programme aimed at Dutch students with a background of family-owned enterprises towards an international BBA programme with a predominantly international student population.

The Dutch-taught programme has been terminated, the Dutch students in the programme have deliberately chosen to enter an international programme. The last batches of students of the former programme have been coached towards graduation in a personalised and adequate manner.

The accreditation of 2019 came with a number of recommendations. Some of these have become redundant, due to the change of ownership and direction of the programme, like strengthening the profile of family-owned enterprises and the cooperation with the University of Law Business School in London.

Other recommendations were enhancing the assessment expertise by having a SKE-certified (or comparable training) lecturer in the exam board, a more consistent vision and execution on assessment and graduation, fit for purpose for the student population. Under standard 3 the audit panel will reflect on the follow up of these recommendations.

4. FINDING AND JUDGEMENTS

4.1. Intended Learning Outcomes

Standard 1: 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.

Explanation NVAO: The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations. The points of departure for the set-up of the programme chime with the educational philosophy and the profile of the institution. The intended learning outcomes are periodically evaluated.

Findings

The programme Bachelor of Business Administration of UAS Europe Amsterdam prepares students for professions in the public or private sector. Graduates are broadly employable in an array of international positions, in management, policy making or support roles. A BBA-graduate can analyse and optimise internal processes and structures implementing the organisational strategy. He or she can indicate the interaction between external developments, the structure of the organisation, the financial planning and operational processes.

The programme has formulated Programme Intended Learning Outcomes (PILOs) in alignment with international standards of Business Administration and has discussed these with the Industry Advisory Board, though the IAB was more involved in the shaping and finetuning of the curriculum. The programme plans to consult the IAB more explicitly on the PILOs in the upcoming year.

This programme is designed to ensure students can achieve the following 8 Programme Intended Learning Outcomes:

- PILO 1: Analyse and navigate the complex global business environment, demonstrating a deep understanding of cultural diversity, ethical considerations, and sustainability issues. (Global Business Awareness)
- PILO 2: Apply critical thinking, problem-solving, and strategic decision-making skills to identify and address complex business challenges and opportunities. (Strategic Thinking and Decision-Making)
- PILO 3: Develop innovative solutions and strategies that create value for stakeholders and contribute to sustainable business growth. (Business Solutions and Value Creation)
- PILO 4: Demonstrate effective leadership, collaboration, and communication skills to build and manage diverse teams, foster positive organisational culture, and drive change. (Collaboration and Leadership)
- PILO 5: Integrate principles of ethics, social responsibility, and sustainability into business strategies and decision-making processes. (Ethical and Sustainable Business Practices)
- PILO 6: Engage in continuous learning, self-reflection, and professional development to adapt to the evolving business landscape and enhance personal and organisational effectiveness. (Continuous Learning and Adaptability)

- PILO 7: Apply entrepreneurial thinking and innovation skills to identify and pursue new business opportunities, develop and validate business models, and create value through new ventures or within existing organisations. (Innovation and Entrepreneurship).
- PILO 8: Demonstrate advanced communication, negotiation, and conflict resolution skills to effectively manage stakeholder relationships, build networks, and achieve business objectives. (Advanced Communication and Negotiation Skills)

The research orientation of the programme is mostly visible in PILOs 1 and 2, analysing and critical thinking.

The international approach of the programme recognises navigating diverse perspectives is crucial in both global business contexts and interdisciplinary teamwork. The programme's commitment to cross-cultural interaction is represented in PILO 4, which aims to "Demonstrate effective leadership, collaboration, and communication skills to build and manage diverse teams."

The BBA programme's intended learning outcomes correspond closely with both the 2017 and 2023 National Qualifications Framework for International Business, covering essential areas like global business awareness, strategic thinking, and innovation. The PILOs meet NLQF Level 6 standards, showing Bachelor-level competencies in knowledge, application, judgment, communication, and learning skills. Furthermore, the programme aligns with the Dublin Descriptors for bachelor's level education across all five areas.

The UE Amsterdam aims to provide high-quality and practice oriented education, blending academic rigour with real-world business acumen. This approach is exemplified by the integration of current business challenges in multiyear Team Challenges, where students from first year to third year participate in teams that attempt to solve real world business challenges.

Considerations and Judgement

The audit panel deems the intended learning outcomes as internationally aligned with worldwide standards of BBA and international business. The auditors like to encourage the programme to evaluate the current PILOs with the Industry Advisory Board as planned and keep in close touch with the international discourse around the BBA, also using the GUS-network to its benefit.

The international approach is fitting for this programme and target group of students. The vision on research (attitude or mostly skills?) can be elaborated more in depth to foster a joint ambition for staff, students and professionals alike.

Overall, the audit committee judges the programme meets the requirements of this standard **satisfactory**.

4.2. Programme

Standard 2: Curriculum; orientation, teaching staff

The curriculum enables the students to master appropriate (professional or academic) research and professional skills.

Explanation NVAO: The curriculum ties in with current (international) developments, requirements and expectations in the professional field and the discipline. Academic skills and/or research skills and/or professional competencies are substantiated in a manner befitting the orientation and level of the programme.

Findings

Curriculum

The programme has an organised structure in reversed engineered Programme Intended Learning Outcomes divided into Year Intended Learning Outcomes and subdivided into Module Intended Learning Outcomes. This structure enables the programme to work from Module Achieved Learning Outcomes to Yearly Achieved Learning Outcomes, culminating into the Programme Achieved Learning Outcomes.

This systematic alignment between the PILOs and the curriculum components ensures that students are given ample opportunities to develop the knowledge, skills, and attitudes outlined in the program's intended learning outcomes. The curriculum's structure, with visible progression from foundational knowledge to advanced application, demonstrates an effective translation of the PILOs into concrete educational objectives. The learning lines demonstrate increased structural complexity, autonomy, and enhanced levels of cognition and affection.

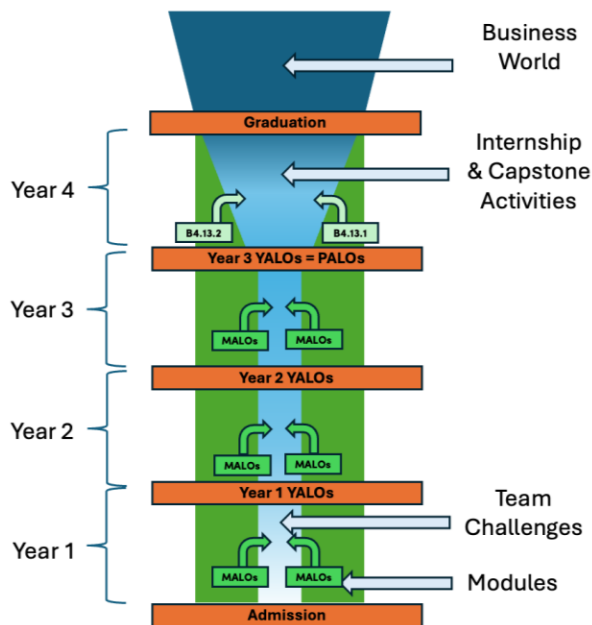


Figure 1. Graphic depiction of UE Amsterdam BBA programme from admission to graduation. The core of the programme in terms of student experience consists of real-world team challenges in which 1st, 2nd, and 3rd year student collaborate.

The curriculum structure reflects the AuCom Model, showing clear progression in complexity and autonomy from Year 1 through Year 4. Students have indicated to understand and appreciate this buildup.

Lastly, the programme comprehensively covers the knowledge areas, skills, and attitudes recommended in the BoKSA Framework for International Business education.

The curriculum structure, particularly the team challenges and the fourth-year internship, reflects a student-centred approach to learning with an emphasis on formative assessment, providing ongoing feedback and feed forward to support student learning throughout the programme. The design of interactive sessions focuses on active collaborative group learning interspersed with short moments of a lecturer giving plenary explanations. The plenary explanations are subsequently discussed in groups helping all students constructing their new knowledge and skills. The choice of an emphasis on collaborative groupwork relates to their professional life after graduation, where teams are the norm.

The STARR-method (Situation, Task, Action, Result, Reflection) of student reflection on their own progress and attitude is implemented quite broadly, to different levels of success. STARR invites users to subdivide their actions into very small parts. This sometimes allows students to ignore their overall performance and learning points.

Learning lines in the curriculum concerning knowledge and skills are representing the adequate basis of modern business administration, with an emphasis in cooperation in an international environment.

The programme views applied research and critical thinking as crucial for today's international business careers and in a number of modules and assignments in various stages of the curriculum research is part of the learning outcomes.

International, both EU and non-EU, students are a clear majority in the programme, fitting with the focus on international business. The group of Dutch students (about 25% of the total population) clearly have chosen to enrol in an international programme.

Throughout recent years, UE Amsterdam has experienced a significant growth of its student population. The entry requirements (NLQF4 + CEFR B2 for English) are implemented by the Exam Board and the Admission Panel.

As part of the admissions process, applicants may be invited to an interview for an assessment of their course motivation, cultural readiness, and preparation for studying in the Netherlands. These interviews enable the programme to evaluate candidates beyond their academic credentials and help ensure alignment between student expectations and programme realities.

Parallel to the entry-process, the enhanced attendance requirements and intensified student support services have lowered the dropout of students in the first year from 54% in 2021/22 to 18% in 2023/24.

The programme has adequately supervised the last batch of the students of the previous programme.

Teaching team

The programme is executed by a group of lecturers with adequate formal qualification and ample experience in the field of business, in some cases lecturers combine their business activities with teaching in the programme. Since 2019 the number of lecturers with foreign backgrounds and international experience has grown, the programme aims at employing more lecturers full time and less freelance lecturers. English proficiency is adequate for the group of international students. The educational change towards a more coaching role of teachers has landed quite well with the core team, this experience is spreading among the rest of the lecturers.

The assessment expertise within the teaching team is limited, 6 of the 21 lecturers have a BKE-certification, SKE-certification is not yet present in the team.

Facilities

UAS Europe Amsterdam is situated in the heart of Amsterdam, the programme benefits from a stimulating business context, for example the project to reinvent the Leidseplein-area in a theatre-themed centre is connected to the programme's location.

The facilities are adequate for a BBA-programme, online access to sources is readily available. Structured student coaching, mentoring and assistance if needed are in place. The small "boutique" scale of the programme enables students and teachers to engage in helpful interactions and interventions due to the open door policy of the institute.

Considerations and Judgement

The audit panel judges the curriculum as enabling students to reach the intended learning outcomes in a structured way, the level and orientation of the separate modules do reflect the body of knowledge, skills and attitude adequately. The reflection-method STARR is not always benefitting the reflection depth of students, the auditors do encourage the programme to consider a wider range of reflection methods to enhance the students' insight into their strengths and weaknesses.

Though research skills and critical thinking are clearly represented in the curriculum, the audit panel observed room for improvement in the achieved learning outcomes on research. It seems the programmes vision on applied research and critical thinking is yet to fully bloom in the students' work. In some cases, the auditors found students mechanically applying business research models whether relevant or not. The research attitude of critical thinking can be improved among the student population.

The teaching team is coherent, has made the switch towards the new international orientation and the team is well embedded in the business context, both internationally and locally. The audit panel endorses the ambition of the programme to expand the core team of teachers.

The expertise on didactical development has grown recently with new, international, members of the team. A clear view and qualification on assessment leaves room for improvement as the panel discusses under standard 3, Assessment.

In general, the audit panel noticed a slight shift towards educational professionalisation.

Of course, the auditors value work field experience in business highly, but it emphasises lecturing is a profession in itself, at least equally important in training and educating a group of ambitious students.

The facilities are adequate for the programme, especially the location is benefitting for the programme. The coaching and supervision of the few remaining students of the previous (Dutch) programme is top of mind.

Weighing the consistent curriculum working towards realising the intended learning outcomes, the growing coherence in the teaching team and the adequate facilities on one side and on the other side room for improvement concerning student reflection and the approach towards applied research the audit panel judges the programme as meeting the requirements of this standard.

4.3. Student Assessment

Standard 3: The programme has an adequate student assessment system in place.

Explanation NVAO: The student assessments are valid, reliable and sufficiently independent. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The examining board exerts its legal authority. The tests support the students' own learning processes.

Findings

The audit committee did speak to a group of appointed examiners and the exam board and studied the module books of several courses and semesters. The programme is shifting towards an assessment system based upon frequent formative assessment topped off with a summative assessment on an individual student level.

The programme has an adequate spread of assessment types, aimed at the intended learning outcomes on knowledge, skills and attitude.

The student group during the site visit was quite pleased with the way they were assessed, and praised the content and transparency of the assessment system. However the auditors noticed that may relate to the way these international students experienced assessment during high school in their home countries. The way the assessment supports their own learning process was much harder to identify during the sessions.

In the, rather exceptional, cases that a student does not agree with the outcome of a summative assessment the exam board has a fair procedure in place if the student and examiner don't resolve their different viewpoints.

The graduation assessment of the programme consists of a Capstone Assignment of 50 EC. This assignment is assessed in four phases: Consultancy Project (internship), Internship assessment by company supervisor, Critical reflection on programme and personal intended learning outcomes and a verbal presentation (Q&A session).

The assessment of graduation is transitioning from a thesis focussed assessment towards a product based one. The panel reviewed the old thesis assessment-form and the newer Dutch product based forms. The newest, English assessment forms have been studied as well, though no work of these students is yet available. The company supervisor seems to have a deciding role in the assessment, at least it is not clearly indicated that this role is advisory, different to the two programme assessors involved.

The exam board has been changed significantly in the summer of 2024. There is an external member, however none of the members is SKE-qualified, neither is any examiner of the teaching staff. The qualification BKE is met by 6 of the 21 lecturers.

The chair of the exam board visits all Q&A sessions of graduates.

Calibration is executed to a certain level but seems quite undocumented and unstructured, lessons learned were not available.

Considerations and Judgement

The transition of the programme towards more formative based assessment (as advised by the previous accreditation panel) is visible but not yet completed according to the auditors.

In general, the programme is in need of an overarching view on assessment to make sure that the steps in the right direction are not unconnected changes but form an assessment system fit for purpose.

This is also applicable to the developments in the graduation assessment process. In many of the assessment forms filled out by the examiners the audit panel found remarks that suggested improvements possible, feedback and feedforward instead of explaining how the assessors

reached a certain judgement. The assessment form itself seems undecided on an holistic or an analytical approach.

The audit panel weighs the steps in the right direction taken by the programme with the lack of an overarching assessment expertise that safeguards the consistency of the improvements and the completion of the PDCA-cycle in assessment, for instance with the implementation of structured and documented calibration. The audit panel judges that the imperfections in the assessment system of the programme can be adjusted within a period of two years and considers the requirements of this standard **partially met**.

4.4. Achieved Learning Outcomes

Standard 4: The programme demonstrates that the intended learning outcomes are achieved.

Explanation NVAO: 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 post-graduate programmes.

Findings, considerations and judgement

The audit committee has studied the graduation products of fifteen students of the two previous academic years. These covered both the old, thesis-based and the newer professional productbased graduation products. It is important to stress that this sample was of the former, Dutch-taught programme as the first cohort of internationally oriented students is about to graduate and products are not yet available.

Overall, the audit committee judged the end level of graduation reflecting the hbo-level and meeting the Intended Learning Outcomes. However, two graduation products did not meet the expected benchmark, according to the auditors.. In both cases the problem analysis and formulated central research question were not really corresponding with the applied research methods. Therefor the usefulness of the recommendations is limited. There was no evident correlation with the old or new style of graduating in the Dutch taught programme.

Postponing judgement to wait for new, international, graduation products was considered redundant by the audit committee as there would be few and since these products would be of the fastest students the sample would probably not be representative for the end level of the programme. As the audit committee judged the previous standard of assessment as partially satisfactory anyway, the idea of the auditors is that a review in two years will be more valid and reliable.

Content wise the audit committee saw a wide range of topics and the auditors advise the programme to facilitate graduation students with more detailed guidelines how to select a topic that facilitates the providing rigorous evidence of achieving the intended learning outcomes. This remark was brought up because of sometimes rather mechanical execution of research-methods and tools like surveys and business-models like SWAT, Porter or DESTEP instead of showing a genuine research-attitude of curiosity and valid foundation of the recommendation to solve the initial problem of the business.

The STARR-method used to support the learning outcome of a reflective professional does not provide insight in this context to the learning process and outcome of the individual student. The audit committee would advise the programme to consider prescribing more valid methods or a wider range of available methods to students.

The assessment forms of graduation are adequate but leave room for examiners to interpret the rubrics holistically or analytically. The feedback of the examiners was in many cases describing room (or suggestions) for improvement instead of supporting the judgement of the examiners. This made it hard for the auditors to trace back the considerations that led the assessors to a certain judgement.

To enhance the quality of assessment in this crucial phase the audit committee recommends a more structured and intensive calibration among examiners, representatives of the workfield and fellow educators. This will provide the programme with a more communal benchmark of assessment that represents the expectations of the professional context and aligns with the common practice of the international BBA-standard.

The representatives of the work field are very satisfied with the level of the students, both in the old, Dutch-taught curriculum and in the current international setup. The alumnus that the auditors heard proved that the programme delivers ambitious and competent entrepreneurs to the labour market.

All in all the audit committee judges the requirements of the standard partially met, because of the large band width of the end products, the position of research and the way the examiners provided feedback. The current group of international students does convince the audit committee there is plenty of potential to show a more rigorous argumentation for achieving the intended learning outcomes in two years.

The audit committee judges the requirements of this standard as **partially meeting the standard..**

4.5. Facilities

Standard 5: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.

Explanation NVAO: The accommodation of the programme and the facilities are in keeping with the intended learning outcomes and the teaching-learning environment.

Findings

The programmes facilities are based in the heart of Amsterdam in a prime location. The classrooms are spacious and facilitate lectures and group work. The online sources available facilitate the learning process of students.

Considerations and Judgement

The BBA programme is not in need of very specific educational facilities, the overall housing and setting of the programme in a very cosmopolitan business context facilitates and stimulates students to achieve the intended learning outcomes.

The relatively small, boutique, character of the programme and the commitment of the core lecturers to their students form a reassuring scaffolding of the tutoring of students.

The audit committee judges the programme meeting the requirements of this standard **satisfactory**.

4.6. Quality Assurance

Standard 6: The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

Explanation NVAO: The programme organises effective periodic feedback that supports the achievement of the intended learning outcomes. Existing programmes implement appropriate improvements based on the results of the previous assessment. They initiate appropriate evaluation and measurement activities to that end. The outcomes of this evaluation demonstrably constitute the basis for development and improvement. Within the institution, those responsible are held to account regarding the extent to which the programme contributes to the attainment of the institution's strategic goals. Quality assurance ensures the achievement of the intended learning results. The programme committee, examination board, staff, students, alumni and the relevant professional field are actively involved in the programme's internal quality assurance. The programme's design processes, its recognition, and its quality assurance are in keeping with the European Standards and Guidelines. The programme publishes accurate, reliable information regarding its quality, which is easily accessible to the target groups.

Findings

The programme is in constant dialogue with the student population, including the student representative committee and the professional field (extensive network).

The management team of the programme is close to the core team of lecturers and in many cases helps out with the coaching and teaching.

The exam board has mandated the assessment committee to supervise the quality of assessment during the curriculum, for instance the safeguarding of individual assessment during group assignments. The exam board has a new composition since the summer of 2024. The new members have extensive experience abroad in this role and are well aware of the room for improvement in the transparency and validity of assessment during the curriculum.

The findings of several enquiries are being used to periodically alter and improve the curriculum. Considering the impactful switch from a Dutch-taught programme primarily aimed at family-owned business to an English taught BBA-programme International Business while maintaining the beneficial elements of the former curriculum like cross-year projects with impact on the urban context of the students, the programme is challenged to uphold its PDCA-cycle.

The programme leadership is on top of this challenge. The documentation, for instance the self reflection report, the follow up of students evaluations, and the discussions during the site visit provide the audit panel with confidence the programme QA-system is in place. UE Amsterdam and the BBA-programme are subject to a six year accreditation cycle in line with the European Standards and Guidelines.

Considerations and Judgement

The programme is in constant dialogue with its stakeholders, students, teaching staff, representatives of the workfield. The GUS-network should provide the programme with input of fellow educators home and abroad. The audit committee advises the programme to exploit this expertise further.

The recent shift in target group and main focus of the programme provides the programme with a lot of adhoc problem solving. This is understandable in the past three years, now things should settle down into a more considerate pace of checking and adapting. The programme leadership is well aware of this and the documentation, for instance the self reflection shows the programme is headed in the right direction. The programme leadership informs the students about survey results and what concrete action would be taken to rectify areas of concern. The frequency of student evaluation has increased to enhance specific feedback that can lead to visible improvement instead of overall generic remarks.

The audit committee judges the programme meeting the requirements of this standard.

5. OVERALL CONCLUSION

The audit committee has judged the Intended Learning Outcomes (st.1), the programme (st.2), facilities (st.5) and the quality assurance (st.6) as satisfactory.

The standards Assessment (st.3) and Achieved Learning Outcomes (st.4) have been judged as conditionally satisfactory. The committee is convinced the programme is able to improve within a time frame of two years, especially since the switch towards the improvements has been made over the last two years and the committee expects the final projects of the new group of students to be of a higher level. The first group of students will graduate during the last semester of 24/25. The conditions to be met in two years time, advised by the audit committee are:

St. 3, Condition 1: Improvement of the assessment qualifications of the teaching team, including overarching expertise like Senior Qualification Examination. The benefits of this change should be visible in the assessment policy and execution.

St. 3, Condition 2: Improvement of the graduation assessment providing argumentation of judgements.

St. 4, Condition 3: Providing structural calibration, in- and externally, to safeguard satisfactory graduation portfolios. The benefits of this calibration should be substantiated in the assessment of the portfolios of the graduates.

The audit committee advises the NVAO to maintain the accreditation of the programme under the conditions formulated above.

6. RECOMMENDATIONS

Conditions:

St. 3, Condition 1: Improvement of the assessment qualifications of the teaching team, including overarching expertise like Senior Qualification Examination. The benefits of this change should be visible in the assessment policy and execution.

St. 3, Condition 2: Improvement of the graduation assessment providing argumentation of judgements.

St. 4, Condition 3: Providing structural calibration, in- and externally, to safeguard satisfactory graduation portfolios. The benefits of this calibration should be substantiated in the assessment of the portfolios of the graduates.

The audit committee is confident the programme should be able to demonstrate these improvements in a limited time span of two academic years.

Recommendations:

- Formulate and implement an explicit vision / policy on research attitude of graduates and how to assess it during graduation. The approach of applied research as a foundation of reallife problemsolving in a business context is less visible as some students provide 'mechanical' research methods.
- Provide an selfreflection instrument for students more fit for purpose than STARR.

APPENDIX I Overview of judgements

Results overview UAS Europe Amsterdam Bachelor of Business Administration Full time	
Standard	Judgement
Standard 1. Intended Learning Outcomes	Meets the standard
Standard 2. Programme	Meets the standard
Standard 3. Student Assessment	Partially meets the standard
Standard 4. Achieved Learning Outcomes	Partially meets the standard
Standard 5. Facilities	Meets the standard
Standard 6. Quality Assurance	Meets the standard
Overall judgement	Conditionally Positive

APPENDIX II Site visit, working methods and rules of decision

Audit schedule Extensive Assessment of bachelor programme Business Administration – UAS Europe Amsterdam – 16th of December 2024

Programm

Tijd	Gesprekspartners (incl. namen en functies)
09.00 -09.30	Inloop en ontvangst van het auditteam
09.30 – 10.30	Gesprek management Managing Director, Dean, Academic manager
10.30 – 10.45	Pauze/interne panelvergadering
10.45– 11.45	Gesprek docenten Mentor/coordinator, Lecturer research / HR, Lecturer Business Marketing consultancy, lecturer Supply Chain Management, Coach/lecturer International business, Lecturer marketing, Lecturer Law, Lecturer leadership, Programme leader
11.45 – 12.00	Intern paneloverleg
12.00 – 12.45	Examencommissie Chair, member / curriculum committee, Secretary
12.45 – 13.30	Lunch
13.30 – 14.15	Studenten/Deelnemers & Tour door het gebouw 8 International students across year 1/4, alumnus
14.15 – 14.30	Pauze/interne panelvergadering
14.30 – 15.15	Beroepenveldcommissie 7 representatives, international
15.15 - 15.30	Pauze/interne panelvergadering
15.30 - 15.45	Openstaande vragen
15.45 – 16.30	Interne bespreking auditteam
16.30 – 17.00	Terugkoppeling aan opleiding

For privacy reasons, the names are not included in this report. The names of auditees are known to the secretary of the audit panel.

Working methods

Selection of the delegations / the auditees

In compliance with the NVAO regulations (1st of April 2024) the audit panel prior to the audit decided on the composition of the delegations (auditees) in consultation with the course management and on the basis of the points of focus that had arisen from the panel's analysis of the course documents.

Auditing process

The following procedure was adopted. The panel studied the documents regarding the programme (see Annex Documents reviewed) and a number of theses. The panel secretary organised input from the auditors and distributed the preliminary findings among the panel

members prior to the audit. A preparatory meeting of the panel was held before the site visit, on 11th of December.

During the site-visit the audit panel members spoke randomly to students and reviewed a number of assessments.

The management of the programme has invited students, lecturers and other stakeholders to bring issues to the attention of (the secretary of) the audit committee they thought relevant for the assessment of the programme. The secretary has not received any reactions.

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies.

Decision rules

According to the NVAO decision rules for accreditation, a standard can score 'meets the standard', 'partially meets the standard', or 'does not meet the standard'. The audit panel has applied the decision rules as outlined in the 'Assessment Framework for the Accreditation System of Higher Education in the Netherlands' (2024).

Assessment rules

Extended framework

Final conclusion

In addition, the panel recommends a weighted and substantiated final conclusion regarding the programme, based on the following assessment rules:

Positive: The programme meets all the standards.

Conditionally positive:

The programme meets standard 1 and partially meets a maximum of three standards, with the imposition of conditions being recommended by the panel (see Additional assessment rules regarding conditions).

Negative: In the following situations:

The programme fails to meet one or more standards;

The programme partially meets standard 1;

The programme partially meets one to three standards, without the imposition of conditions being recommended by the panel;

The programme partially meets three or more standards.

APPENDIX III Documents reviewed

List of documents examined

- Self-evaluation Report BBA
- Alignment with external standards and frameworks
- EER Part A – Institution
- EER Part B 2024-2025
- Code of Conduct
- ICBS Jaarverslag Examencommissie 2023-2024
- List of lecturers 2024-2025
- Strategy UASE
- UE BBA 3.1 Curriculum
- Assessment & Feedback
- Year 1 Assignment and Assessment Books
- Year 2 Assignment and Assessment Books
- Year 3 Assignment and Assessment Books
- B1.1.3 LeadSpeak Mastering Management & Communication
- B3.9.1 Strategic Compass – Charting the Course in a Volatile World
- Equality and Inclusivity Policy
- Admissions and enrolment quality control (BBA)
- Application to enrolment process
-
- representative selection of final projects, selected by the panel, of the past two years with corresponding assessment criteria and requirements;
- Reference books and other learning materials.
- List of all recent final al projects/papers examined prior to the audit

Following NVAO regulations the panel prior to the audit the panel has studied 15 students' final projects. These final projects were of Dutch students of the old curriculum. Dossiers of the new, international curriculum were not yet available, are expected at the end of academic year 24/25. For privacy reasons, the names of these graduates and their student numbers are not included in this report. The names of the graduates, their student number, as well as the titles of the final projects, are known to the secretary of the audit panel.

APPENDIX IV Curriculum BBA UE Amsterdam

Y1 Q1	Business symphony: Leadership, Dynamics, Project Harmony	Project Business Dynamics Management & communication	5 EC 5 5
Y1 Q2	Digital Market Mastery: Strategies, Sales & Skills Synergy	Market Wise Digital sales Transversal Skills for Business Success	5 EC 5 5
Y1 Q3	Organisational Dynamics: Culture, Law & Global Talent	Organisation structures Navigating business law Bridging HR & Cultural Dialogues	5 EC 5 5
Y1 Q4	Financial Frontiers trilogy: Foundations, Wisdom & Analytics	EconoLaunch Finance Fundamentals Merging metrics with Tech Savvy	5 EC 5 5
Y2 Q5	Market Mastery Saga: Secrets, Strategies & Challenges	Consumer behaviour Digital sales II Salescraft & real-world marketing	5 EC 5 5
Y2 Q6	Mastering Business Harmony: strategy, leadership & Supply Chain	Supply Chain II Leadership & Communication Canvas Conquest	5 EC 5 5
Y2 Q7	Strategic Insights Trilogy: Economics, Accounting & legal acumen	Economics Management Accounting Law, numbers & data	5 EC 5 5
Y2 Q8	Impact Leaders: Law, Responsibility, Sustainability in action	Corporate & Social responsibility Advanced HR & Labor Law Greenlead challenge, sustainability	5 EC 5 5
Y3 Q9	Navigating Complexity: Strategy, Risk, Organisational Dynamics	Business Strategy Risk management: VUCA Organisational Dynamics	5 EC 5 5
Y3 Q10	Driving Innovation: Entrepreneurship, Tech, sustainable value creation	Innovation and value creation Technology for business transform Sustainable Strategies, 3P	5 EC 5 5
Y3 Q11	Leading in a Global Context: Cross-cultural management, ethics, SR	Cross-Cultural Management Ethical leadership CSR	5 EC 5 5
Y3 Q12	Global Business Dynamics: innovation, supply chain, negotiation	Global SCM Innovation Lab Int. Business negotiations	5 EC 5 5
Y4 Q13	Consultant's toolkit	Consulting essentials Crafting impactful Consulting reports	5 EC 5
Y4 Q 14, 15, 16	Capstone experience: bridging theory and practice	Graduation internship	50 EC

APPENDIX V Composition of the audit panel

On 19 November 2024 the NVAO endorsed the composition of the panel to assess the Bachelor of Business Administration of the University of Applied Sciences Europe Amsterdam (PA-2114).

Name visitation group:	HBO Intercollege BA (Uniek)
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The secretary of the audit panel has further information on the composition and expertise of the panel members who were assigned to the aforementioned visitation group.

The table below provides brief job descriptions of the panel members who participated in the audit panel for the programme described in this assessment report.

Name	Role	Succinct CVs
E. Moor MoE	Chair	Senior Auditor Zadkine, afstudeerbegeleider HvA
M. Leezenberg	Member	Team manager BBA International Business NHL Stenden
R. van der Burgt MSc	Member	Innovatieregisseur Avans Hogeschool
C. Daniel BBA	Student member	IT Projectmanager Achmea, Masterstudent OU, Bachelor Business & Innovation HBO academy

V. Bartelds mba	coordinator/ certified secretary
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Prior to the audit all panel members undersigned declarations of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not currently maintain or have not maintained for the last five years any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the institution in question, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense.



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