

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-bachelor Science, Business & Innovation van de Vrije Universiteit Amsterdam en tot het toekennen van het bijzonder kenmerk Ondernemen

Gegevens

datum	Naam instelling	:	Vrije Universiteit Amsterdam
31 juli 2017	Naam opleiding	:	wo-bachelor Science, Business & Innovation (180 EC)
onderwerp	Datum aanvraag	:	25 april 2017
Besluit	Variante opleiding	:	voltijd
accreditatie wo-bachelor	Locatie opleiding	:	Amsterdam
Science, Business & Innovation	Datum goedkeuren	:	
van de Vrije Universiteit	panel	:	19 december 2016
Amsterdam	Datum locatiebezoek	:	1 februari 2017
en toekenning van het	Datum visitatierapport	:	18 april 2017
bijzonder kenmerk Ondernemen	Instellingstoets kwaliteitszorg	:	ja, positief besluit van 3 september 2014
(005629)			

uw kenmerk

CVB/JWB/2017/349

ons kenmerk

NVAO/20171778/LL

bijlagen

- 2 Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2014, nr 36791).
- 2 Beoordelingskader voor het bijzonder (kwaliteits)kenmerk Ondernemen van de NVAO d.d. september 2013.

Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden en heeft geadviseerd tot toekenning van het bijzonder kenmerk Ondernemen.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

In this executive summary, the panel presents the main considerations which have led to the assessment of the quality of the programme Bachelor Science, Business & Innovation of Vrije Universiteit Amsterdam as well as to the assessment of the Distinctive Quality Feature Entrepreneurship for this programme, which have been assessed according to the applicable NVAO Assessment Frameworks.

The panel observes programme management has taken up the recommendations made in the previous assessment in 2010. Programme management increased the proportion of courses, specifically designed for this programme, improved the information provided to students, reinforced the research efforts in the science, business and innovation domain and strengthened the international dimension of the programme.

The cooperation between the Faculty of Science, the Faculty of Economics and Business Administration and the Faculty of Social Sciences of Vrije Universiteit Amsterdam is regarded by the panel to be fruitful and productive for this programme.

The panel considers the programme objectives to be valid, as students are taught to link natural sciences, business notions and social sciences and are taught to design valorisation strategies for inventions in natural sciences. The panel approves of the choice to focus on the life and health sciences and energy and sustainability sciences, as this allows to attain depth in the natural sciences field. The panel very much welcomes the domain-specific reference framework, as drafted by management of the Vrije Universiteit, Utrecht University and Eindhoven University of Technology programmes. Through this framework, the programme is linked to international concepts, notions and trends in the innovation sciences domain.

The intended learning outcomes of the programme meet the programme objectives, list the knowledge and skills to be acquired by students adequately and meet the bachelor level. The panel recommends, however, to more explicitly address problem-solving capabilities in the intended learning outcomes. The panel established the learning outcomes to correspond to the domain-specific reference framework.

The Advisory Board is seen by the panel to have added value to the programme, since trends in the professional field are important for the programme.

The admission requirements and admission processes are adequate for this programme.

In the panel's opinion, the curriculum reflects the programme intended learning outcomes adequately, is well designed and addresses all subjects to be expected in this interdisciplinary programme. The panel is very positive about the Innovation projects, as these allow students to effectively learn how to cope with interdisciplinary dimensions of this field. The panel recommends to strengthen the research methodology learning track and to address academic skills and the students' progress in that respect more explicitly in the courses. The international dimension of the programme is satisfactory.

The educational principles and the study methods of the programme are appropriate, as is the number of contact hours. The study guidance in the programme meets the requirements. The student success rates are not unfavourable, but may be further increased. The panel advises to make the business courses more challenging. Also, students should be better informed and guided in the selection process of subsequent master programmes.

The panel is positive about the community, having been formed among the lecturers in the programme. The curriculum is discussed on a regular basis by them and the curriculum

Pagina 3 van 7 coherence is ensured. The research track records as well as the educational capabilities of the lecturers are very appropriate.

The panel is positive about the examination and assessment rules and regulations of the programme. The panel ascertained the Examination Committee to have the responsibilities and to work along the lines, as intended by Dutch applicable law. The examination and assessment processes are adequately monitored and the examinations and Bachelor projects are regularly inspected. The examination methods are in line with the course contents to be assessed, although the panel suggests limiting the number of multiple-choice examinations. The diversity of examination methods in courses and across courses allows for the assessment of both knowledge and skills, relevant to the programme. The examination and assessment processes of the programme ensure in the panel's view the validity of the examinations and the reliability of the assessments. The panel supports the intention of programme management to draft a comprehensive assessment matrix for the programme.

The processes of supervision and assessment for the Bachelor project are elaborate and well managed. The assessment by two examiners leads to reliable assessments. The panel suggests to introduce rubrics scoring models to further improve this assessment. The panel also advises to reconsider the relatively large proportion of the grade attributed to the internship process indicators.

The panel studied examinations of a number of courses in the programme. The panel established these examinations to be of adequate quality and of an appropriate level, meeting the courses' learning goals.

The panel studied a total of fifteen Bachelor projects of students in the programme, with a representative distribution of grades. The panel assesses the grades given in most cases to be appropriate and in some cases slightly too high. One of the projects has been assessed by the panel to be just below satisfactory.

The majority of the students proceed with master programmes, as is quite common in the Netherlands. Although the positions the graduates obtained may not entirely be taken as a proof of the programme achieved learning outcomes because these mainly refer to master graduates, the panel is quite positive about the future careers of the students of this bachelor programme. The panel noted the professional field representatives to be quite content about the students' capabilities.

The panel assesses the programme Bachelor Science, Business & Innovation of Vrije Universiteit Amsterdam to be satisfactory and recommends NVAO to grant re-accreditation to this programme.

Distinctive quality feature Entrepreneurship assessment

Programme management has acted upon the recommendations, made in the 2012 distinctive quality feature Entrepreneurship external assessment process. Programme management included courses in the curriculum, specifically designed to address entrepreneurship, drafted the domain-specific reference framework to define entrepreneurship and published a journal article, expressing the entrepreneurship vision in the programme.

Pagina 4 van 7 Programme management expressed their vision on entrepreneurship quite clearly. The panel supports this vision and the three dimensions of entrepreneurship included in it, entrepreneurship as a personal competency, process of entrepreneurship and context of entrepreneurship. The panel feels this vision rests on a rather broad interpretation of the concept of entrepreneurship. Although it is acknowledged entrepreneurship may be approached from different perspectives and programme management has selected one of these perspectives, the panel recommends to introduce more focus in the entrepreneurship vision and to bring this vision more in alignment with the international understanding of the concept of entrepreneurship. The panel considers the support of this vision within and outside of the programme to be adequate. The strategy outlined by programme management is consistent with the vision and leads to a series of distinct objectives, to be pursued in the programme. The regular evaluation processes in the programme include the entrepreneurship vision, strategy and objectives.

The intended learning outcomes of the programme adequately reflect the entrepreneurship vision, strategy and objectives of the programme. The three dimensions of entrepreneurship are covered in the intended learning outcomes. Therefore, the panel considers the knowledge, skills, personal attitudes and personal motivation on entrepreneurship to be addressed in these learning outcomes.

The dimensions of entrepreneurship are included in the curriculum. Some of the disciplinary courses are designed to address entrepreneurship subjects. The Innovation projects and Bachelor project are geared towards the process and context of entrepreneurship. The Technology Entrepreneurship minor also addresses entrepreneurship but this minor is not mandatory. So, not all of the students take this minor. Programme management satisfactorily pays attention to the entrepreneurial competencies and attitudes in the intake and matching procedures. Therefore, students with these qualities are more likely to enter the programme. The educational concept and study methods of the programme are in line with the entrepreneurship contents of the curriculum and promote entrepreneurship as a personal competency on the part of the students. For the panel, the intake procedures, the curriculum and the educational concept and study methods constitute a coherent teaching-learning environment, in which students are enabled to achieve the entrepreneurship intended learning outcomes.

A sizeable number of lecturers in the programme are versed in entrepreneurship theory and have been involved in the professional field of entrepreneurship or still are involved in this field. Two of the lecturers are entrepreneurship researchers. A relatively large number of guest lecturers from industry teach in the courses of the curriculum. Therefore, the panel concludes the staff to be equipped to lecture on entrepreneurship in a meaningful way. The lecturers frequently meet with representatives of the professional field and, therefore, have ample opportunities to keep track of current notions of and recent trends in entrepreneurship.

The entrepreneurship dimensions are adequately assessed in the assessments of the courses and in the assessment of the Bachelor project. The panel advises, however, to formulate the entrepreneurship components in the Bachelor project assessment more explicitly and to consider requiring students to write a section on entrepreneurship/entrepreneurial behaviour, from their experience throughout the internship or the programme as a whole. The careers of the programme graduates testify to the

Pagina 5 van 7 entrepreneurial characteristics of these graduates. No less than 25 % of the graduates found entrepreneurial positions.

The panel assesses this programme to meet the distinctive quality feature Entrepreneurship requirements and advises NVAO to award this distinctive quality feature to the programme.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel.

Besluit

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Vrije Universiteit Amsterdam te Amsterdam in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 19 juni 2017 naar voren te brengen. Bij e-mail van 4 juli 2017 heeft de instelling laten weten geen opmerkingen te hebben.

De NVAO besluit accreditatie te verlenen aan de wo-bachelor Science, Business & Innovation (180 EC; variant: voltijd; locatie: Amsterdam) en het bijzonder kenmerk Ondernemen toe te kennen aan de wo-bachelor Science, Business & Innovation van de Vrije Universiteit Amsterdam te Amsterdam. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 31 juli 2017 en is van kracht tot en met 30 juli 2023.

Den Haag, 31 juli 2017

De NVAO
Voor deze:


Dr. A.H. Flierman
(voorzitter)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaard	Beoordeling door het panel
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen.	Voldoende
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren.	Voldoende
3. Toetsing	De opleiding beschikt over een adequaat systeem van toetsing.	Voldoende
4. Gerealiseerde eindkwalificaties	De opleiding toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	Voldoende
Eindoordeel		Voldoende

De standaarden krijgen het oordeel onvoldoende, voldoende, goed of excellent. Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Beoordeling bijzonder kenmerk Ondernemen

Standaard	Beoordeling door het panel
1. Visie en beleid op het gebied van ondernemen	Voldoende
2. Beoogde eindkwalificaties	Voldoende
3. Onderwijs en leeromgeving	Voldoende
4. Staf	Voldoende
5. Gerealiseerde eindkwalificaties	Voldoende
Eindoordeel	Voldoende

De standaarden krijgen het oordeel onvoldoende, voldoende, goed of excellent. Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Pagina 7 van 7 **Bijlage 2: panelsamenstelling**

- prof. dr. ir. P.C. de Weerd-Nederhof, (voorzitter), Professor Organizational Studies and Innovation and chair of NIKOS University of Twente;
- prof. dr. A. M. Bergek, (lid), Professor Innovation Systems and Technology Policy, Chalmers University of Technology;
- prof. dr. M.S. van Geenhuizen, (lid), Professor of Innovation and Innovation Policy in the Urban Economy, Delft University of Technology;
- J.C. van Campenhout LLB, (student-lid), student pre-master programme in Law, University of Tilburg.

Het panel werd ondersteund door drs. W.J.J.C. Vercouteren RC, secretaris (gecertificeerd).