

**Amsterdam University of Applied Sciences
Amsterdam School of International Business**

EFMD – NVAO combined accreditation visit

**Bachelor programme International Business
RIO 30029**

5 March 2026

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SUMMARY JUDGEMENT

This document reports on the external assessment of the bachelor programme International Business (IB) at the Amsterdam School of International Business (AMSIB) of the Amsterdam University of Applied Sciences (AUAS). The assessment was undertaken as part of a broader exercise combining the Programme Accreditation of EFMD with the assessment of programme quality according to the 2024 NVAO framework for limited programme assessment. The Peer Review Team (PRT) consisted of six panellists, including two members who also visited other IB programmes in the cluster HBO IBMS Groep 2 Midden.

The PRT visited the IB programme at AMSIB from 19 until 21 January 2026. Its overall appreciation is that the programme meets all four NVAO standards. As a result, the PRT issues a **positive advice** to NVAO on the quality of the bachelor International Business at the Amsterdam University of Applied Sciences.

The IB programme has a clear profile that aligns with the National IB Framework, yet also stands out among other IB programmes in the Netherlands. The intended learning outcomes (PLOs) do justice to the substance, level and orientation of the IB programme. There is a strong connection between the profile “AMSIB-style”, the PLOs, and the full-time, part-time and fast-track curriculum variants. The school and the programme have a dynamic relationship with the professional field, which validates the programme objectives and curriculum contents in a dedicated International Business Advisory Board.

The IB programme operates in a strong teaching-learning environment, which includes a relevant curriculum, a befitting learning environment, pertinent support services, transparent information provision, and committed teaching and support staff. The English name and the English language of instruction confirm the international orientation of the IB programme.

The IB programme relies on a robust assessment system which is embedded in the policies and practices of the school. The course assessments are of good quality. The sample review of internship and thesis assessment forms demonstrates that the quality of assessment is convincing, while the assessment process is well-structured and effective. The combined efforts of the Examinations Board and the Test and Assessment Committee safeguard the quality of assessment.

Students who graduate the IB programme have effectively achieved the learning outcomes, while programme graduates invariably find suitable employment or pursue a relevant follow-up study. The graduation products meet the expectations and are overall of better quality than in the previous accreditation round. IB graduates do very well on the labour market or in a follow-up study.

The PRT commends the programme team for its efforts to address the recommendations and suggestions from previous assessments, to mitigate concerns from students, and to counter

negative developments in student intake, progress and success rates. Their initiatives have led to a sharper profile, more coherent curricula, as well as better quality assessments and graduation products.

In addition to its overall positive judgement, the PRT recommends the IB programme to:

- develop a proper alumni policy, involving a diverse group of alumni in the validation of PLOs and curriculum developments;
- devise a system for course coordinators to communicate envisaged improvements following student feedback;
- monitor and repair any inconsistency in course delivery within and across classes;
- continue its efforts to enhance student intake, retention, progression and study success;
- organise inter-vision sessions for internship and thesis assessors setting common standards and expectations for feedback.

The PRT chair and the secretary hereby declare that all PRT members have studied this report and that they agree with the judgements laid down in the document. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

On behalf of the Peer Review Team,

Julie Perrin-Halot
Chair

Mark Delmartino
Secretary

Date: 5 March 2026

Score table

Bachelor programme International Business

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
<i>General conclusion</i>	positive

INTRODUCTION

From 19 until 21 January 2026, a combined EFMD-NVAO assessment visit was held at the Amsterdam School of International Business (AMSIB) of the Amsterdam University of Applied Science (AUAS). The visit concerned the bachelor programme International Business (IB) and combined a review of its programme quality according to the NVAO framework and the standards and criteria set by EFMD. In so far as the NVAO procedure is concerned, the external assessment was part of a cluster visit (HBO IBMS Groep 2 Midden). The administrative data on the programme and the institution are presented in Annex 1.

Panel

The assessment was performed by a so-called Peer Review Team (PRT), a panel consisting of four EFMD volunteers, an expert on Dutch higher education, and a student-member. The two latter members brought in the quality perspective from a Dutch perspective, and ensured consistency in assessment across the cluster. The team visiting the IB programme at AMSIB consisted of:

- Julie Perrin-Halot (FR), chair
- Pieter van Essen (NL), member
- Philip Vergauwen (BE), member
- Martin Meyer (FI), member
- Max Becker (CH), member
- Maud Vrielinck (NL), student-member

The PRT was accompanied by Mark Delmartino, an NVAO-certified secretary who liaised between the panel and AMSIB. All members and the secretary signed statements of independence and confidentiality for both NVAO and EFMD. The NVAO approved the panel in October 2025. Annex 2 contains a short description of the team members. Mrs. Michaela Pekarova, Manager Quality Services at EFMD, coordinated the assessment visit with the school and the programme.

Preparation

Prior to the visit, AMSIB's Senior Quality Assurance Officer was in contact with the EFMD representative, the PRT chair and the panel secretary to work out the programme of the sessions and agree on the materials to be made available. In order to allow the PRT to prepare for its tasks, AMSIB produced a Self-Assessment Report on the IB programme, as well as a Datasheet and a Student Report addressing the issues covered by the respective NVAO and EFMD standards. Furthermore, university and faculty-wide policy documents on Quality Assurance and assessment as well as programme-specific materials on intended learning outcomes, course learning goals, course assessments and student evaluations were made available in the digital base room hosted by AMSIB. The materials which the PRT studied in the framework of this combined accreditation visit are listed in Annex 4. The panel wants to express its gratitude towards AMSIB's Senior Quality Assurance Officer who has been instrumental in ensuring a good and timely information flow between programme and PRT.

In the run-up to the site visit, the PRT met at several occasions. On 10 October 2025, the EFMD office organised, with the support of the NVAO-certified secretary, an online briefing session for the PRT. During this so-called pre-visit call, the specific character of a combined accreditation visit was presented to the panel members, as well as the particular perspectives of the respective EFMD and NVAO programme assessments. Upon receiving the key preparatory materials, the PRT met online on 28 November 2025 to check the completeness of the dossier and discuss the outline of the site visit. At this meeting the secretary briefed the PRT on the graduation programme review. On 9 January 2026, the PRT held an online preparatory meeting to exchanged their impressions on the programme documents and the graduation review. Panel members identified the key issues to be addressed during the site visit, and listed the – few – elements that required further clarification. The open consultation hour for IB students, teaching and support staff was held in conjunction with this preparatory meeting. Eventually nobody made use of the opportunity to speak individually and confidentially with the PRT.

The NVAO standards on assessment and achieved learning outcomes are tested among others by examining a sample of end level products and their evaluations. The panel secretary organised this review with AMSIB and supported the PRT members in their work. IB students demonstrate the envisaged end level in two ways: through an internship portfolio and a thesis. Prior to the site visit, the PRT reviewed a sample of 15 graduation files, selected among the 374 students who graduated the IB programme in the academic year 2024-2025. Each file consisted of an internship portfolio and a thesis, and their completed evaluation forms. The sample was representative of the final grades, the curriculum majors (five specialisations) and programme variants (full-time, part-time, fast-track). The panel also reviewed the graduation products of two Double Degree students from HWR Berlin. No ESIC student has yet finished the Double Degree. A list of the selected end products is available on request at AMSIB.

Site visit

The site visit was held from Monday evening 19 until Wednesday afternoon 21 January 2026. The schedule is available in Annex 3. On Monday, the panel met key AMSIB representatives and held an internal meeting to prepare the sessions of the next day. On Tuesday, as well as on Wednesday morning, the PRT discussed the programme with various stakeholders at AMSIB. On Tuesday evening and Wednesday at noon, the PRT deliberated internally on the performance of the IB programme with respect to the EFMD and NVAO standards. At the end of the visit, the PRT presented its findings to representatives of the university, faculty, school and programme. One session during the visit was dedicated to the Development Dialogue. The outcomes of this meeting do not affect the result of the accreditation exercise and are reported separately.

Report

AMSIB has chosen to combine the NVAO accreditation with the EFMD accreditation, which results in two reports: one issued by EFMD covering the EFMD standards on programme accreditation (institutional context, programme design, programme delivery and operations, programme outcomes, and quality assurance processes) and the underlying NVAO report, i.e.

the external assessment report AMSIB will present to NVAO to motivate its request for reaccreditation of the IB programme.

This report follows the Assessment Framework for the Higher Education Accreditation System of the Netherlands (2024). The next chapter constitutes the core of the report as it presents the findings, considerations and conclusions of the PRT with regard to the four NVAO standards. After the site visit, the secretary wrote a draft version of this report and circulated it to the PRT for review and feedback. The comments of the panel members were incorporated in a pre-final version, which was validated by the PRT chair. The final draft was submitted to AMSIB for a check on factual errors in February 2026. The feedback from the School was discussed with the PRT who modified the text where relevant. The chair then established the final report version, which was submitted to AMSIB in March 2026.

PROGRAMME ASSESSMENT

The Bachelor International Business is offered by the Amsterdam School of International Business. AMSIB is part of the Faculty of Business and Economics (FBE), the largest of six faculties in the Amsterdam University of Applied Sciences. AMSIB has some degree of autonomy within FBE and AUAS, which allows the school to shape its international business education according to global standards while remaining accountable to national frameworks. Aligning its policies and operations with institutional and faculty strategies, AMSIB retains decision-making authority for programme-level innovation, international cooperation, and professional engagement.

The IB programme at AMSIB is offered in three variants: the *full-time* programme caters to students seeking a comprehensive four-year professional education in international business (240 EC); the *fast-track* targets academically ambitious students who want to complete their degree in three years (180 EC); the *part-time* variant (240 EC) supports lifelong learning and mid-career upskilling for people who combine study with work and possibly family commitments. Recently the IB programme also started to offer two *Double Degree programmes*, with the ESIC Business & Marketing School in Madrid and with the Hochschule für Wirtschaft und Recht (HRW) in Berlin.

The IB programme results from a merger of the International Business Management Studies (IBMS) and International Business and Languages (IBL) programmes. Between 2018 and 2022, the IB programme was rolled-out incrementally, while the IBMS and IBL programmes gradually phased out. This means that at the time of the previous accreditation visit, in January 2021, the IB programme had not been rolled-out completely. As of September 2023, there is only one bachelor programme at AMSIB, the IB programme under review.

Recently, two developments in particular are affecting the delivery of the IB programme: the nationally agreed programme learning outcomes (PLOs) were revised, with a new set of four PLOs taking effect as of September 2024. These new PLOs have led to an adjustment of the programme curricula across all variants. Moreover, AMSIB is facing a decline in revenue because of demographic trends and lower government funding, which has consequences among others for the school's staffing and facilities. The PRT was informed that as of September 2026, a new curriculum should lower the costs of delivery, while support staff will be restructured across FEB ensuring better operational support at a lower cost. At institutional level, AUAS is looking into an optimal usage of its buildings. Hence, when assessing the quality of the IB programme, the PRT has looked at its performance in the recent past, the current situation in the academic year 2025-2026, and the plans of the school and the programme for the immediate future.

In the previous accreditation round, the IB programme was also assessed by a combined NVAO-EFMD panel. The then PRT arrived at a positive conclusion highlighting several strengths and issuing a few recommendations. The current PRT noticed that the school and the programme team have taken good care in addressing the previous recommendations, as well as

the suggestions from intermediate reviews since. These development points and their follow-up will be addressed throughout the respective standards in this report.

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 PRT gathers from the written materials and the discussions on site that the IB programme has a clear profile, which is strongly embedded in the overall strategy of the university and the mission and vision of the school. As a publicly funded university of applied sciences, AUAS positions itself as an urban, practice-oriented institution that educates professionals and conducts applied research to tackle metropolitan challenges. Its institutional plan 2021-2026 “University in 3D” defines AUAS as an institution shaped by three interconnected dimensions: Diversity, Digitalisation and Sustainability (*duurzaamheid*). Every AUAS graduate should be a skilled professional and engaged world citizen, shaped by these three cross-cutting pillars.

In AMSIB’s mission, vision and strategy these pillars have been incorporated and translated into an international business context. AMSIB’s mission “to foster graduates with the hands-on skills, knowledge, and global mindset to thrive in the world of international business” is realised by running an English-taught, practice-based International Business programme that is deeply international in content and community and explicitly oriented to a responsible and digital transition of business. In line with its vision of “a world where graduates offer creative and socially responsible business solutions for the challenges of tomorrow”, AMSIB mirrors the multicultural and dynamic character of the Amsterdam metropolitan area, a global hub of commerce, innovation, and connectivity. Rooted in this context, the AMSIB community embraces a global mindset, digital fluency, and a deep sense of ethical and sustainable responsibility. Similarly, the school thrives on a set of values it shares with the university and has been incorporating in the IB programme: social responsibility, openness and inclusion, and entrepreneurial resilience. As a school for international business, internationalisation is the corner stone and defining characteristic of AMSIB’s mission, pedagogy, and community. The school’s internationalisation strategy rests on three pillars: international student mobility, internationalisation of faculty, and internationalisation of the curriculum. The PRT acknowledges the strong focus on the international dimension in the programme and its operationalisation through international faculty, highly international student cohorts, a clear international focus in the curriculum components, and the attention to the place of AMSIB and IB in the region and the world. In addition, the PRT welcomes the awareness of the programme stakeholders for the social and emancipatory role of the university, the school and the programme: in several discussions the function of AMSIB as social elevator for (mainly) local first-generation students from disadvantaged backgrounds was emphasised.

Across the Netherlands, several higher education institutions offer a bachelor programme International Business. The PRT notes that AMSIB occupies a distinctive position in both the Dutch university of applied sciences sector and the international business education market. Its distinctiveness stems from three interrelated characteristics: its practice-based and urban learning environment, its diversity and inclusiveness, and its focus on sustainability and entrepreneurial resilience. The previous accreditation panel saw room for AMSIB to distinguish itself from other IB programmes in the Netherlands and encouraged the school to sharpen its IB programme profile. The current PRT establishes that the programme team has gone to lengths to strengthen this profile and to embed it even more strongly in the strategy of the university and the mission and vision of the school. In this regard, it welcomes the so-called “BIG 3 Consortium” which groups the research universities and the universities of applied sciences offering International Business programmes in Amsterdam, Rotterdam and The Hague. While these institutions are competing for students, their cooperation also leads them to define more explicitly their respective selling propositions. The PRT establishes from the self-assessment report and the discussions that the IB programme ‘AMSIB-style’ is now much more pronounced not only in terms of marketing and communication, but also in the way its unique selling propositions are internalised and aligned across profile, learning objectives, curriculum and assessment.

During the site visit, the link between the IB programme profile and the features of the metropolitan city of Amsterdam was emphasised several times. While it understands the connection and acknowledges that ‘Amsterdam’ constitutes a particular selling proposition for incoming students, the PRT also sees room to further explore in the programme the creative and entrepreneurial mindset and eco-system that is an integral part of Amsterdam.

Intended learning outcomes

All higher education institutions offering an IB programme in the Netherlands have jointly elaborated a National Qualification Framework for International Business. In this way, each university of applied science and each IB programme provides its students with an international degree that meets the changing demands in the international and domestic labour market. Across all programmes, IB graduates are able to operate within the wide spectrum of the international Business Administration domain, acquire a set of interdisciplinary skills and a solid knowledge base, perform as an intermediary between various business domains, are versatile, and able to cope with changing job market requirements. Within this framework, individual schools/institutions are at liberty to design and deliver the IB programme in line with their own profile, and to differentiate the IB programme by adding their own unique selling proposition.

The national IB framework contains a common set of intended learning outcomes (ILOs), which in turn are related to the Dutch Higher Economic Education standard and the Dublin Descriptors. At the time of the previous accreditation, all IB programmes featured 24 Programme Learning Outcomes (PLOs). In the meantime all institutions have jointly revised the framework, defining what distinguishes IB professionals in what they do and how they add value to organisations. The adjusted framework resulted in a new set of four holistic, integrated

and multidisciplinary Programme Learning Outcomes (PLOs) representing specific professional activities. The new set was approved in 2023 and took effect as of September 2024. Hence, at the time of the current site visit, the IB programme at AMSIB features four PLOs:

- *PLO 1 – Business opportunities:* IB professionals define international business opportunities and recommend possible strategies for the organisation to create sustainable multi-sided value for stakeholders;
- *PLO 2 - Business transformation:* IB professionals contribute to business (systems) transitions and transformations in order to optimise sustainable international business practices;
- *PLO 3 - Relationship management:* IB professionals cultivate and manage internal and external relationships with culturally diverse stakeholders in a responsible manner in order to achieve (mutual) business goals;
- *PLO 4 - Self-management:* IB professionals manage themselves in a complex surrounding and continuously develop their professionalism for the benefit of the organisation, the field of international business and themselves.

Based on the extensive written materials and the discussions on site, the PRT establishes that AMSIB fully adopts the PLOs as defined in the new national framework for international business education. Moreover, all IB programme variants at AMSIB (full-time, fast-track, part-time) prepare for the same PLOs and graduate profile, and operate under the same quality assurance provisions, curriculum framework, and assessment standards. The learning outcomes, in turn, are formulated in such a way that they do justice to the substance (international business), level (bachelor) and orientation (professional) of the IB programme. Hence, it is fair to state according to the PRT that the PLOs are in line with the requirements for bachelor programmes as described in NLQF level 6.

Moreover, the PRT notes that the programme team at AMSIB has made good use of the momentum that comes with a changing national framework to adjust and finetune its curriculum in such a way that it explicitly reflects the mission, vision and profile of the school and the IB programme. While all IB programmes in the Netherlands use the same PLOs, AMSIB differentiates itself by explicitly integrating the following values: open and inclusive, socially responsible, and entrepreneurial resilience. This value-driven interpretation is made explicit in the graduate profile, curriculum design, and internship/thesis criteria. Moreover, the global and intercultural dimensions (international competencies, intercultural awareness) are structurally embedded in the curriculum and the learning objectives of its individual components: courses across all study years and variants integrate global case studies, comparative perspectives, and ethics-related business challenges aligned with the Sustainable Development Goals. Students, teaching staff and employers indicated to the PRT that the PLOs are well-defined, relevant, and appropriate to the demands of international business practice. The outcomes are both relevant and motivating as they emphasize the importance of theoretical knowledge but also the development of professional skills, intercultural competencies, and critical thinking abilities.

In sum, the PRT establishes that the new set of PLOs has been properly implemented in the IB programme (variants). Moreover, the considerable reduction in the number of learning

outcomes provides plenty of opportunities for the IB programme at AMSIB to incorporate its own distinctive features and selling propositions. In this regard, the programme team informed the PRT that AMSIB is not likely to adjust the formulation of the four PLOs. However, the unique features of the IB programme at AMSIB are clearly visible in the (revised) curriculum.

Validation of learning outcomes

The IB programme design at AMSIB follows the national IB framework, which was developed collaboratively with companies, alumni, and professional associations. The four nationally agreed PLOs reflect authentic tasks and challenges of international business professionals. At AMSIB, these PLOs are contextualised and monitored through input from the International Business Advisory Board (IBAB), and the corporate internship and thesis partners.

The IBAB is a formally established advisory body which validates that AMSIB graduates fulfil the expectations of employers. It meets at least once per year. During the site visit, the PRT met IBAB representatives, who indicated that they are very positive about the content of the IB programme and the collaboration with the IB lecturers. Moreover, they confirmed that IBAB had endorsed the new curriculum blueprint, thereby emphasising the importance of the programme's focus on sustainability, global value chains, and 21st century skills.

Moreover, the PRT acknowledges that AMSIB also analyses feedback from employers, internship supervisors and alumni surveys on the relevance of the IB programme, and incorporates this information in annual programme updates. The discussion with alumni on site, moreover, learns that the IB programme constitutes a relevant stepping stone to a professional career, whereby older graduates emphasise other employability strengths than more recent alumni. According to the PRT, this reflects the ongoing attention of AMSIB and the IB programme to the alignment between curriculum and labour market expectations. If anything, the PRT notes that the Alumni Advisory Board, which was mentioned several times in the self-assessment report, is not yet fully operational. While it is up to the programme team to establish if a separate advisory body of alumni is the most effective instrument, the PRT advises AMSIB to ensure a more systematic and structural involvement of alumni in the validation of the IB programme learning outcomes and curriculum developments. Similarly, the PRT sees room for a stronger connection between the IB programme and its alumni: currently, there are individual initiatives but there is no alumni policy (plan) yet.

Considerations

Based on the above-mentioned findings, the PRT considers that the IB programme at AMSIB has a clear and well-motivated profile that aligns with the provisions of the national qualifications framework, yet also stands out among other IB programmes. Since the previous accreditation visit, this profile has not only been sharpened but is also more embedded in the curriculum. The PRT commends the programme team for its successful efforts in this regard.

The PRT considers that by abiding to the national IB framework, the bachelor IB at AMSIB aligns with the expectations of the professional field, the discipline and the international requirements. There is a direct link between the programme objectives, the intended learning

outcomes and the curriculum variants as they are delivered at AMSIB. Moreover, the PRT welcomes the decision of the programme team to use the momentum of a nationally agreed PLO overhaul to incorporate the distinctive features and selling propositions of the IB programme ‘AMSIB-style’ in the curriculum re-design.

The PRT considers that the nationally agreed PLOs and the distinguishing features of the IB programme at AMSIB are monitored and validated adequately by a dedicated International Business Advisory Board. It welcomes in this regard the programme’s dynamic relationship with its corporate stakeholders.

In addition to these considerations that altogether warrant a positive judgement on this standard, the PRT suggests the IB programme to establish a proper alumni policy, thereby involving a diverse group of alumni in the validation of PLOs and curriculum developments.

Conclusion

The PRT judges that the bachelor programme International Business at AMSIB **meets** standard 1, intended learning outcomes.

Standard 2 – teaching and learning environment

The curriculum, teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Programme

At AMSIB, the bachelor IB is offered in three variants:

- The four-year *full-time programme* (240 EC) is the standard delivery mode. It is meant for students who have finished Dutch secondary education (HAVO/MBO) or an international equivalent, and allows for progressive competency development. The first two years are dedicated to (foundational) courses, which are followed by four semesters of major specialisation, exchange, internship, and thesis.
- The four-year *part-time programme* (240 EC) targets working professionals seeking to enhance international business competencies while remaining in employment. Delivery is scheduled in flexible blocks to accommodate professional commitments, while assessments ensure practical application in the workplace. This variant consists of more courses, one integrated major, an internship period (possibly on the job) and a thesis.
- The three-year *fast-track programme* (180 EC) targets students with six years of academically oriented secondary education (VWO or an international equivalent). It constitutes an accelerated pathway towards the same PLOs, and is delivered at a more intensive pace and workload. The first three semesters are dedicated to (foundational) courses, followed by three semesters of major specialisation, exchange, and an internship with thesis. As of 2026-2027, the (foundational) courses will be limited to the first year, with fast-track students following the same curriculum as their full-time fellow students in the remaining four semesters.

At the end of each variant, students achieve the same PLOs and reflect AMSIB's mission to deliver responsible, globally competent, and adaptable business professionals. Because each variant operates under the same quality assurance, curriculum framework, and assessment standards, there is equivalence of academic level and rigour across the three delivery modes. The PRT establishes that across all variants, there is a strong connection between the common learning outcomes, the respective curricula and their course-level outcomes, and the assessment formats. The PRT notes that these connections are meticulously described in the curriculum matrix and the assessment framework.

The PRT studied each curriculum variant in the self-assessment report. Given that the above-mentioned curriculum revision was not yet fully completed, the PRT looked at the set-up for both 2025-2026 and 2026-2027. Moreover, as of September 2026, each course will carry a weight of 5 EC (or a multitude thereof) to make the curriculum more flexible. Students mentioned to the PRT that they appreciate the opportunity to choose a variant that suits their prior learning, personal circumstances, and/or academic ambitions. Moreover, these variants altogether widens programme access to diverse student groups and enhances inclusivity. While the panel sees similarities and collaboration between the full-time and fast-track variants, the position of the part-time programme was less clear initially. However, the discussions on site with the teaching staff and the part-time programme coordinator solved most concerns. If anything, the PRT sees room to communicate better why certain curriculum choices have been made for the part-time programme.

Furthermore, the PRT was informed that AMSIB recently launched two Double Degree programmes: with the Berlin School of Economics & Law, and with ESIC Business & Marketing School in Madrid. Students with good study progress and reasonable grades are eligible: instead of taking only the global exchange semester in Berlin or Madrid, double degree students stay one full year at the same institution where they also follow their major. Similarly, students (maximum five per year) from Berlin and Madrid can stay for one year at AMSIB. During the visit, the PRT spoke to students who are taking the double degree. They are satisfied with the additional requirements and with the way AMSIB accommodates this opportunity.

IB students indicated in their written contribution to the self-assessment report and during the site visit that they are generally satisfied with the curriculum set-up and the programme variants. The overall programme design reflects a clear and strategic orientation towards applied business education with strong links to international practice. The curriculum structure is coherent and aligned with its stated objectives. The sequencing of courses and the balance between theoretical foundations and applied projects help students progress steadily towards achieving the PLOs. Course materials are well-developed and up-to-date, striking a good balance between theory and practical business insights. Students especially appreciate the variety of teaching methods in the IB programme such as lectures, workshops, flipped classrooms, business simulations, and company projects.

Several students moreover mentioned they chose the IB programme for its combination of breadth and depth: the first semesters are dedicated to a comprehensive set of IB disciplines at

foundational level, while the full-time and fast-track students choose afterwards for one of five majors. The PRT notes that these specialisations are clear, sufficiently distinctive and well-developed. In fact, the staff at AMSIB is organised in five business knowledge areas, which coincide with the major specialisations of the programme.

Other strengths mentioned by the students are the programme's focus on personal development (e.g. communication, teamwork, leadership and critical thinking skills), on career support (such as finding internships and building professional portfolios), and on both international (compulsory study period abroad) and professional exposure (extensive internship component). Hence, students see the IB programme at AMSIB as a valuable and worthwhile investment in their education. The programme delivers on its promise to provide a solid education in international business and effectively prepares students for the real world.

In addition to all these strengths, students also pointed to some weaknesses which often had to do with creating and ensuring a level playing field across classes and variants. Given the considerable number of students, courses are usually managed by a coordinator and delivered by a lecturer in a class of around 25 students. This means that one course may be taught in ten or more parallel classes with five or more lecturers each teaching a number of classes. In their written chapter and during the discussions on site, students complained about the lack of consistency in the way lecturers deliver classes within one and the same course. In addition to some teachers being more engaging and others relying on traditional forms of lecturing, students also reported different paces of lecturing, varying degrees of repetition and overlap, and sometimes hardly any alignment between lecturers teaching the same course. This creates uneven study experiences in class, which in turn leads to uneven preparation for exams, and sometimes even differential treatment in the assessment of an exam.

The PRT discussed these findings with the programme management and the teaching staff. It was informed that for each course, a coordinator is responsible for the content, as well as for the development, evaluation, and revision of the course. The coordinator also ensures vertical alignment within their subject area across the curriculum and horizontal alignment within the corresponding academic year. In performing these tasks, the coordinator consults with the lecturers who teach the course. While it was difficult to establish how many courses and classes suffer from the reported uneven treatment, the programme team did acknowledge that this situation has occurred in the past and is probably still happening. As a result, the programme team has asked coordinators to strengthen ties with lecturers and hold inter-vision and calibration sessions within their course team. Moreover, AMSIB has developed and is currently rolling out a dashboard that allows to monitor individual student performance per class. While initially established to mitigate student drop-out and enhance study progress, its data will also be used to check, identify and remedy possible flaws in course delivery per class. The PRT welcomes the pro-active approach by the programme team in this regard, as well as the in-house expertise to design and roll-out such dashboard. Given that the problem is not yet solved, the PRT encourages course coordinators to step-up their efforts towards their lecturers, and invites students to continue reporting any inconsistencies in class delivery to the respective course coordinators.

Language of instruction

The IB programme has an English title and is delivered in English because it is directly aligned with an internationally oriented professional field. The PRT was informed that this has been a conscious decision right from the start of the programme at AMSIB but for that matter also in the other IB programmes across the Netherlands. The Dutch economy is highly globalised with many multinationals and internationally operating SMEs, which all require a continuous intake of graduates who can work in multicultural environments where English is the working language. The profile and learning outcomes set out in the national qualification framework emphasise roles in internationally operating organisations, requiring graduates to support international business development, interpret cultural contexts and build relationships with stakeholders from diverse backgrounds. The programme's educational concept - integrating international experiences, assignments from international organisations, guest speakers and the international classroom - further supports these outcomes.

The PRT endorses the English title of the programme, as well as the decision to offer the bachelor programme in English. The written materials and the discussions on site have shown that the IB programme is embedded in an internationally oriented teaching and learning environment. Its international orientation has been evident from the outset and has further increased throughout the years in the courses and the programme structure, as well as in the teaching staff and the students.

Learning environment

The pedagogical vision of AMSIB is fully aligned with the education and assessment policy of the university. The IB programme is built on a student-centred learning philosophy that empowers students to take ownership of their professional and personal development by offering them meaningful choices (such as electives and majors) in the curriculum. Learning methods, faculty practices, and digital systems are designed to support autonomy, reflection, and individual growth in an inclusive and international classroom environment. The school employs a variety of active and experiential learning approaches, including project-based assignments, case studies, simulations, Collaborative Online International Learning (COIL), peer feedback, and self-assessment. A growing number of courses adopt the flipped classroom model, where students first engage independently with content and apply their knowledge in interactive, collaborative settings. Students work with peers in teams and also engage with lecturers, researchers, and professionals from the field. Their engagement with industry practitioners further enhances the authenticity and relevance of the learning experience. This, in turn, contributes to students reaching the AMSIB mission by developing a global mindset, an entrepreneurial spirit, socially responsible behaviour, and comprehensive business knowledge. Students indicated to the PRT that they appreciate the use of hands-on learning methods, such as working in groups, giving presentations, and taking part in company visits and guest lectures. These elements make the learning experience relevant and easy to apply afterwards on the labour market.

Furthermore, different digital tools are used to enhance student learning in the delivery of the IB programme. All courses are available in the same digital learning environment, Brightspace, which is used among others for personalised learning, progress tracking, and feedback. The PRT was informed that all IB students are by now exposed to blended learning in some form, as each course site now integrates preparatory online activities (quizzes, media, assignments), and classroom sessions are used for case discussions, simulations, and project work.

In the previous accreditation round, the PRT encouraged AMSIB to (continue to) proceed in transitioning from a traditional teaching and training style to more active and interactive methods. The current PRT establishes that AMSIB has advanced significantly in embedding blended and student-engaging pedagogies across the IB curriculum, while also systematising data collection on their reach and impact. These innovating forms of pedagogy are no longer limited to pilot projects but represent a mainstream feature of AMSIB's delivery model. In this regard, the PRT also welcomes the consistent reliance of the IB programme on Brightspace as the one-stop-shop for students, staff and management.

Furthermore, the PRT notes that – certainly in comparison with the previous accreditation round – teaching in all IB programme variants is much more informed by research. Following the adoption of a vision for integrating research into the IB curriculum in 2022, the academic depth and rigour in the programme has increased. This happened for instance through visualising research cycles in small knowledge clips, providing links to information, sources and methods, and having standardized terms and materials for lecturers and students from year 1 to year 4. Furthermore, the contents of the specialisations/majors have been reviewed and now all include a research cycle. During the thesis process, students follow workshops on the formulation of thesis proposals and research questions, on the theoretical foundation of research, and on research methodology. The PRT welcomes this stronger emphasis in the IB programme on research-informed education.

Admission, intake, throughput and success rate

In September 2025, a total of 692 students enrolled in the first year of the IB programme: 623 full-time, 29 fast-track, and 40 part-time students. These figures are considerably lower than in the four previous years, when the total intake fluctuated between 766 and 854 students. The PRT was informed that this reduction is mainly due to two factors: shrinking demographics in the Netherlands, and government policy limiting the opportunities for international student recruitment. These elements also play at partner/competing institutions, because AMSIB maintained over the years its market share of 18%. Notwithstanding the lower student intake, the share of non-Dutch students at IB AMSIB has increased to around 35%.

The IB programme is a broad and quite general study, which tends to attract students who may be less clear about their (educational and professional) interests than in other more content-specific degree programmes. While this breadth is a selling proposition, it also leads to a relative high share of students (between 40% and 50%) failing or dropping out in the first year. The PRT was informed that reducing early stage drop-out is a strategic priority for the programme. Hence, AMSIB – as part of a broader institutional effort to foster student success and well-

being throughout the learning journey - has reduced the threshold for the Binding Study Advice from 50 EC to 45 EC (as of September 2025). Moreover, the latest IB curriculum revision aims to strengthen the retention rate during the first year by enhancing the level of academic guidance and mentoring, by improving the coherence and structure of the curriculum, and by promoting student-centred and engaged teaching practices in class. While it was too early to measure the impact of these measures at the time of the site visit, the PRT welcomes these initiatives. In this regard, it has high expectations of the so-called 100 days programme that should support a smoother transition from secondary school to higher education. Students and staff who experience(d) this initiative, are invariably positive.

Furthermore, IB students who pass the first year and are allowed into the main phase of the programme do not always proceed as swiftly as expected throughout the remainder of their trajectory. About half of the full-time students finish the IB programme within five years. Students typically incur (additional) delay during their exchange semester because they do not take or pass all credits abroad, as well as during the thesis which proves cumbersome from a time management perspective. The PRT was informed that since 2024-2025, the thesis supervision and process have been reviewed, setting more course-like deadlines to enable a timely completion. In so far as the exchange period is concerned, the PRT advises the programme team to ensure that students take up a full study programme during their exchange.

In sum, the PRT acknowledges that AMSIB is aware of the problems relating to intake, retention, progression and study success. The above-mentioned work on the dashboard for student performance data and its use in the continuous improvement cycle is promising. Nonetheless, the PRT sees a need for continued action in the future.

Information and guidance

The PRT gathered from the written materials and the discussions on site that IB students can rely on a broad range of information and guidance services. Students indicated that the recruitment and induction processes make a good impression on future students. The AMSIB website is easy to navigate and provides useful details about the programme structure, study options, and student experiences through testimonials from both current students and alumni. Additionally, recruitment events like Open Days are well organized and give an honest review of what it is like to study at AMSIB. Once students are enrolled, the induction process is thorough. Even before the academic year officially begins, students take part in mandatory information sessions that give a clear overview of the programme and support a smooth transition into their studies. International students also receive specific guidance about moving to the Netherlands and settling in. These initiatives, in combination with the support provided by study mentors and the International Office, help students feel welcomed in Amsterdam and start their studies at AMSIB. During the study, moreover, programme handbooks and supporting materials tend to be practical and useful. This applies in particular to the course catalogue website, which provides accessible overviews of courses and requirements in an easy and straightforward way.

Furthermore, AMSIB students can use the so-called triangle of support: mentors provide academic guidance and support, and play a key role in early intervention by identifying students who may be struggling academically or personally. Study advisors assist students with academic planning and help resolve administrative issues, ensuring that students stay on track with their coursework. Student counsellors offer support with personal or financial challenges that may impact academic performance, providing critical assistance in addressing factors that could derail student progress. Students and alumni informed the PRT that the support services offered by the “triangle” were well known among – and appreciated by – students.

In addition, the programme guarantees tailored accommodations for students with disabilities or chronic conditions, provided these do not compromise the core learning outcomes. Adjustments may include changes to buildings, teaching methods, materials, timetables or assessment procedures. During the guided tour of the AMSIB premises, the PRT noted that there seem to be no architectural barriers in the building for students with motor impairments.

Staff

Detailed data on staff shows that 99 core faculty members are involved in the IB programme: 9 have a professorial rank, while 56 teach business knowledge and 33 provide skills training. About 58% of the team is female, 35% holds a PhD, and 60% has an international background or non-Dutch nationality. The team represents 30 nationalities. In addition, the school recruits a limited number of adjunct staff on temporary contracts, for instance for thesis supervision.

All staff dedicate a majority of their time to education; at most, research and service commitments take up 40% of the contracted hours. All faculty members are allocated to one of five departments, which coincide with the business knowledge areas students can choose as their programme major.

The PRT establishes that the size and expertise of the teaching staff are appropriate for the programme. The lecturers are engaged and well informed about ongoing developments. Students benefit from the diverse and international professional and academic backgrounds of the lecturers. The PRT is impressed by the commitment and the enthusiasm of the staff who participated in the discussions on site. Students from their side emphasised that staff is generally approachable, supportive, and willing to help with both academic and practical questions. Their involvement and responsiveness contributes significantly to the smooth delivery of the programme. This also applies to the administrative/service staff, who play an important and positive role in the programme and the overall student experience.

Notwithstanding the strong collegiality and the sense of community among staff, the PRT notes that a lot of work is still being undertaken in the department silos. Hence, it advises the programme team and the staff to go out of their silos and ensure that courses and specialisations are taught in a holistic and integrated way.

Quality assurance

Although the quality assurance of curriculum courses is usually not addressed in limited programme assessments for NVAO, the topic featured prominently in several on-site sessions because of statements made in the student chapter. In their written contribution, students pointed out that *“there is a strong feeling among the student body that their feedback is not taken seriously or that nothing ever changes as a result. A key finding from the general student population is the reported difficulty in giving honest feedback. One student explicitly stated that student feedback is not always handled without lecturers' criticism, suggesting that teachers sometimes react poorly or defensively to honest critique. Another student noted a concerning environment where internal school dynamics are poor, which can cause the student to suffer as a result. The overall sentiment is that the university needs to close the feedback loop. Students want to see that their input is actually leading to visible changes in the curriculum, the quality of teaching, or the way teachers interact with students.”*

During the discussions on site, student representatives put this criticism in context yet confirmed the message that there is ample opportunity to provide feedback, which is also processed but is not always followed up. The PRT noted furthermore that this criticism is linked very often to the above-mentioned point that there can be inconsistency in the way classes are delivered by different lecturers within one course. The programme team and the teaching staff found it difficult to grasp the size of the problem, but acknowledged that the follow-up to feedback is not systematically checked. Hence, the PRT establishes that AMSIB has the necessary systems in place to check and improve its quality, yet recommends to improve the act-stage within the plan-do-check-act cycle. This improvement could consist in devising a system in which course coordinators and programme management communicate clearly and systematically the measures taken and improvements envisaged to address the feedback from students.

Considerations

Based on the above-mentioned findings, the PRT considers that the IB programme operates in a strong teaching-learning environment. This appreciation applies to the relevant curriculum, the befitting learning environment, the pertinent support services, the transparent information provision, and the expertise and commitment of the teaching staff on the programme.

Moreover, the strong features of this teaching and learning environment reflect not only the embeddedness of the programme in the school, the faculty and the university, but also do justice to the specific character of the IB programme AMSIB-style.

The PRT endorses the English name of the programme, as well as the decision to offer the bachelor programme in English. Its international dimension and orientation have been evident from the outset and are visible in the international contents, as well as in the diversity of students and teaching staff.

The PRT considers that across all programme variants, there is a strong connection between programme objectives and programme delivery, between profile, PLOs, curriculum design,

course-level outcomes, delivery modes, target audience, teaching formats and course assignments. While this connection has always been present, the PRT commends the programme team for its efforts to further strengthen these ties in recent years.

Furthermore, the PRT considers that the programme team has proactively addressed the recommendations and suggestions from previous assessment rounds. Similarly, the PRT is impressed by the way in which the team picks up signals from students and courses, as well as from student intake, progress and success rates, and looks for ways to mitigate the concerns.

In addition to these considerations that altogether warrant a positive judgement on this standard, the PRT recommends course coordinators to communicate systematically the improvements that are envisaged following student feedback, and to monitor and repair any inconsistency in course delivery within and across classes. Furthermore, the programme team should continue to pursue its actions aimed at enhancing the intake, retention, progression and study success of IB students.

Conclusion

The PRT judges that the bachelor programme International Business at AMSIB **meets** standard 2, teaching and learning environment.

Standard 3 – student assessment

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

Assessment system

The PRT gathered from the written materials and the discussions on site that the provisions for assessment at AMSIB are embedded in and aligned with the assessment policy of the university. Further to university-wide agreements, the IB programme uses different assessment formats that belong to one of five categories of summative assessment:

- portfolio assessment (e.g. reflection aimed at self-assessment and learning process);
- behavioural assessment (e.g. criterion oriented interview);
- professional product (e.g. design, research, advice);
- assignment (e.g. paper, presentation, essay);
- knowledge test (e.g. case study, presentation, multiple choice exam).

The PRT was informed that the four PLOs are the starting point for the design of the IB curriculum and its assessment. They guide the development of course learning outcomes, which in turn determine the form, content, and criteria of the respective course assessments. In line with the principles of constructive alignment, all assignments and exams measure the intended learning outcomes at the appropriate competency level, as defined by the so-called ‘AuCom’ model. This model is used in the National IB Framework and relates autonomy and complexity to five distinct competence levels (A to E), describing how independently a student or professional can operate and how complex the tasks and contexts are in which they perform. In

the first year, the focus is on evaluating competencies at lower (A) to moderate (B) levels of complexity and autonomy; in the second year as well as in the major, student competencies are assessed at average levels of complexity and autonomy (C). In the graduation year, PLOs 1 and 2 are assessed at level D (high complexity, average autonomy) while PLOs 3 and 4 are assessed at the highest level (E) of both complexity and autonomy. According to the PRT, the combination of constructive alignment and assessment according to levels of autonomy and complexity is particularly relevant for the IB programme.

The IB programme adopts a so-called ‘assessment for learning’ strategy, which prioritises formative feedback, reflective practices, and real-world complexity, ensuring iterative improvement and integration of knowledge, skills, and values. Students receive systematic and timely feedback on all assessed work, both written and oral, as part of AMSIB’s student-centred learning approach. Teaching staff provide formative feedback during assignments and summative feedback after assessment submission through Brightspace, face-to-face debriefs, or coaching sessions. Moreover, benchmarking, calibration sessions and double marking (for graduation theses and internships) ensure consistency and reliability of grading across the teaching team. During the site visit, the PRT had access to Brightspace and noticed that the materials available on the digital environment confirm the attention of the programme to different forms of feedback.

Students indicated to the PRT that assessment methods are indeed varied and designed to reflect the applied and international character of the curriculum. Assessments consist of a mixture of individual assignments, group projects, case studies, presentations, and examinations. Teaching staff tends to provide adequate information on where students are going (feed up), where they currently are (feedback) and how they can get there (feedforward). The PRT gathered from the discussion with students that assessment tends to be adequate and transparent. Each course and learning component specifies clear assessment criteria and weightings, which are outlined in the course manuals and assessment plans. However, the above-mentioned inconsistency in course delivery across classes also impacts on the assessment quality in the full-time programme, and creates uncertainty among students regarding expectations and perceived fairness.

Furthermore, the PRT discussed in several on-site sessions the impact of Generative Artificial Intelligence (GenAI) on education and assessment in the IB programme. In 2023-2024, the programme team made adjustments to the assessment practices in order to mitigate the risks of ChatGPT, while in September 2024, formal Guidelines on the Responsible Use of AI in Teaching, Learning, and Assessment were issued, in line with the provisions at central university level. These guidelines clarify permissible uses of AI tools and delineate boundaries for academic integrity. The latest developments in GenAI have been taken into account when developing the updated curriculum.

In connection to this topic, the PRT notes that AMSIB upholds high standards of professional and academic conduct. The AUAS and AMSIB Codes of Conduct define expectations for respectful, inclusive, and responsible behaviour. Academic integrity is mentioned in the

Teaching and Examination Regulations, and students are (made) aware that plagiarism, collusion, and fraudulent practices are taken seriously and may lead to sanctions, including failure, suspension, or expulsion. According to the PRT, the IB programme maintains a robust system to ensure the authenticity of student work. All written assignments are submitted via the Brightspace platform and automatically checked using plagiarism detection software.

Graduation programme assessment

The IB programme culminates in the graduation programme: students demonstrate that they have attained the end qualifications through two assignments – internship and thesis – in authentic professional contexts.

- During the *internship*, students perform professional tasks and develop professional products to demonstrate the application of their competencies. The products and the formative feedback provided by the company coach are included in the portfolio as evidence of competence. In the portfolio, students also document their self-assessment and critical reflection on their development. The internship supervisor and assessor use the portfolio to prepare for the interview with the student. The internship course learning outcomes are translated in specific behavioural criteria, which serve as performance indicators for the assessment rubric.
- Through the *thesis*, students individually complete a full research cycle, which is executed for a real business client and involves researching a complex business problem or opportunity with an international dimension. Students analyse the problem at a strategic level and contribute to its solution by applying research skills they acquired throughout the curriculum. The evaluation form is built around the nine course learning outcomes for the thesis assessment.

As part of its external assessment, the PRT reviewed a sample of 15 student files and their assessment. While the quality of the graduation products will be addressed in the next standard, the panel found the quality of assessment convincing for both internship and thesis. In almost all cases, the panel agreed on the final score and thought that the evaluation forms had been completed in an informative and insightful way. Hence, the overall graduation programme assessment process is well-structured and effective.

Reflecting on the assessment quality of the reviewed sample, the PRT notes that the assessment format serves the narrative and principal activities of the internship well. The evaluation form is clear and transparent, and allows for a proper recording of the behavioural indicators and thus for a sound judgement of the internship results. Moreover, the provided feedback tends to be complimentary and encouraging for students. Similarly, the PRT finds the thesis evaluation form to be well constructed featuring different criteria for students to receive feedback on. There is a clear link between the course learning outcomes and the evaluation form. Moreover, the feedback tends to be clear and structured as supervisors conscientiously fill in the forms providing useful and relevant feedback.

In the previous accreditation, the then PRT noted that the evaluation form of the new internship assessment required some further thought as the link between the assessment criteria and the

learning goals was not yet entirely clear. In addition, more systematic qualitative feedback should be provided in the thesis evaluation forms to underpin the scores on the different criteria for students to understand the merits and limitations of their work. The current PRT notes that the internship assessment form has been adjusted to enhance the quality of the feedback by providing structured fields in the form that encourage examiners to offer specific and actionable explanation and feedback in connection to the behavioural indicators. In so far as thesis assessment is concerned, the current PRT acknowledges a net improvement in the feedback quality. It commends the programme team and the Examination Board for its efforts to adjust the internship assessment form and instruct thesis assessors to provide clear and concise justifications for grades focusing on substantiation rather than negative feedback.

As a point for attention in the future, the PRT notes that not all internship and thesis evaluation forms were completed to a similar level of insightful detail. This difference was particularly visible across the internship forms. With regard to thesis assessment, the oral defence part deserves more attention in the evaluation form. Hence, the PRT advises the programme to organise inter-vision sessions for internship and thesis assessors setting common standards for (size and quality of) feedback.

Furthermore, the PRT finds the assessment protocols for both internship and thesis extensive. The amount of information to be provided seems at times a bit exaggerated and not always necessary to come to a motivated grade. Hence, the PRT invites the programme team to reflect on the evaluation forms, keeping the positive elements (transparency, link to course learning outcomes, feedback opportunities) but reducing the overall reporting effort.

Quality assurance

The quality of assessment in the IB programme is safeguarded by the AMSIB Examinations Board. This board consist of eight members, including a chair and an external member, and covers the two degree programmes offered by AMSIB. The tasks of the Examinations Board are stipulated in the Dutch law on higher education. This includes for instance ensuring the quality of examinations and procedures, appointing examiners, awarding certificates and exemptions, addressing cases of fraud, and issuing binding study advice. The board at AMSIB follows the procedures set at central university level, yet holds an independent position within the school and the faculty.

An important task of the Examinations Board is to guarantee the quality of tests and exams. It determines whether a student has the knowledge, insight and skills required for obtaining a degree. Big part of the board's quality assurance agenda is executed by the Test and Assessment Committee, which consists of a representative of the Examination Board and five staff teaching at AMSIB.

The PRT was informed that the Examinations Board conducts a yearly audit of the level and quality of testing, and looks at the integrity of the administration of the entire examination process. The findings of the board lead to recommendations for the programme director, which are followed up as part of the next audit.

During the site visit, the PRT spoke to the Chair of the Examinations Board, who indicated that the board has been involved in the design of the new curriculum and in ensuring the alignment between PLOs, course learning outcomes, and assessment formats. Moreover, the board monitors that students are in a position to achieve the PLOs across the three IB programme variants. Following the discussion, the PRT establishes that AMSIB has the necessary systems in place to monitor, guarantee and improve the quality of assessment.

The Examinations Board also safeguards the quality of the newly established double degrees. Clear arrangements have been made among the three institutions with regard to the mutual recognition of the respective graduation programmes. IB students taking a double degree in Germany or Spain have to successfully pass the graduation programme at AMSIB, while ESIC and HRW students were at AMSIB in their third year and comply with the graduation requirements at their home university. The PRT was informed that an AMSIB representative attends the graduation event in Spain while the German graduation products are recorded at AMSIB and checked prior to issuing the double degree. The PRT welcomes the explicit attention of the programme and the Examinations Board to the double degrees, and suggests to formalise even more explicitly the mutual recognition process of the end level across the institutions. After all, double degree students obtain a second degree within the same timespan as their fellow students at home, while institutions issue a degree recognising the graduation level work performed abroad in another institution with other requirements.

Considerations

Based on the above-mentioned findings, the PRT considers that the IB programme relies on a robust assessment system which is embedded in the policies and practices of the school. The assessment principles do justice to the level and orientation of the programme, while the combination of constructive alignment and assessment according to levels of autonomy and complexity is pertinent. The PRT also commends the IB programme for upholding high standards of professional and academic conduct and for its solid view on the role of AI in education and assessment.

The PRT considers that the course and graduation programme assessments are of good quality. The assessment criteria are clearly communicated in course manuals, and rubrics are standardised across courses. Its sample review of internship and thesis assessment forms demonstrates that the quality of assessment is convincing, while the assessment process is well-structured and effective.

The PRT thinks highly of the quality assurance system for assessment. The combined efforts of the Examinations Board and the Test and Assessment Committee effectively safeguard the quality of assessment.

The PRT commends the programme team for its efforts to consider the assessment-related recommendations of the previous accreditation panel. The actions undertaken in this regard have led to a net improvement of the assessment quality.

In addition to these considerations that altogether warrant a positive judgement on this standard, the PRT advises the programme to organise inter-vision sessions for internship and thesis assessors setting common standards and expectations for feedback. Moreover, the programme team may want to reduce the overall reporting effort on the graduation products and formalise the mutual recognition process of the respective graduation phases in the double degree programmes.

Conclusion

The PRT judges that the bachelor programme International Business at AMSIB **meets** standard 3, student assessment.

Standard 4 – achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

There are two ways to establish whether the intended learning outcomes have been achieved: by reviewing the quality of the final projects and by looking at the professional whereabouts of the alumni after their graduation. The PRT has considered both elements in assessing the quality of the IB programme.

Quality of the graduation products

The IB programme culminates in the graduation programme, which consists in all three variants of an internship and a thesis. As part of its external assessment, the PRT reviewed a sample of 15 graduation files, which were selected among the 374 students who graduated the IB programme in the academic year 2024-2025. Each file consisted of an internship portfolio and a thesis, and their completed evaluation forms. The selected sample was representative of the final grades, the curriculum majors, and the programme variants. The PRT also reviewed the graduation deliverable of two Double Degree students from HWR Berlin.

The PRT found that in all cases, the graduation products were of sufficient quality: every internship portfolio and thesis, as well as the Double Degree deliverables reflected a level one can reasonably expect of final products in a bachelor programme of professional orientation. Given that there is a clear alignment between programme and course learning outcomes, it is fair to conclude according to the PRT that students who successfully pass the IB graduation programme have effectively achieved the PLOs.

During the previous accreditation, the then PRT noted that students may benefit from more support during the thesis trajectory. The sample review shows, according to the current PRT, that the efforts of the programme team to accommodate this recommendation paid off. By introducing a mandatory thesis proposal assessment, by setting milestones and by offering focused thematic workshops, students submitted graduation products that eventually fulfilled the expected quality.

Reflecting on the quality of the reviewed sample, the PRT notes that the internship portfolios contain a variety of sufficiently complex professional products, as well as student reflections which demonstrate a good level of maturity and self-awareness. The theses usually feature well-formulated research questions, befitting methodologies and proper analyses. Moreover, almost all students display a good level of written English.

As points for attention in the future, the PRT notes that the international character of the graduation products was not always evident. Moreover the structure of the individual theses differed with some reports paying more attention than others to an in-depth exploration of the topic, to methodology, to an implementation plan or an executive summary. Hence, the PRT advises the programme to set clear expectations with regard to the structure of the thesis and the international dimension of the graduation programme.

Performance of graduates

Another way to demonstrate the achievement of programme learning outcomes is to look at the whereabouts of the graduates. The information provided in the SAR demonstrates that graduates do very well on the labour market. AMSIB alumni have found positions across a wide spectrum of industries, ranging from leading global firms (Oracle, Deloitte, BMW, PwC, and KPMG) to Dutch retailers (Action and Dirk van den Broek), as well as innovative scale-ups and entrepreneurial ventures. While detailed figures are missing, the programme management indicated that roughly 20% of the IB graduates proceed to a follow-up study, either to a hbo-master programme in-house or a wo-master at another research university.

The PRT gathered from the discussions with alumni and external contacts that IB graduates from AMSIB are in high demand and smoothly transition to the labour market. These findings are confirmed by the results of the 2023 HBO Monitor: 81% of IB graduates secured employment within three months of graduation, and 91% of respondents consider their current position to be appropriate to the level of education they attained.

The previous PRT noted that AMSIB may want to collect and analyse information on the individual pathways of its alumni right after graduation and a few years into their career. The current PRT was informed that the school uses a Customer Relation Management system for its alumni, which is coordinated by the Marketing and Communication team. Moreover, regular communications and events ensure that alumni remain connected with AMSIB, while alumni provide mentoring, guest lectures, internships, and job placement opportunities for IB students. While acknowledging these initiatives, the PRT advises the programme and the school to strengthen the connection with its alumni by turning the individual initiatives into a proper alumni policy. Similarly, the PRT advises the programme team to keep track of the follow-up studies IB graduates pursue as this information can be a source of career planning for future graduates.

Considerations

Based on the above-mentioned findings, the PRT considers that the intended learning outcomes are assessed and demonstrated in a systematic way: across programme variants, students who graduate the IB programme have effectively acquired all PLOs, while programme graduates invariably find suitable employment or pursue a relevant follow-up study.

Its sample review of the graduation programme demonstrates according to the PRT that the combination of an internship portfolio and a thesis constitutes a relevant means to check whether full-time, part-time and fast-track IB students have indeed achieved the PLOs “AMSIB-style”. Overall, the graduation projects (including those of Double Degree students) meet the expectations and are overall of better quality than in the previous accreditation round.

Furthermore, the PRT considers that IB graduates do very well on the labour market and/or in a follow-up study. It goes to the credit of the programme staff that alumni, external contacts and survey results all indicate that AMSIB graduates are highly employable.

In addition to these considerations that altogether warrant a positive judgement on this standard, the programme team may want to keep track of the follow-up studies of its graduates, and set clear expectations regarding the thesis structure and the international dimension of the graduation programme. Further to what was mentioned before, the PRT advises the programme and the school to develop a proper alumni policy.

Conclusion

The PRT judges that the bachelor programme International Business at AMSIB **meets** standard 4, achieved learning outcomes.

Overall judgement

The PRT judges that the IB programme meets all four NVAO standards: intended learning outcomes, teaching-learning environment, student assessment, and achieved learning outcomes. It therefore issues a **positive advice** to NVAO on the quality and reaccreditation of the bachelor programme International Business at the Amsterdam University of Applied Sciences.

Recommendations

In addition to its overall positive judgement, the panel recommends the IB programme to:

- develop a proper alumni policy, involving a diverse group of alumni in the validation of PLOs and curriculum developments;
- devise a system for course coordinators to communicate envisaged improvements following student feedback;
- monitor and repair any inconsistency in course delivery within and across classes;

- continue its efforts aimed at enhancing intake, retention, progression and study success;
- organise inter-vision sessions for internship and thesis assessors setting common standards and expectations for feedback.

ANNEXES

Annex 1 – Administrative data on institution and programme

Administrative data on the institution

Name of the institution:	Amsterdam University of Applied Sciences Amsterdam School of International Business
Status of the institution:	publicly funded
Result of the institutional quality assurance assessment:	positive
Contact person:	Renate Teuwsen (c.w.teuwsen@hva.nl)

Administrative data on the programme

Name:	International Business
RIO:	30029
Level:	bachelor
Orientation:	professional
Location:	Amsterdam
Language:	English
Tracks:	none
Grade:	BBA (Bachelor Business Administration)
Credits:	240 EC (+ three-year VWO-route, 180 EC)
Modes of study:	full-time and part-time
Majors:	none for part-time variant full-time and fast-track (VWO-route) variants: • International Marketing & Sales • Global Trade & Supply Chain Management • International Finance & Control • Organisation, Leadership & Change • Global Business Communication
Double degrees:	ESIC (Madrid) and HWR (Berlin)
Due date NVAO:	1 May 2026
Cluster:	HBO IBMS groep 2 Midden

Annex 2 – Peer Review Team

Julie-Perrin-Halot, PRT chair

Mrs. Perrin-Halot is Associate Dean and Director Quality, Accreditations and Sustainability at the Grenoble Ecole de Management. Julie has extensive experience in EFMD accreditations.

Philip Vergauwen, member

Professor Vergauwen is the former Dean of School of Business and Economics at Maastricht University and former Dean at the Solvay Business School of Economics and Management in Brussels. Philip has extensive experience in combined accreditation visits.

Martin Meyer, member

Professor Meyer is Vice Rector for International Affairs at the University of Vaasa, and Director of InnoLab at the same institution. Martin is an experienced peer reviewer for EFMD accreditations.

Max Becker, member

Mr. Becker is Associate Partner at CGZ Consulting Group in Zürich, Switzerland. He often sits on EFMD panels as representative of the work field.

Pieter van Essen, member

Mr. van Essen is former programme director of the IB programme at Hogeschool Windesheim. Currently, he is PUM expert and teaches International Management at NTI/NCOI. Pieter is panel member for several accreditations in the cluster.

Maud Vrieling, student-member

Mrs. Vrieling is a final-year bachelor student of the IB programme at Hanze Hogeschool in Groningen. Maud is student-member for several accreditations in the cluster.

The peer review team was assisted by **Mark Delmartino**, MDM Consultancy bv, Antwerpen – Belgium. As freelance secretary, Mark has worked with NVAO panels since 2006. He is certified by NVAO and belongs to the AUAS pool of certified external secretaries. Mark has experience in supporting combined accreditations and assisted the previous APAS-NVAO accreditation of IB at AMSIB.

Mrs. **Michaela Pekarova**, Manager Quality Services at EFMD, coordinated the assessment with the school and the programme on behalf of EFMD.

All members of the peer review team and the thesis committee, as well as the secretary have signed the NVAO independence form. The PRT chair was informed of the NVAO profile for Panel Chairs (2016).

Annex 3 - Programme of the site visit

Monday 19 January 2026

Location: Van der Valk hotel Amstel, Amsterdam

- 19.00h Welcome and brief introductions
- 19.30h Dinner and internal PRT preparations

Tuesday 20 January 2026

Location: AMSIB, Fraijlemaborg 133, Amsterdam

- 08.30h Arrival and internal meeting Peer Review Team
- 09.00h Meeting with school management
- 10.10h Meeting with Heads of Academic Subject Areas
- 11.00h PRT assessment of programme materials and lunch
- 13.00h Meeting with programme management
- 14.45h Meeting with IB students (parallel sessions)
- 16.20h Meeting with teaching staff (parallel sessions)
- 17.45h Meeting with alumni and external connections (parallel sessions)
- 19.30h Dinner and internal PRT deliberations (in hotel)

Wednesday 21 January 2026

Location: AMSIB, Fraijlemaborg 133, Amsterdam

- 08.45h Programme resources (parallel sessions)
- 09.30h Guided tour of the AMSIB premises
- 10.15h Meeting with quality assurance bodies
- 11.30h Development dialogue
- 12.15h Lunch and internal PRT deliberations
- 14.15h Plenary feedback on EFMD and NVAO programme accreditations
- 15.00h End of site visit

An overview of the persons interviewed is available on request at AMSIB.

Annex 4 – Materials reviewed

Prior to the site visit, the Peer Review Team received following documents:

- AMSIB Self-Assessment Report. Bachelor International Business, November 2025.
- AMSIB Datasheet. Bachelor International Business, November 2025.
- AMSIB Student Report. Bachelor International Business, November 2025.

The Self-Assessment Report contained several annexes:

- Faculty list
- Curriculum IB and curriculum matrix
- IB Programme Learning Outcomes
- List of partners
- Pass rates core modules
- Results Alumni HBO-monitor 2023

The panel had access to other university-wide, faculty-wide and programme-specific materials in a dedicated Base Room. The PRT studied among others the following documents:

- AMSIB Strategic Plan
- National Qualification Framework International Business
- AMSIB IB programme plan 2025
- AMSIB Vision on Research in the IB curriculum
- AMSIB Student guidance and support overview
- National Student Survey results
- Study success statistics
- Annual report Examination Board
- Annual report Programme Committee
- Annual report Test and Assessment Committee
- Annual report Curriculum Advisory Board
- AUAS Quality Assurance policy
- AUAS Generative AI in Education – rules and recommendations
- Course materials
- Information on Double degree programmes at AMSIB
- Recommendations and follow-up accreditation and mid-term reports
- Teaching and Examination Regulations

The PRT reviewed a sample of 15 graduation files, selected among the 374 students who graduated the IB programme in the academic year 2024-2025. Each file consisted of an internship portfolio and a thesis, and their completed evaluation forms. The sample was representative of the final grades, the curriculum majors and programme variants (full-time, part-time, fast-track). The panel also reviewed the graduation products of two Double Degree students from HWR Berlin. No ESIC student has yet finished the Double Degree. A list of the selected end products is available on request at AMSIB.