



B Informatiekunde
University of Amsterdam

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Project code P2419

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Summary

Standard 1. Intended learning outcomes

The bachelor's programme Informatiekunde is in the process of redeveloping its identity and profile, aiming to focus on an interdisciplinary, reflective approach towards computer science, focusing on socio-technical systems and the embedding of technology in human processes. The panel supports this development, feeling that graduates that combine technical and social/societal reflection can fulfil an important role in society. It encourages the programme to keep developing this profile and work on commitment within and outside the programme to be able to fully reshape the programme in this direction. The intended learning outcomes of the programme are relevant and reflect the academic orientation and bachelor level of the programme. The programme is well connected to the professional field and uses its input in keeping the ILOs up-to-date. The panel advises to reflect on the alignment of the BSc with the requirements for Information Systems programmes, and to consider a name change if it chooses to move away from the core of this field.

Standard 2. Teaching-learning environment

The panel considers the curriculum of the BSc Informatiekunde to be coherent, focused and rich in content. Skills education is well integrated in the curriculum, with particularly strong education in research skills. The curriculum combines technical knowledge and skills with reflections on social aspects of technology. At the same time, the panel found that this socio-technical integration could be more explicit. It recommends bringing these aspects more to the forefront and emphasize the integrative nature to prevent the social aspects from being seen as an add-on to a technical course. Furthermore, the programme should reflect on whether social science research skills are consistently taught and assessed across the curriculum. Teaching methods are varied, encouraging active engagement, applying theoretical content in concrete contexts and allowing for the development of professional skills. The panel is positive about the language approach of the programme. English-language courses are appropriately integrated into the Dutch-language programme, with sufficient support for staff and students to overcome any language barriers.

Student guidance and support in the programme is exemplary. The tutor system in particular works well, and students experience a low-threshold, supportive environment. Facilities are up to standard, including information provision, support for students with functional impairments and an attractive new building with labs and opportunities for collaboration. Admission requirements are appropriate, and the curriculum is feasible. The teaching staff is academically and didactically well qualified, and the programme is well managed. The teaching staff has been expanded in response to the recommendations of the previous panel, allowing for more research-led teaching and a more interdisciplinary teaching staff. The panel advises to take the need for more interdisciplinary and social sciences-oriented staff members into consideration in discussions on the ambitions of the programme to become a more interdisciplinary socio-technical bachelor.

Standard 3. Student assessment

The system of assessment in the bachelor Informatiekunde is reliable, valid, and transparent. Assessment methods are varied, and checks and balances are in place to ensure course and thesis assessment quality. The Board of Examiners is in control and fulfils all of its legal duties in a satisfactory way. Thesis assessment is up to standard, with the consistent use of a four-eye principle in grading and the use of an insightful rubric to substantiate the grades. The programme has a realistic and proactive approach towards generative AI in assessment, and has several measures in place to ensure the validity of assessment, including testing in curated environments, a greater reliance on oral exams and a requirement for students to regularly engage with their thesis supervisor. In this light, the panel supports the planned introduction of an oral defence for the thesis. Finally, the panel advises the faculty management to ensure ongoing attention to the capacity of

the Board of Examiners, which can expect an increase in workload associated with further future-proofing the system of assessment regarding generative AI.

Standard 4. Achieved learning outcomes

The quality of the graduation projects and the performance of graduates show that students of the BSc Informatiekunde realize the programme's intended learning outcomes. The graduation projects demonstrate solid research skills and reflect the interdisciplinary profile of the programme.

Score table

The panel assesses the programme as follows:

B Informatiekunde

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard
General conclusion	positive

The assessment panel has reviewed the report and agrees with its contents. On behalf of the panel,

Prof. dr. S. (Sally) Wyatt
Chair

Peter Hildering MSc
Secretary

Date: 26 March 2026

Introduction

Procedure

Assessment

On 21 and 22 January 2026, the bachelor's programme *Informatiekunde* of the University of Amsterdam was assessed by an independent peer review panel. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (April 2024).

Quality assurance agency Academion coordinated the assessment upon request of the University of Amsterdam (UvA). Peter Hildering acted as secretary for the assessment of the B Informatiekunde and M Information Studies programmes of the University of Amsterdam. He has been certified and registered by the NVAO.

Panel composition

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members. On 19 November 2025, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on her role in the site visit according to the Panel chair profile (NVAO 2016) on 14 October 2025.

Preparation

The programme composed a site visit schedule in consultation with the coordinator (see appendix 3). The programme selected representative partners for the various interviews. It also determined that the development dialogue would be made part of the site visit. A separate development report was made based on this dialogue.

The programme provided the secretary with a list of graduates from 2024. In consultation with the secretary, the panel chair selected 15 theses. They took the diversity of final grades and examiners into account. Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. It also provided the panel with the information file and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the secretary. The secretary collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary meeting, the panel discussed the initial findings on the documentation and the theses, as well as the division of tasks during the site visit. The panel was also informed on the assessment framework, the working method and the planning of the site visits and reports.

Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. No consultation was requested. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings, general observations of the panel and suggestions for development themes.

Report

The secretary wrote a draft report based on the panel's findings and submitted it to the coordinator for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this

feedback, the secretary sent the draft report to the programme, in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalized the report, and the coordinator sent it to the Faculty of Natural Sciences, Mathematics and Computing Science of the UvA.

Panel

The panel assessing the B Informatiekunde at the University of Amsterdam consisted of the following members:

- Prof. dr. S. (Sally) Wyatt, Full Professor Digital Cultures at the Faculty of Arts and Social Sciences of Maastricht University [Chair];
- Prof. dr. A.A. (Albert Ali) Salah, Full Professor Social and Affective Computing at the Science Faculty of Utrecht University;
- Prof. dr. G.H.L. (George) Fletcher, Full Professor Computer and Data Science at the Department Mathematics and Computer Science of the TU Eindhoven;
- J. (Jasper) Kleine, bachelor's student of the B Information Sciences of Groningen University, [Student member];

Each panel member, the panel secretary and the programmes have filled out the Statement of Impartiality and non-disclosure agreement, as required by the NVAO. They can confirm that the assessment was carried out in complete independence.

Information on the programme

Name of the institution:	University of Amsterdam
Address:	Nieuwe Achtergracht 166, 1018 WS Amsterdam
Website:	www.uva.nl
BRIN-number:	21PK
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	Informatiekunde
ISAT number:	56842
Orientation of the programme:	Academic
Level of the programme:	Bachelor (NLQF 6)
Number of credits:	180 EC
Language of instruction:	Dutch
Professional requirements:	no
Location:	Amsterdam
Mode(s) of study:	Fulltime
Awarded degree:	BSc
Submission date NVAO:	1 May 2026

Description of the assessment

Organization

The bachelor's programme Informatiekunde of the University of Amsterdam (UvA) is organized by the College of Informatics in the Faculty of Science (FNWI), which also organizes the bachelor's programmes Artificial Intelligence and Computer Science. Staff associated with the programme are mainly provided by the Informatics Institute (IvI) and the Institute for Logic, Language and Computation (ILLC). It shares its Programme Committee and Examination Board subcommittee with the MSc Information Studies. This Examination Board subcommittee falls under the faculty-wide Examination Board.

The programme is primarily housed in the recently constructed LAB42 building at Amsterdam Science Park, which also hosts IvI and ILLC as well as various research labs, start-ups, research institutes and tech-policy organizations. The programme falls under the responsibility of a programme and education director, supported by a programme coordinator, study advisor and an academic skills coordinator. Educational support is provided by the faculty's Education Service Centre (ESC) and a Teaching and Learning Centre (TLC) that stimulates initiatives in educational innovation and teacher professionalization.

Recommendations previous panel

In 2019, the previous accreditation committee provided the programme with several recommendations. These included strengthening the research basis of the business and social sciences part of the programme, expand the teaching team and to better separate the contributions of the two examiners of the bachelor's final project. The programme presented the actions taken based on these recommendations to the panel. Based on this information and discussions during the site visit, the panel concludes that the recommendations have been taken to heart by the programme. Where relevant, this will be discussed in more detail in the respective standard.

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.

Findings

Aim and profile

The aim of the BSc Informatiekunde is to develop graduates with a dual expertise in computational and human/societal aspects of technology. It educates students to be able to analytically study how people and organizations use technology, and to be actively involved in designing socio-technological innovations. The programme is multidisciplinary, incorporating elements from social sciences, media and cognitive studies, yet has a computation-centred focus. This encompasses the analysis and design of computational systems, taking the requirements and constraints of systems in its societal and organizational context into account. In its aim, the programme focuses on four main areas, namely Data Science (DS), Information/Knowledge Systems (IS), Human-Computer Interaction (HCI) and Socio-Technical Systems (STS). Complemented with Academic & Research Skills, this forms the core of the programme.

The aim of the BSc is the result of recent evolutions in the programme and the field, and is still in development by the programme. Most programmes in Information Sciences in the Netherlands, including the programme in Amsterdam, were founded in the '90s to meet the growing interest of private and public

organizations in ICT systems. In recent years, computational methods and topics are increasingly incorporated in all academic disciplines, including business, media studies, social studies and healthcare, and there has been a rise in other computational programmes such as computer science, data science and AI. As a result, the number of students in Information Studies programmes is declining throughout the Netherlands. The UvA programme used to attract over 100 students per year, but this has more than halved within the past five years. This has led to reflections within the field and the programme to redefine and shape the identity of the field of Information Studies. The programme considers that its unique contribution lies in the connection between humans and technology, and the embedding of technology in human processes. This means that graduates should be experts in socio-technical systems, studying the cognitive and social/societal effects of technology.

The previous accreditation panel noted that the programme's connection to business administration could be further developed in light of its vision to connect business and information systems. However, rather than strengthening this connection, the programme decided to update the programme vision, moving away from business administration altogether in light of broader developments in the profile. Its attention shifted towards broader human and societal factors of technology. To realize this, two new research groups at Ivi — the Digital Interactions Lab (DILab) and Socially-Intelligent Artificial Systems (SIAS) — were connected to the programme.

The panel has studied the profile of the programme, and the recent development process that the programme has undertaken in reshaping its focus and identity. It also discussed this with programme representatives throughout the site visit. The panel feels that this identity discussion is important given the current position of the field of Information Studies and appreciates the rigorous way in which the programme approaches the discussion. It supports the general direction chosen by the programme to move away from business administration towards social sciences, focusing on socio-technical systems and the embedding of technology in human processes. It feels that this interdisciplinary, reflective approach to computer science is essential for modern society where digital technology permeates all aspects of life. According to the panel, graduates that combine technical skills with social and societal reflection can fulfil an important role in society. It encourages the programme to continue developing this profile, and work on internal and external commitment for this renewed profile in order to fully reshape the programme in this direction.

Intended learning outcomes

The aims of the programme have been summarized in a set of 22 intended learning outcomes (ILOs). The ILOs are grouped in five learning trajectories: Humanities & socio-technical systems, Human-computer interaction, Mathematics & mathematical modelling, Coding & computational modelling, Academic & research skills. These are distributed across the four focus areas described above. The programme presented an overview to the panel where all ILOs were connected to qualifications related to NLQF level 6 (remembering, understanding, analyzing, evaluating and applying). The current ILOs are the result of a redesign in the first half of 2025, during which the original ILOs were reshaped and restructured to align with the learning trajectories in the curriculum (see Standard 2).

To align its ILOs with the requirements of the professional field, the programme uses the input of the Professional Advisory Board (PAB) which it shares with the MSc Information Studies, which meets twice per year to discuss the relation between the programmes and the professional field. This is supplemented with insights from alumni interviews conducted by the programme. Furthermore, the ILOs are aligned with the international ACM Framework for Information Systems bachelor's programmes, as demonstrated in an overview provided by the programme to the panel.

The panel studied the ILOs and their alignment with the academic and professional fields. It concludes that the ILOs are well designed, relevant and up to date. They reflect the academic orientation and bachelor's level as described in the NLQF Framework level 6. The panel appreciates the alignment with the professional field requirement through the Professional Advisory Board, and noted that this is complemented with many informal connections of the programme to the professional field. For example, the programme is collaborating with the MSc Information Studies to assign projects from external organizations to BSc students. The ILOs are aligned with the ACM Framework for Information Systems programme. The panel notes that this alignment might be difficult to maintain in the light of the new developments in the programme's profile. The programme is already loosely connected to the entrepreneurial aspects of the ACM IS Framework, and will further move towards a socio-technical programme. The panel advises the programme to reflect on whether it wants to maintain its ACM IS alignment and take this into consideration in future redesigns of the ILOs. If the programme chooses to move away from Information Systems, a name change might be necessary to better reflect the content of the programme.

Considerations

The bachelor's programme Informatiekunde is in the process of redeveloping its identity and profile, aiming to focus on an interdisciplinary, reflective approach towards computer science, focusing on socio-technical systems and the embedding of technology in human processes. The panel supports this development, feeling that graduates that combine technical and social/societal reflection can fulfil an important role in society. It encourages the programme to keep developing this profile and work on commitment within and outside the programme to be able to fully reshape the programme in this direction. The intended learning outcomes of the programme are relevant and reflect the academic orientation and bachelor level of the programme. The programme is well connected to the professional field and uses its input in keeping the ILOs up-to-date. The panel advises to reflect on the alignment of the BSc with the requirements for Information Systems programmes, and to consider a name change if it chooses to move away from the core of this field.

Conclusion

The panel concludes that the programme meets standard 1.

Standard 2. Teaching-learning environment

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

Findings

Curriculum

The curriculum is divided in six semesters, which in turn consist of three blocks of 8-8-4 weeks. During 8-week blocks, two 6 EC courses are scheduled, whereas in the 4-week blocks, one 5 EC course is scheduled. The remaining 1 EC per semester is assigned to the academic skills and professional orientation courses running throughout the first two years of the curriculum. During the redesign of the intended learning outcomes, the programme defined five learning trajectories: Humanities & socio-technical systems, Human-computer interaction, Mathematics & mathematical modelling, Coding & computational modelling, Academic & research skills, respectively. Course goals of all curriculum elements are connected to these learning trajectories. Most courses are primarily associated with one of the learning trajectories, with the exception of integrative courses such as the project-based courses and the thesis project.

The first year is mainly focused on providing students with fundamental knowledge necessary for the rest of the curriculum, such as mathematics, programming, logic, modelling and human-computer interaction. The second-year courses go deeper in each and conclude with the Integrative Systems Project, in which students design and evaluate an information system in groups. The third year completes the programme with the minor semester, two additional courses and the graduation projects. Almost all courses are mandatory; although the second and third year each offer two restricted-choice electives where students choose two out of three courses. Next to a total of 132 EC in courses, the minor semester (30 EC) offers students the possibility to choose a wide variety of course packages, electives at the university or at other institutions, or an internship to deepen or broaden their knowledge and skills. Internships can be proposed by the students and are either 6 or 12 EC long, conducted at a company and resulting in a written report. The minor can also be used to complete a package of courses required for admission to a follow-up master's programme. Students complete the programme with an 18 EC graduation project in which students work individually on a research topic related to information sciences under the supervision of an UvA researcher associated with the programme. Projects are offered by teaching staff members, but students can also suggest their own projects, provided that they can find a staff member willing to supervise them.

The panel considers the BSc curriculum to be coherent, focused and rich in content. It reflects the aim of the programme, providing students with a thorough education in digital and technical knowledge and skills, while at the same time offering interdisciplinary courses where students reflect on social aspects of technology. This was most apparent in the Systems Project, that explicitly integrates social and technical components of information systems. The learning trajectories overarching the courses contribute to the coherence of the curriculum and make the programme more insightful for students. The panel found skills education to be well integrated in the curriculum, and was impressed by consistent and progressive research skills education, culminating in the graduation project. It considers the curriculum sufficiently student-centred, particularly in the minor period where students have many options, including an internship to further develop professional skills and bridging programmes to multiple master's programmes.

During the site visit, the panel spoke with programme representatives about the interdisciplinary nature of the curriculum. Based on the course names and descriptions, the panel found the curriculum to appear predominantly technical. From discussions with staff members, the panel understood that many courses with technical names still offer social and societal perspectives on the subject and require students to develop information systems responsibly from an ethical and social perspective. The panel encourages the programme to bring these social elements more to the forefront, and to make them more visible and prominent in the presentation of the courses and curriculum, including the course names. This will prevent the social aspect from being seen as an add-on to a technical course. In doing so, the panel advises the programme to refrain from labelling courses as either technical or social. This binary labelling is not always helpful, especially given the interdisciplinary, integrated focus of the program. To emphasize this integrative nature, the programme could consider team teaching and coordinating courses, where several faculty members with different disciplinary backgrounds jointly organize a course and integrate the social and technical elements of a subject. In addition, the panel found that social science research skills appear not as prominently included in the curriculum as technical research skills, even though the ILOs require students to be able to work across disciplines. It recommends an analysis of course content and assessment (see Standard 3) to ensure that social science research skills are consistently taught and assessed across the curriculum.

Didactics and language of instruction

The general aim of the curriculum of the BSc Informatiekunde is to make students familiar with the application and development of new technologies, study the social context in which these technologies are

applied and present and critically reflect upon design choices. Students therefore primarily learn by doing, working on practical assignments alongside lectures and engaging in several project-based courses as well as presentations and discussions. Furthermore, teaching staff members are encouraged to include their own research topics in education and connect education to temporarily relevant problems. Based on discussions during the site visit, the course description, and samples of course materials, the panel is positive about the teaching methods used in the courses. It found that the teaching methods encourage active engagement and allow students to apply theoretical content in concrete contexts. Project and group work allow students to practise collaboration and professional skills. For the future development of the programme, the panel notes that Bloom's Taxonomy has recently been enriched with computer-related elements and suggests that this be used in possible future considerations of the programme's teaching methods.

The BSc Informatiekunde is offered in Dutch. Due to the international demographics of researchers particularly in computer science, offering the programme in Dutch is an ongoing challenge. Therefore, lectures are sometimes offered in English when the lecturer is not able to deliver the course in Dutch. In these cases, students are allowed to do their projects and assignments in Dutch if they want to. To accommodate this, the programme accommodates Dutch-speaking teaching assistants and supporting lecturers. The panel spoke with students and teaching staff about this arrangement. It found that students feel sufficiently supported during the English taught elements of the curriculum. All courses include at least one Dutch-speaking staff member who can act as a contact point for students when a language barrier is an issue. The panel is therefore positive about the language approach of the programme. It notes, however, that the supporting lecturers assigned to the courses are often the senior teaching assistants; this model may therefore come under pressure if the role of these staff members in the programmes needs to be reduced (see Teaching staff for further discussion of this topic). The panel advises the programme and the department to keep this in mind when discussing the role of senior teaching assistants in the bachelor.

Feasibility and support

The main contacts through which students are supported are the study advisor and the tutors, coordinated by the academic skills coordinator. The study advisor guides students with study planning, choices and personal issues that affect their studies. Students can contact the study advisor themselves, but the study advisor also monitors student progress and can proactively invite a student when issues are suspected. General facilities for students with functional impairments are available through the study advisers. The programme has several students with Autism Spectrum Disorder (ASD), for whom specialized counselling is available through the study advisers. Furthermore, there are social activities that are open to all students, but specifically tailored to ASD students. The faculty also offers contemplation rooms: quiet, low-stimulus places where students can retreat if they want to.

During the first two years of their studies, students are guided and supported by tutors. Tutors are senior students Informatiekunde trained by the Teaching and Learning Centre to help students land softly at the university, guide and support them during the programme. Students have regular individual mentoring talks with their tutor. The tutor involves the study advisor when more dedicated support from a professional is required. The tutors are also involved in the academic skills and professional orientation courses, and mentor students in developing an academic mindset and reflect on their orientation towards the future. During the graduation project, students are supported by a supervisor, typically a research staff member associated with either Ivl or ILLC. Most students choose a project offered by the research institutes, although a limited number of students opt for a project at an external company or define their own research project in collaboration with a supervisor. Supervision consists of regular meeting with supervisors, as well as peer activities with other students, such as a mid-term presentation and optional question hours for students.

Information about the programme is available through various digital sources, such as the digital learning environment Canvas where all course information and study announcements is communicated. The digital system Datanose is used for project and graduation project management, as well as for digitally submitting and grading of assignments.

The panel is very positive about the student guidance and support in the bachelor Informatiekunde. In particular the tutor system, where tutors act as personal mentors to students, is an asset and works well in practice, based on the experiences of students, tutors and staff. Tutors are well guided and trained, and study advisors and tutors work closely together to create a low-threshold, supportive environment for students. The provision of information is adequate and there is sufficient support for students with functional impairments. In particular, the panel found the facilities for neurodiverse students to be exemplary.

Since 2022, the programme has been located in the new Lab42 building on Amsterdam Science Park. This building houses several research groups and educational programmes in digital science and artificial intelligence, as well as several start-up companies and research labs. During the site visit, the panel had the opportunity for a tour through the building, including a visit to the Human-Computer Interaction Lab. The panel was impressed by the facilities and the opportunities for collaboration in the building, and considers this to be an asset of the programme.

Admission, intake and feasibility

Students from all four VWO profiles in secondary education can be admitted to the programme, as long as they have successfully completed either Mathematics A or B. Students mention that the bachelor can be difficult at the beginning of the curriculum, especially without prior knowledge of programming, but that the programme does a good job of bringing all students up to the required level. In the long run, students find the programme feasible without substantial hurdles to timely completion. This is reflected in the BSc graduation rates. On average, 75% of students graduate within four years. This is comparable to other bachelor programs in the faculty and slightly higher than the other BSc programmes in the College of Informatics. According to the programme management, delays are often associated with students taking up parttime jobs next to their studies. Based on the student experience and graduation rates, the panel concludes that the admission requirements are appropriate, and the curriculum is feasible.

On average, student intake is about 75% male and 25% female. Although not balanced, this is relatively favourable compared to Computer Science bachelors. The programme is undertaking several initiatives to attract more female students to the programme, including highlighting female students and staff as role models and targeted recruitment. This has not yet resulted in a more gender-balanced student population, but the panel appreciates the efforts and encourages the programme to keep this challenge on the agenda, especially in light of the overall declining student population. In this context, the panel also encourages the programme to consider other elements of diversity as untapped potential, such as different ethnic, cultural and socio-economic backgrounds. The programme could for instance explore whether course materials could be adapted to better address the needs and interests of a diverse group of students.

Teaching staff

The teaching team of the BSc Informatiekunde consists of 20 core staff members associated with research institutes Ivi (16 staff members) and ILLC (four staff members), supplemented by two dedicated programming teachers, an academic skills teacher and three senior teaching assistants (so-called D4s). The latter are teachers with a temporary four-year contract who fully engage in teaching. They support the other teaching staff members with many supporting teaching activities, as well as coordination and administrative

tasks. As they are all involved in multiple courses, they also promote alignment between courses. The teaching team is supported by teaching assistants (TAs), well-performing students from higher years who support students during practicals and group work. They are supervised by the responsible course coordinator in collaboration with a D4 and are supported in terms of didactics by the academic skills teacher.

The team includes full professors, associate professors, and assistant professors. In terms of teaching seniority, there is an almost equal distribution between senior, mid-career and junior staff members. All staff members, including the senior teaching assistants, are required to obtain a University Teaching Qualification (UTQ; Basis Kwalificatie Onderwijs - BKO). Furthermore, staff members engage in monthly meetings where education and didactics are discussed, such as the sharing of teaching methods and alignment of courses.

The previous accreditation panel recommended the programme to expand the teaching team. At the time, the programme heavily relied on a small number of dedicated teaching staff members at Ivl. The programme management connected this to broader developments in the programme (see Standard 1) to expand the profile in the direction of the connection of technology to human and societal factors, incorporating the expertise of the new DILab and SIAS research groups in the teaching staff of the programme. Furthermore, the teaching staff was expanded with several new researchers from Ivl and ILLC research groups in order to strengthen the connection of education and researchers. As a result, the number of courses taught by researchers shifted from approximately 35% to 70% in the first two years.

The panel is positive about the quality of the teaching staff of the bachelor Informatiekunde and found the programme to be well managed. The staff is well qualified in terms of both research expertise and didactic skills. There are sufficient opportunities for professional development, such as the UTQ course and the monthly teaching meetings, which the panel found to be well attended. It appreciates the expansion of the teaching staff in response to the recommendation of the previous panel and the developments within the associated departments. It found that now most of the courses are taught by staff members with a research background, leading to a high emphasis on research-led teaching. At the same time, it was found that the senior teaching assistants are highly valued and important to the functioning of the programme. They are valued by staff and students alike for their contribution to courses, particularly in terms of integration across courses, and for their close connection with students. The panel understands that there are financial challenges to keeping these D4s associated with the programme: employment regulations do not allow for longer temporary contracts, and funding for permanent positions is a challenge in the face of lower student numbers. The panel recognizes that this is a difficult discussion but would like to emphasize the valuable educational role of these D4s in future discussions about programme staffing.

The expansion of the teaching staff with new researchers from research groups with broader expertise, such as human-computer interaction, contributes to the interdisciplinarity of the programme. At the same time, the panel advises the programme to be mindful of the expertise of its staff as it strives to become a more interdisciplinary, socio-technical programme. This will require the continued engagement of interdisciplinary and social science-oriented staff. Future plans for the programme should take this into account. In addition to hiring new staff, the programme could consider collaborating with other departments and faculties at the UvA to accomplish this.

Considerations

The panel considers the curriculum of the BSc Informatiekunde to be coherent, focused and rich in content. Skills education is well integrated in the curriculum, with particularly strong education in research skills. The curriculum combines technical knowledge and skills with reflections on social aspects of technology. At the same time, the panel found that this socio-technical integration could be more explicit. It recommends

bringing these aspects more to the forefront and emphasize the integrative nature to prevent the social aspects from being seen as an add-on to a technical course. Furthermore, the programme should reflect on whether social science research skills are consistently taught and assessed across the curriculum. Teaching methods are varied, encouraging active engagement, applying theoretical content in concrete contexts and allowing for the development of professional skills. The panel is positive about the language approach of the programme. English-language courses are appropriately integrated into the Dutch-language programme, with sufficient support for staff and students to overcome any language barriers.

Student guidance and support in the programme is exemplary. The tutor system in particular works well, and students experience a low-threshold, supportive environment. Facilities are up to standard, including information provision, support for students with functional impairments and an attractive new building with labs and opportunities for collaboration. Admission requirements are appropriate, and the curriculum is feasible. The teaching staff is academically and didactically well qualified, and the programme is well managed. The teaching staff has been expanded in response to the recommendations of the previous panel, allowing for more research-led teaching and a more interdisciplinary teaching staff. The panel advises to take the need for more interdisciplinary and social sciences-oriented staff members into consideration in discussions on the ambitions of the programme to become a more interdisciplinary socio-technical bachelor.

Conclusion

The panel concludes that the programme meets standard 2.

Standard 3. Student assessment

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

Findings

System of assessment

The system of assessment of the BSc Informatiekunde is described in the assessment plan of the programme and operationalized in the Teaching and Examination Regulation. Assessment design is aimed at constructive alignment between learning objectives and assessment. Course coordinators choose assessment methods that fit the various course objectives and publish the assessment types and associated expectations in the study guide. Assessment methods include written exams, direct supervision and feedback on performance in practicals, written assignments, presentations, discussions, and peer review. To ensure the quality of assessment, written exams are peer reviewed by another staff member after their design by the course coordinator. The rise of generative AI is driving a shift within the programme towards writing and coding exams in controlled environments, as well as a rise of oral forms of assessment, such as presentations and discussions. To support the privacy-aware and independent use of AI in education, the UvA has rolled out a customized GenAI service, UvA Chat, over the past year.

The panel is positive on the assessment system in the bachelor Informatiekunde. It is well documented for students, promoting transparency of assessment. Constructive alignment and quality assurance mechanisms such as peer review of exams contribute to a reliable and valid assessment system. Assessment methods are varied; the panel particularly appreciates the attention to the validity of assessment in the light of generative AI. Assessment in a controlled environment and greater reliance on oral exams are important measures to ensure that students' skills and knowledge can be reliably assessed. In general, the panel found that the programme is handling the rise of generative AI well. The programme is realistic about the possibilities and risks of generative AI and has a good grasp of both the potential and the challenges

associated with this technology. The panel encourages the programme to continue to monitor this area in light of rapid developments and good practices across the Dutch universities, as it remains an important topic for both education and assessment.

As noted in standard 2, the panel recommends analysing whether social science research skills are assessed consistently across the curriculum. Based on course descriptions and discussions with teaching staff, the panel felt that this is currently assessed in a circumstantial way in the relevant courses and that it could be assessed more explicitly.

Board of Examiners

The Board of Examiners (BoE) of the programme is shared with the MSc Information Studies, and is part of a larger faculty-wide BoE. This Board is responsible for general assessment policies and procedures, whereas the subcommittee for Informatiekunde/Information Studies is responsible for the programme-specific quality assurance of assessment. This includes validating any individual study plans and handling fraud and plagiarism cases. To ensure the quality of course and thesis assessment, the Board takes annual samples of course assessment and theses and evaluates the assessment on validity, reliability and transparency. The insights gained are discussed with the programme director, who uses these to improve the quality of assessment. Based on the recommendations of the previous accreditation, the BoE has formalized its procedures regarding fraud and plagiarism cases, and has established an escalation ladder for first and repeated offenses. Based on the documentation and discussions during the site visit, the panel concludes that the Board of Examiners fulfils all of its legal duties in a responsible and satisfactory way, and is in control of assessment quality. The quality mechanisms allow the Board to monitor course assessment quality in the programme and exit level of students. The recommendation of the previous panel to formalize procedures for fraud and plagiarism have been taken up in an appropriate way.

A concern over the past years has been the staffing of the Board of Examiners. Frequent changes in members and secretarial support for various reasons and subsequent issues in timely filling the resulting vacancies have led to limited administrative support. During the site visit, the panel understood that these issues have been largely resolved in recent months and that steps have been taken to make the capacity of the Board of Examiners less dependent on individuals. The panel supports this and advises the faculty management to keep this issue on the agenda. The impact of generative AI on the assessment system is already putting pressure on the workload of the Board of Examiners, underlying the importance of sufficient capacity for quality assurance of assessment.

Graduation project assessment

The graduation project is assessed by two assessors: the student's supervisor and a second assessor from within the UvA not otherwise associated with the project. At least one of the assessors needs to be formally appointed as examiner. In line with the recommendations from the previous accreditation panel, the two assessors each deliver a separate evaluation in DataNose. Nine subcategories related to written theses are considered and graded by both assessors. The final grade is the average of both grades, and a passing grade is required for each subcategory. If the grades differ more than 1.0 point, the assessors are required to discuss their differences and bring the difference in assessment back to 1.0. If no agreement is found, a third assessment is done by a different assessor, with the final grade being the average of all three grades, provided that the third assessor gives a passing grade. To support grading, the programme developed a rubric that defines the different grades per assessment category. A project is only eligible for grading when the student has engaged in regular meetings with the UvA supervisor to ensure the authenticity of the work in the light of the possible use of generative AI. The programme is considering the re-introduction of an oral defence to further support this.

The panel examined the thesis assessment procedures and a sample of 15 completed assessment forms. It concludes that the assessment of the thesis is up to standard. The four-eyes principle is consistently applied, requiring the involvement of at least one formal examiner, which adds to the validity of the assessment. The panel supports the measures taken to ensure the authenticity of thesis work in light of the possible use of generative AI, and agrees with the proposed re-introduction of an oral defence to further strengthen this. The rubric categories are insightful and provide sufficient justification for the grades.

Considerations

The system of assessment in the bachelor Informatiekunde is reliable, valid, and transparent. Assessment methods are varied, and checks and balances are in place to ensure course and thesis assessment quality. The Board of Examiners is in control and fulfils all of its legal duties in a satisfactory way. Thesis assessment is up to standard, with the consistent use of a four-eye principle in grading and the use of an insightful rubric to substantiate the grades. The programme has a realistic and proactive approach towards generative AI in assessment, and has several measures in place to ensure the validity of assessment, including testing in curated environments, a greater reliance on oral exams and a requirement for students to regularly engage with their thesis supervisor. In this light, the panel supports the planned introduction of an oral defence for the thesis. Finally, the panel advises the faculty management to ensure ongoing attention to the capacity of the Board of Examiners, which can expect an increase in workload associated with further future-proofing the system of assessment regarding generative AI.

Conclusion

The panel concludes that the programme meets standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Graduation projects

In preparation for the site visit, the panel studied a selection of 15 recent graduation projects. It found all projects to be up to standard. The projects reflect a variety of research topics and methods, ranging from computational methods to literature research and critical discussions, reflecting the interdisciplinarity of the programme. Research methodologies were usually solid and the projects well-designed. The panel therefore concludes that the graduation projects convincingly demonstrate that students realize the intended learning outcomes of the programme.

Performance of graduates

A recent alumni survey shows that roughly 70% of students choose a follow-up master's programme's such as Information Studies, Data Science or Business Informatics. The other 30% directly enter the job market, often as IT consultant, data analyst or developer. In recent years, this number has been dropping due to the high number of data science graduates in the Netherlands entering the labour market, causing more graduates to opt for a master's programme. The programme management also explicitly stated that preparation for a master's programme is its main goal in this regard. The alumni the panel interviewed during the site visit expressed satisfaction with their education, and felt that it prepared them well for a variety of follow-up master's programmes. The panel concludes that the performance of graduates shows that graduates have obtained the required competencies for entry into graduate programmes.

Considerations

The quality of the graduation projects and the performance of graduates show that students of the BSc Informatiekunde realize the programme's intended learning outcomes. The graduation projects demonstrate solid research skills and reflect the interdisciplinary profile of the programme.

Conclusion

The panel concludes that the programme meets standard 4.

General conclusion

The panel judges that the master's programme meets all four standards. The panel's assessment of the programme is therefore positive.

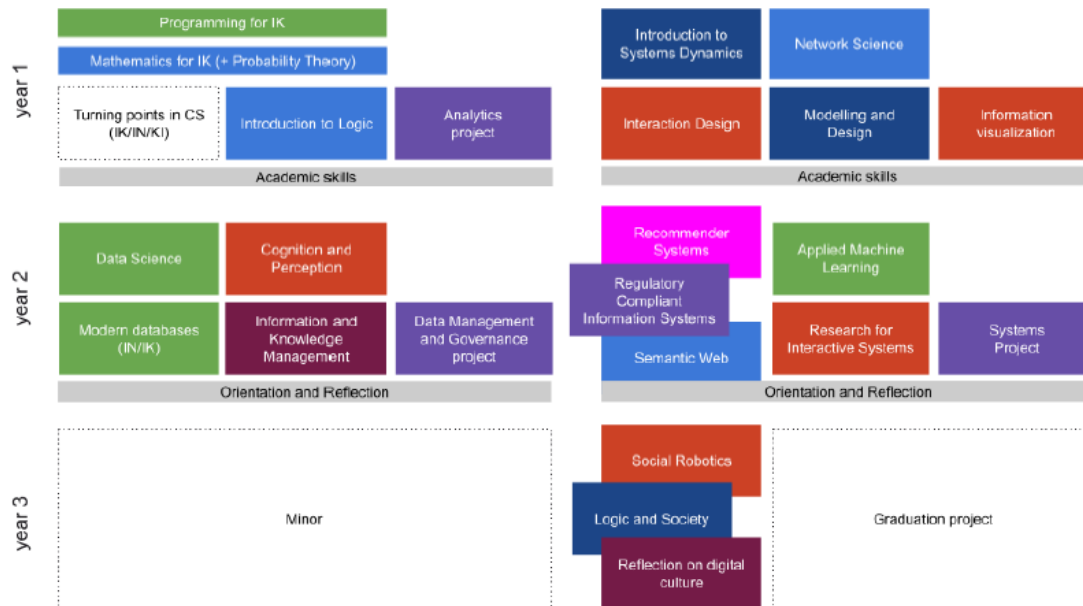
Recommendations

1. Make socio-technical integration in the curriculum better visible to students, emphasizing the integrative nature of the programme to prevent the social aspects from being seen as an add-on to a technical course. This includes course content, but also presentation in course names and descriptions.
2. Reflect on whether social science research skills are adequately taught and assessed across the curriculum.

Appendix 1. Intended learning outcomes

The graduate	
Knowledge and Understanding	
KU1	is able to explain information systems as complex systems that function in a dynamic context in relation to people, organisations, society, and technology.
KU2	knows and understands concepts and theories relevant for Information Systems, incorporating disciplines such as computer science, economics, psychology, social science and humanities, and can relate these associated theories to theories on Information Systems.
KU3	knows and understands technologies that can be used to establish Information Systems.
KU4	is able to creatively and innovatively enhance knowledge within the state of the art to further enhance the domain of Information Studies.
Application of Knowledge and Understanding	
AKU1	has the ability to identify problems in, with, or between information systems and formulate adequate (research) questions.
AKU2	is able to design, plan and execute a project to answer the questions, using the appropriate methodology.
AKU3	is able to critically apply the transition processes from data to information by using a knowledge- and/or data-driven approach.
AKU4	is able to work autonomously and with others in interdisciplinary teams and is able to apply his or her problem solving abilities on authentic problems.
AKU5	able to integrate his or her own knowledge and understanding to facilitate, design, and implement a useful and innovative solution.
Making Judgement	
MJ1	is able critically evaluate relevant theories of computer science, economics, psychology, social science and humanities.
MJ2	acts according to scientific and industrial standards in order to function adequately and autonomously in his or her future profession.
MJ3	is able to assess the completeness of available information and to make judgments on the basis of existing information.
MJ4	can analyze and evaluate newly created solutions and his or her own actions critically and in a systematic way.
MJ5	is aware of the limitations and the ethical and social implications of the created solutions and their activities.
Communication	
C1	is able to clearly communicate findings and conclusions with solid argumentation to expert and non-expert audiences, making use of appropriate media.
C2	possesses organizational sensitivity in the sense that he or she is able to listen carefully and considers the different perspectives of groups in an organisation that use information and ICT as well as those that produce data or design, build and maintain ICT applications.
C3	is contextually sensitive, a careful listener and is able to take the perspectives of the different stakeholders and acknowledge differences in goals and values.
Capacities to continue Learning	
CCL1	is capable to reflect independently and with an open mind on his or her own performance and can continuously expand his or her academic development and affluence with ICT tools.

Appendix 2. Programme curriculum



Courses are associated with different colours depending on their main focus: **blue** courses are associated with the MATH learning trajectory (mathematics and mathematical modelling), **red** courses with HCI (human computer interaction), **green** with COD (coding and computational modelling), **purple** and **dark blue** with HUM (respectively to its humanities and socio-technical system modelling components). The courses associated with **violet** are project-oriented courses, integrating and extending previously acquired knowledge into practical settings.

The number of EC for each of the curriculum components is described under standard 2.

Appendix 3. Programme of the site visit

Wednesday 21 January 2026

10.00-10.30	Welcome + panel preparation
10.30-11.15	Interview programme management
11.15-11.30	Panel preparation – break
11.30-12.15	Interview BSc teaching staff + thesis
12.15-13.15	Panel preparation + Lunch
13.15-14.00	Interview BSc students + alumni + OC
14.00-14.15	Internal panel session – break
14.15-15.00	Interview MSc students + alumni + OC
15.00-15.15	Break
15.15-16.00	Interview MSc teaching staff + thesis
16.00-16.15	Panel preparation
16.15-16.45	Q&A programme management BSc Informatiekunde en MSc Information Studies

Thursday 22 January 2026

09.00-09.30	Panel preparation
09.30-10.00	Board of Examiners
10.00-10.15	Break
10.15-11.15	Thematic session Informatiekunde – Viability of the programme
11.15-11.30	Break
11.30- 12:15	Thematic session Information Studies – Professional Values and Professional Competencies in the MIS programme
12.15 13.30	Internal panel session (incl. lunch)
13.30 14.15	Concluding session programme management
14.15 15.45	Concluding panel session
15.45 16.30	Oral report panel + drinks

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses. Information on the theses is available from Academion upon request.

The panel also studied other materials, which included:

- Reading Guide and Roadmap documents
- SWOT Analysis
- Student chapter
- Report previous accreditation
- Annual report 2023-2024 and annual plan 2025-2026 College of Informatics
- Teaching and Assessment forms
- Visible Learning Trajectories
- Student intake and outflow
- Study guide
- Teaching staff overview
- Infographic UvA student support
- Teaching and Examination Regulations
- Course and curriculum evaluations
- Annual report Examinations Board and Programme Committee
- Assessment plan
- Course grade and success rates overview
- Learning Objectives per Trajectory - Exit qualifications
- Faculty and UvA Strategy Plan
- Course Catalogue
- Course materials for selected courses