

**Bachelor of Science
Economics and Business Economics
Vrije Universiteit Amsterdam**

*Report of the limited programme assessment
16 – 18 November 2022*

Colophon

BSc Economics and Business Economics

VU Amsterdam

Academic Bachelor (wo-ba)

Location: Amsterdam

Mode of study: full-time

CROHO: 50950

Result of institutional assessment: positive (June 2020)

Panel

Hans van Ees, chair

Niels Hermes, domain expert

Eelke de Jong, domain expert

Alain Hecq, domain expert

Judith Kikkert, student

Mark Delmartino, secretary

The panel was presented to the NVAO for approval.

The assessment was conducted under responsibility of

AeQui Nederland

PO Box 5050

3502 JB Utrecht

The Netherlands

www.AeQui.nl

This document is best printed in duplex

Table of contents

Colophon.....	2
Table of contents	3
Summary	4
Introduction	6
1. Intended learning outcomes.....	8
2. Teaching-learning environment	11
3. Student assessment.....	18
4. Achieved learning outcomes.....	22
Attachments.....	25
Attachment 1 Assessment committee.....	26
Attachment 2 Site visit programme.....	27
Attachment 3 Overview of materials.....	29

Summary

From 16 to 18 November 2022 an assessment committee of AeQui visited the School of Business and Economics (SBE) at VU Amsterdam to perform a quality assessment of 11 degree programmes in Economics. This document reports on the committee's assessment of the Bachelor of Science (BSc) in Economics and Business Economics (EBE) according to the 2018 NVAO framework for limited programme assessment. The BSc EBE is a three-year full-time 180 ECTS programme, which is offered in English and Dutch. Students opt in year two for a focus on Economics or Business Economics, and in the latter case make another choice in semester four between Accounting, Finance or Marketing. The assessment committee has established that the EBE programme meets all four NVAO standards under consideration: intended learning outcomes, teaching-learning environment, assessment and achieved learning outcomes. As a result, the committee's overall assessment of the quality of the BSc programme Economics and Business Economics is **positive**.

Intended learning outcomes

The BSc EBE has a specific profile and a structure that differs from similar programmes at other Dutch universities. The profile is rooted in the vision on education of both VU and SBE and is adequately reflected in the learning outcomes and curriculum of the programme. The structure offers students both a well-rounded disciplinary foundation and highly appreciated opportunities for specialisation. Since the previous accreditation, the intended learning outcomes have been restructured and reformulated: the current formulation is adequate and reflects properly the domain, level and orientation of the programme. Because EBE students are trained to bridge theory and practice, the programme seeks input from external stakeholders to keep its curriculum up-to-date. This input can be obtained in a more structural way. The assessment committee judges that the BSc EBE **meets this standard**.

Teaching-learning environment

The teaching-learning environment at EBE is well developed. The programme structure allows for a common foundation in year one, timely orientation in year two and a considerable degree of flexibility in the minor period of year three. The course learning goals, the curriculum learning lines and the characteristics of the programme learning outcomes are well attuned and thus ensure that by the time of graduation, all EBE students will have achieved all intended learning outcomes. Since the previous accreditation, the language of instruction has switched from Dutch to English, leaving opportunities for Dutch students in year one to smoothen the transition to English. The committee endorses the choice of the school and the programme to offer the EBE

programme in English and thinks highly of the language support in year one. In terms of didactics, the learning environment reflects the priorities and vision of both VU and SBE. There is a clear move in the school and the EBE programme towards more activating forms of learning: qualified and motivated educational innovators are taking the lead in introducing active blended learning in courses. Their work now needs to be picked up and streamlined across programmes. Moreover, there is room for implementing the mixed classroom as an educational principle in the programme. This is all the more important given that with the current (dis)balance between Dutch and international students, there is a risk for segregation in the cohorts. Recently, the student intake has increased by 25%. This growth, however, neither has affected the quality of education in EBE, nor the highly appreciated guidance, support and mentor system. Both local and international students feel welcome at VU and praised the attention of the university services to student wellbeing, notably but not exclusively during the COVID-19 pandemic. EBE pays good attention to monitoring the drop-out, progress and success rates. Still, while the drop-out rate is decreasing and the average study duration is adequate, the share of students who finish within the nominal duration can be improved. The number and quality of staff involved in the EBE programme is good: recent hirings have ensured that the growing number of students can be taught and tutored in adequate conditions and by a sufficient number of properly qualified staff. Faculty invariably brings extensive research experience to the course; in several cases they share hands-on professional and academic expertise to bridge theory and practice. A strong point of the HR policy is that SBE

offers plenty of development opportunities, such as basic and senior teaching qualifications, which staff are making good use of. The assessment committee judges that the BSc EBE **meets this standard**.

Assessment

The assessment at EBE is robust. This appreciation is based first and foremost on the fact that both course and thesis assessment are embedded in well-established policies and frameworks at the level of the university and the school. The sample of assessment formats shows that the assessment principles and policies are properly implemented in the course assessments. The EBE assessment plan demonstrates that course learning goals are assessed adequately, which in turn ensures that all learning outcomes at programme level are covered. Since the previous accreditation visit, both school and programme have made considerable efforts to bring assessment quality up to par. The Examination Board has grown in capacity and competency, as is demonstrated by the variety of assessments tasks it has been assuming, and is capable to assure the assessment quality of the EBE programme. In so far as thesis assessment is concerned, the EBE programme is using a relevant evaluation form and an extensive assessment matrix featuring adequate criteria and detailed rubrics per sub-score. These tools are effective in setting the grade of the bachelor thesis: in fact, the assessors' final scores are very much in line with the individual thesis appreciations of the committee members. There is, however, room for completing the evaluation form with more and insightful feedback as assessors often rely on the detailed rubrics without further motivating their scores in the feedback section. The assessment committee judges that the BSc EBE **meets this standard**.

Achieved learning outcomes

In view of its positive assessment of the programme quality as a whole and its judgement on each of the four accreditation standards, the assessment committee issues a **positive advice** to NVAO regarding the accreditation of the BSc Economics and Business Economics at the School of Business and Economics of VU Amsterdam.

On behalf of the entire assessment committee, Utrecht, March 2023

Hans van Ees
Chair

Mark Delmartino
Secretary

In order to establish whether the EBE programme learning outcomes have been achieved, the committee reviewed a sample of bachelor theses and checked what graduates were doing after they finished the programme. The thesis sample and the discussions on-site revealed that upon graduation, EBE students have definitely achieved all programme learning outcomes. The thesis review has shown that students are capable of writing good quality final products in which they demonstrate all relevant learning outcomes. The discussion with alumni confirmed that the EBE programme prepares students for a relevant academic or professional career. The assessment committee judges that the BSc EBE **meets this standard**.

Recommendations

The assessment committee has issued a positive judgement on the BSc EBE programme and on the quality of each individual accreditation standard. Nonetheless the committee also sees room for improvement in a number of areas. The following suggestions constitute no formal recommendations, but points for attention the committee picked up during the visit and reported in the respective assessment standards. The committee advises the programme to:

- look for input from external stakeholders in a more structural way;
- streamline the (results of the) work on educational innovation / active blended learning across programmes;
- make use of the geographically diverse student intake to implement the mixed classroom as an educational principle in the courses;
- ensure that all assessors provide insightful feedback in the evaluation form to motivate their scores.

Introduction

The School of Business and Economics at Vrije Universiteit Amsterdam offers a three-year full-time BSc programme in Economics and Business Economics. In the course of the programme, students opt for a focus on Economics or Business Economics, and in the latter case choose between Accounting, Finance or Marketing. Recently, the language of instruction has switched from Dutch to English, maintaining options for students to do exams and assignments in Dutch. Over the years, the student intake has grown to around 160 students, a quarter of whom are international. The external assessment of the BSc EBE programme is part of a wider cluster assessment covering degree programmes at Erasmus University Rotterdam, VU Amsterdam, the University of Utrecht and Wageningen University.

Institution

Vrije Universiteit (VU) Amsterdam is a university with nine faculties in Humanities, STEM, Social and Medical Sciences. Since its foundation in 1880, VU Amsterdam has stood for scientific and value-driven education, research and knowledge transfer. Its education and research are closely linked and have a strong social orientation. All education is provided on one campus in the heart of the Zuidas Knowledge District.

The School of Business and Economics (SBE) is one of VU's faculties and offers four BSc, ten MSc and 15 postgraduate programmes in economics and business administration. Since its establishment in 1948, SBE has evolved into a school with more than 8,000 students and over 500 academic and non-academic staff members.

The school is governed by the SBE faculty board under the leadership of the dean. The academic staff is divided in departments; each head of department assigns the teaching, research and administrative tasks. SBE has a well-established system of quality assurance of teaching and assessment, which is based on the VU Manual for quality assurance of teaching and learning and to which all programmes adhere. SBE has two examination boards in the economics cluster: one governing all government-funded programmes, and one for accredited postgraduate programmes.

Programme

Each degree programme has a dedicated programme director who is responsible for content,

organisation and quality assurance. The director ensures that the curriculum is adjusted to the intended learning outcomes and that the learning environment meets the quality requirements of SBE. In the bachelor and larger master programmes, one or more programme coordinators assist the director. Each degree programme has a programme committee comprising of an equal number of students and lecturers, appointed by the SBE faculty board.

The BSc Economics and Business Economics is a three-year full-time 180 ECTS programme. While formally there are no specialisations, students opt in year two for a focus on Economics or Business Economics; in the latter case they make another choice in semester four between Accounting, Finance or Marketing. Since the previous accreditation visit, the language of instruction has switched from Dutch to English, with first year students now having the opportunity to attend Dutch tutorials and do exams and assignments in Dutch. Over the years the student intake has grown to around 240 students; about one quarter of the intake in September 2021 was international.

Assessment

This assessment is part of a wider cluster assessment Economics group 1, which consists of the Erasmus University Rotterdam, VU Amsterdam, Utrecht University and Wageningen University. The group assigned AeQui to perform a quality assessment of its bachelor, master and research master programmes in Economics. Together with

the cluster group and its individual schools/faculties, AeQui convened an independent and competent assessment committee. The committee members are shortly presented in attachment 1.

At VU Amsterdam, the cluster assessment features 11 bachelor, master and post-experience (executive) master programmes. In the run-up to the visit, a preparatory meeting was held with representatives of SBE to exchange information and plan the dates and programme of the site visit. The visit was carried out from 16 until 18 November 2022 according to the programme presented in attachment 2.

In so far as the Bachelor of Science (BSc) Economics and Business Economics (EBE) is concerned, the assessment committee members studied the programme's self-evaluation report and reviewed a sample of 15 BSc EBE theses. Their first impressions on the report and the thesis (evaluations) formed the basis for discussion during an online preparatory meeting on 8 November 2022, and guided the committee's questions during the site visit.

Prior to the visit, the committee held an Open Consultation Hour for students, teaching and support staff; eventually nobody used the opportunity to speak individually and confidentially with the committee. Initiated by the programmes, the visit also featured a Development Dialogue.

The results of this dialogue have no influence on the assessment in this report.

Furthermore, the programme put at disposition many relevant materials, which served as background information for the assessment committee before and during the visit. An overview of these materials is listed in attachment 3.

The committee has assessed the programme in an independent manner; in relation to, and in consideration of, the cluster of programmes in which this programme is placed. The contextualisation of the programme within its cluster was conducted by the complete committee during the preliminary meeting and the final deliberations. At the end of the visit, the chair of the assessment committee presented the initial findings of the committee to representatives of the programmes and the school.

In the underlying document, the committee is reporting on its findings, considerations and conclusions according to the NVAO framework 2018 for limited programme assessment. A draft version of the report was sent to the programme management at the end of January 2023; its reactions have led to this final version of the report.

1. Intended learning outcomes

The Bachelor of Science in Economics and Business Economics aims to train students as broadly-based economists who upon graduation can pursue master programmes in Economics and Business and/or become responsible practitioners with an economically oriented profile. The BSc EBE has a specific profile and a structure that differs from similar programmes at other Dutch universities. The profile is rooted in the vision on education of both University and School and is adequately reflected in the learning outcomes and curriculum of the programme. The structure offers students a well-rounded disciplinary foundation and highly appreciated opportunities for specialisation. The formulation of the intended learning outcomes is adequate and reflects properly the domain, level and orientation of the programme. Because EBE students are trained to bridge theory and practice, the programme seeks input from external stakeholders to keep its curriculum up-to-date. This input can be obtained in a more structural way. According to the committee, the BSc EBE programme **meets this standard**.

Findings

Purpose

The Bachelor of Science (BSc) in Economics and Business Economics (EBE) aims to train students as broadly-based economists who upon graduation can pursue MSc and MPhil programmes in Economics and Business and/or become responsible practitioners with an economically oriented profile. The assessment committee gathered from the written materials and the discussions that the objective of this bachelor programme aligns with the vision of both VU and SBE, which is formulated along two axes: (1) the behavioural component is firmly embedded in the core values responsible, personal and open of the VU; and (2) the content component consists of the roles academic, professional and citizen. These elements have guided the elaboration of education in the BSc EBE and are reflected in the learning outcomes of the programme and the course learning goals. The committee endorses that integrating the academic, professional and citizen roles with the behavioural components responsible, personal and open creates a unique profile for both SBE and for the bachelor students that graduate from the EBE programme.

In addition to its specific profile, the structure of the EBE programme at SBE differs somewhat from similar programmes at other Dutch universities: after a broad and common one-year foundation,

SBE students choose between economics and business economics as of year two, with an additional specialisation in the fourth semester for business economics students. EBE students at VU tend to choose at an early stage; moreover, they are offered a wide variety of minor programmes of 30 ECTS. Staff indicated to the committee that students are ready to choose after year one; students from their side confirmed this statement and added that they appreciate the opportunities in the third year for a study period abroad, an internship or a course package that broadens or deepens their competences. The committee endorses the structure and finds it a programme strength.

Intended Learning Outcomes

The programme's intended learning outcomes consist of learning goals and learning objectives: the goals refer to what graduates are or have and are set SBE-wide; the objectives refer to what graduates can do or make and are specific to the EBE programme. The committee observed that there is a direct link between the respective goals and objectives, and that both goals and objectives are clustered around five dimensions: academic and research skills, bridging theory and practice, social skills, broadening horizons, and self-awareness.

The EBE programme features five learning goals and six learning objectives. Compared to the previous accreditation visit, the intended learning outcomes have been reformulated to reflect the AACSB format: the Association to Advance Collegiate Schools of Business is a highly reputed accreditation body whose international quality standard SBE managed to obtain since the previous accreditation visit. The current assessment committee has studied the intended learning outcomes and noticed that they are formulated at the appropriate bachelor level and reflect the academic orientation of the programme. Furthermore, the committee gathered from the materials and discussions that there is alignment between the EBE learning outcomes, the European-wide Dublin Descriptors and the disciplinary objectives pursued by other national and international degree programmes in the domain of economics and business economics.

The committee appreciates the broadening horizon dimension in the learning outcomes. It finds the objective “graduates are able to reflect on the ethical and social implications of professional and governmental decisions” highly relevant but also quite ambitious to achieve for BSc students. The required domain-specific knowledge is formulated in quite general terms, though: “the student demonstrates theoretical and empirical knowledge concerning the relevant areas in general economics and business economics.” The committee understands that the EBE learning outcomes have to serve students who start on an equal footing, but throughout the three year programme acquire a variety of specific know-how in domains as varied as economics, accounting, marketing and finance. Anticipating on what will be covered in the next section, the committee was satisfied with the clarifications provided by the programme representatives that the curriculum consists of learning lines that address the respective programme dimensions, including the knowledge-specific component. Moreover, there is a clearly demonstrated link between the course learning goals and the learning outcomes at programme level.

Professional Field

In line with the vision of both VU and SBE, the EBE programme aims to educate its students to become responsible professional practitioners. While acknowledging that there is ample attention to the professional component in both learning outcomes and curriculum, the committee noticed that the EBE programme does not have a dedicated advisory board. According to the programme team, information is used from the advisory boards of the follow-up master programmes to ensure that the learning outcomes and curriculum are aligned with the expectations and requirements of the professional field. Moreover, it obtains useful input from internship supervisors, from staff that is also active in the professional field and from organisations which eventually employ EBE graduates. Given the size and structure of the EBE programme, the committee suggests the programme team to look for ways to collect this information also in a more structural way. This could happen for instance through a dedicated EBE advisory board or by putting the EBE programme as a recurrent item on the agenda of the master-level advisory boards.

Considerations

Based on the written materials and the discussions on site, the assessment committee considers that the BSc EBE has a specific profile and a structure that differs somewhat from similar programmes at other Dutch universities. The profile is rooted in the vision on education of both VU and SBE and is adequately reflected in the learning outcomes and curriculum of the programme. The structure offers students both a well-rounded disciplinary foundation and highly appreciated opportunities for specialisation.

The committee endorses the way the intended learning outcomes have been restructured and reformulated since the previous visit; their formulation is adequate and reflects the domain (eco-

nomics and business economics), the level (bachelor) and orientation (academic) of the programme.

The committee appreciates that EBE students are trained to bridge theory and practice and that the programme seeks input from external stakehold-

ers to keep its curriculum up-to-date. Nonetheless, the committee encourages the programme team to obtain this input in a structural way.

In view of the above findings and considerations, the assessment committee judges that **the BSc EBE programme meets standard 1, intended learning outcomes.**

2. Teaching-learning environment

The programme's teaching and learning environment is well developed. The curriculum structure allows for a common foundation in year one, timely orientation in year two and a considerable degree of flexibility in the minor period of year three. The course learning goals, the curriculum learning lines and the characteristics of the programme learning outcomes are well attuned. The committee endorses the decision to offer the BSc EBE programme in English and thinks highly of the language support in year one. Both the School and the programme are developing activating forms of learning and educational innovators are introducing blended learning in courses. Their work now needs to be picked up and streamlined within and across programmes. Moreover, the mixed classroom as an educational principle can be embedded more strongly in the programme. Recently, the student intake has increased by 25%. This growth, however, neither has affected the quality of education in EBE, nor the highly appreciated guidance, support and mentor system. Both national and international students feel welcome at VU and praised the attention of the university services to student wellbeing, notably but not exclusively during the COVID-19 pandemic. The programme pays good attention to monitoring the drop-out, progress and success rates. Still, while the drop-out rate is decreasing and the average study duration is adequate, the share of students who finish within the nominal duration can be improved. The number and quality of staff involved in the EBE programme is good. Faculty brings extensive research experience to the courses and share hands-on professional and academic expertise to bridge theory and practice. According to the committee, the BSc EBE programme **meets this standard**.

Findings

Programme

The BSc EBE is a three-year full-time bachelor programme that amounts to 180 ECTS. In the first year, students follow a common mandatory programme to build a solid foundation in both economics and business economics. At the end of year one, students choose the path of specialisation they want to follow as of year two: economics or business economics. At the start of the fourth semester, students in the business economics specialisation make a second choice between accounting, finance and marketing. The fifth semester consists of an elective programme of 30 ECTS: a university minor, a faculty minor, a personal selection of courses, a study period abroad or an internship. All BSc EBE students finish the programme with a thesis (12 ECTS) in the area of their specialisation.

Ambitious students can join the selective VU Honours Programme, which consist of extra-curricular courses (30 ECTS) on top of the regular programme. Students take honours courses

within the faculty to gain a more in-depth perspective or interdisciplinary honours courses at VU, University of Amsterdam or the Amsterdam University College to explore topics from various angles with students and lecturers from other disciplines.

During the visit, the committee discussed the programme structure with management, staff and students. The management team indicated that the current structure was introduced about seven years ago when it was decided to go from two years of introduction to one foundation year. One reason for this change was that (staff noticed that) students know what they want to specialise in after year one. Moreover, the VU decided around that time to introduce in all bachelor programmes an enriching minor period in semester five. This, in turn, required students to start their specialisation before the minor period. Asked explicitly whether this structure works for them, students mentioned to the committee that the first year provides both a robust introduction into the EBE domain and a good preparation for the second

year. If there are any difficult choices to make, students indicated that it is not so much after the first year between economics and business economics, but rather towards the end of year two when students sometimes want to switch between the three business economics domains. Such a transfer is still possible, according to the programme team, possibly with a minor study delay, depending on the courses taken/passed at the time students want to switch.

The committee also inquired about the study load for students and the overall feasibility of the curriculum. These questions were triggered by indications in the student chapter that some students found the second year more difficult than the first year. During the visit, students indicated that many of them who pass the first year are indeed surprised by the complexity of some second-year courses, such as Quantitative Research Methods 1. While this particular course has the attention of the study advisors, and also other second-year courses tend to go beyond the foundational level of the first year courses, overall students did emphasise that they find the curriculum is feasible. The committee noticed, moreover, that the study load is divided equally across the years and the study periods. Every semester consists of two 8-week blocks including one week of self-study and one exam week, and a 4-week block; in the larger blocks two (foundation) courses are taught, while the smaller blocks are used to train academic skills or prepare a research paper. According to the committee, this is an appropriate structure that seems to work in the context of the overall programme/curriculum approach of SBE.

Furthermore, the committee wondered whether the programme structure and its extensive attention to specialisation allows all students to acquire similar end level qualifications as expressed in the common set of learning outcomes for all EBE students/graduates. During the visit, the discussions with programme management and staff convinced the committee that irrespective of the chosen specialisation, students are educated to achieve the learning outcomes. The committee

learned that there is a link between the course learning goals and the programme learning outcomes, which is not only visible on paper – the committee studied the curriculum map, the assessment plan and the study guide – but is also implemented in the day-to-day teaching and assessment practice of the courses. The committee gathered from the extensive description in the self-evaluation report that the respective programme learning objectives are addressed throughout the curriculum and that each course has formulated specific course objectives that contribute to an overall programme objective and is assessed explicitly. Currently the programme team is working towards making this link even more explicit by allocating courses to learning lines (e.g. on research skills) and by ensuring that the learning outcomes are assessed explicitly in these learning lines. The relationship between course-level objectives and programme-level intended learning outcomes is made clear to students in the course descriptions in the study guide. Moreover, the learning objectives and their related course objectives are presented in the Assessment Plan, which also indicates the forms of assessment used in each course in relation to the course-level learning objectives. The committee also observed in the assessment plan that irrespective of the specialisation, the required courses and the thesis together ensure that all learning outcomes are covered in the curriculum.

Finally, the committee discussed the way in which the profile of the programme was embedded in the curriculum. EBE students are educated to become broadly trained economists, knowledgeable about the essential insights in economics and business economics and informed about professional practice. The programme is focused on integrating basic knowledge of economics as a discipline on the one hand with practical skills on the other hand. While the vast majority of EBE graduates moves on to do a master's programme, the programme team firmly believes that the programme equips bachelor graduates for a position on the labour market. All students are exposed to professional practice through guest lectures and

practical assignments in all three years. Moreover, students can opt for an internship period in the fifth semester and have the opportunity to write their bachelor thesis in an organisation. The academic dimension of the programme is visible through the research-based teaching approach in the respective courses, via the internationally accepted literature students are reading in the courses, and in the academic core that runs throughout the programme in specific courses such as Academic Skills and Ethics and Quantitative Research Methods I, II and III. The academic dimension culminates in the bachelor thesis (12 ECTS). Students conduct individual research, which consists of preparing, designing, carrying out and reporting on the research. Depending on the topic, students do empirical research, a theoretical analysis, a modelling study or a systematic literature review. In all cases, the results are written down as a thesis and shared in a final presentation.

Language of instruction

Since the previous accreditation, the language of instruction has changed from Dutch to a combination of English and Dutch. The transition took place gradually, starting with the first year in September 2018. At the time of the site visit in fall 2022, the transition has been completed: the Teaching and Examination Regulations specify that year one is taught in English, with the provision that students may express themselves in Dutch, can register for a Dutch variant of tutorials and may formulate their answers in Dutch at examinations. Years two and three are taught in English.

During the visit, the committee was informed that the change of language was discussed within the school and that the decision was eventually made after extensive consideration of the different arguments. Offering the programme in English caters to an emerging need to create a more inclusive learning environment and to broaden job perspectives. In line with its profile, SBE and the EBE programme want(ed) to prepare students for the labour market and have graduates meet the

stronger entry requirements for a follow-up master programme. Moreover, English is the leading language in both academia in this area and the business world. Although many students will join Dutch companies or international firms operating in the Netherlands upon completing their studies, these organizations have an international workforce and also operate outside the Netherlands. Field practitioners confirmed that in many cases English is the default language in the day-to-day working environment students will encounter after graduating. Furthermore, by switching to English, EBE joins the path chosen by other Dutch institutions who offer comparable programmes in English. In this regard, the programme team indicated that prior to the change, EBE tended to attract the weaker students among the local population because the competitor programme at the University of Amsterdam was offered in English. Finally, the choice for an English language programme has one clear disadvantage in the sense that EBE cannot pay as much attention to the local situation and the Dutch institutional settings as it did before.

The committee learned from the discussions that the change in language of instruction was also accompanied by specific guidance by SBE to bring the language competencies of both students and staff up to par. Both Dutch and international staff are expected to have level C1 when they teach English-language courses and are offered upskilling training where needed. Students from their side are prepared in first-year assignments to reach a proper level of English that allows them to function in an English language environment as of year two. One very relevant initiative in this regard is the cooperation with the Humanities faculty where students from the English language programme support EBE students in improving their English writing skills.

Based on the materials in the report and the discussions on-site, the assessment committee endorses the decision of SBE and the programme team to offer EBE in English. The motivation for this change is relevant, and the support for both

students and staff to bring their English language competencies up to par is extensive. The committee welcomes in particular the cooperation with the Humanities faculty, which it considers a good practice that deserves dissemination beyond SBE.

Didactics

In terms of didactics, EBE is aligned with the educational vision of VU and the teaching methods at SBE: most courses and staff make intensive use of activating teaching formats. The committee was informed that this is an explicit choice because it helps students to understand the materials in greater depth, it enhances their analytical and problem-solving skills, and it develops an attitude towards self-reflection. Every course includes 24 hours of plenary lectures (introducing the material) and 12 hours of small-scale instruction or tutorial (working with/applying the material). The programme accommodates individual as well as group assignments; most tutorial and instruction classes are optional, but students tend to participate. Asked why courses consist primarily of plenary lectures, the programme team indicated that it is important to first present the (sometimes difficult) foundational concepts; once students have learned about the materials, they apply these concepts in tutorial groups of 30 people where tutors check through small team assignments (4-5 people) whether students have fully understood the materials. The committee also learned that staff uses activating teaching methods and interactive tools in their plenary lectures to involve students as much as possible and to check whether they have understood the course materials.

The committee gathered from the written materials and the discussions on site that the implications of the COVID-19 pandemic have accelerated the need for - and the possibilities of - new ways of teaching. SBE is using the lessons learned during the lockdown to develop its education vision on and implementation of promising online teaching tools and techniques that are relevant beyond a single course. In this regard, the committee noticed that the Faculty Board promotes

blended learning as an important instrument for teaching innovation, yet leaves a lot of discretion to the individual programmes for implementing such forms of educational innovation. The EBE programme is working together with the Task Force Active Blended Learning set up by the School. EBE is currently designing a digital canon of knowledge where knowledge clips are developed within a specific learning goal (e.g. Academic and Research Skills or Bridging Theory and Practice). Such knowledge clips are developed in a few pilot courses with the aim to link these clips across courses that are part of the same learning pathway. Moreover, existing course designs are being adjusted to include blended learning formats, such as flipping the classroom. The committee noticed during the visit that the individual lecturers and staff in the Task Force have not only adequate expertise but also a clear vision on active blended learning in the SBE programmes; the committee welcomes this expertise and vision, and encourages the innovators to continue disseminating the good practices to their colleagues. At some point, however, these good practices should also be shared across programmes at the level of the school, which according to the committee has not yet been realised.

The committee noticed in the written materials that SBE in general, and EBE in particular, often refer to the concept of the Mixed Classroom. This concept is not meant in a descriptive way (in reference to an international classroom with a certain level of diversity) but is the name of VU's educational model: by applying this model, students learn how to open up to differences, to co-create an inclusive environment and to capitalise on different perspectives in order to create value. During the visit, several stakeholders indicated that since the introduction of the English-language curriculum in EBE, the number of international students has grown. This has led to a more mixed composition of the EBE cohorts and thus to classrooms featuring students from different nationalities. However, students mentioned that the international composition of the class does not auto-

matically entail a mixed or international classroom in didactic terms: while students welcome the presence of geographically diverse fellow students in class, from an educational point of view a lot more can be done with such mixed groups. The committee heard that one possible explanation for this limited use of the mixed classroom is that there is still an imbalance between the majority of Dutch students and the minority of non-Dutch students. The committee encourages the programme team and the individual course coordinators to make optimal use of the mixed composition of the cohorts and implement teaching formats that do justice to the international classroom.

Students

The committee read in the self-evaluation report and the detailed appendix on student data that since the previous accreditation visit, the yearly intake first fluctuated between 172 (in 2017-18) and 208 (in 2019-20) before growing extensively to 242 (in 2021-22). The intake of students with a foreign education increased steadily to 24%, while the male-female ratio remains stable at 3:1. The programme team indicated that although a more gradual increase would have been more easy to digest, the current student numbers are feasible and do not jeopardise the quality of education.

The EBE programme does not operate a selection procedure or a *numerus fixus*. All students holding a Dutch pre-university secondary school (VWO) diploma with at least mathematics A are eligible for admission; international students with an equivalent diploma, proof of sufficient English and proficiency in Mathematics can be admitted, as well. It is VU-wide policy that all applicants display a sufficient level of English.

In the first year, students are required to earn at least 42 ECTS (and pass the course Quantitative Research Methods I) in order to obtain a positive Binding Study Advice (BSA). Due to the COVID-19 pandemic, these requirements were dropped or adjusted downwards in the academic years 2020-

21 and 2021-22. According to the student data, the share of students dropping out during the first year was reduced from 37% to 18%. The committee gathered from the discussion on-site that the lower drop-out level is not only linked to the temporary BSA provisions during the pandemic, but also to the guidance students receive during their studies, notably in the first year. In this regard, the Students' Academic Mentor programme (SAM) stands out: it is designed to give first-year students a good start with their study. All first-year students are assigned a mentor and become part of a mentor group led by third-year bachelor or master students, who in turn are supervised and guided by EBE tutors/lecturers. According to the report, mentors managed to contact around 86% of the first-year students in 2020-21. During the interviews, students expressed their appreciation for this system.

In terms of success rate, student data indicate that the average study duration is very stable at 43 months: this means that students who pass the BSA tend to finish their three-year study with an average delay of 7 months. Recent information on the success rate of entire cohorts was quite limited; it seems that about 44% of the EBE students finish within the nominal duration of three years, while 75% does so in four years. During the visit, the committee was informed that SBE and EBE are paying attention to the success rate, and is doing even more so now, because cohorts who are about to finish in 2022-2023 have started their programme during the COVID-19 pandemic. The committee welcomes this attention and encourages the programme team to continue implementing the measures that are already in place.

During the session with students, the committee was informed that students appreciate the attention of VU, SBE and EBE for student wellbeing: two students – one local, one international – shared positive personal experiences of how they felt included and not left behind during the lockdown.

Students indicated that SBE and EBE make international students feel included at programme

level. Nonetheless, a few students did mention that there still is some degree of separation between Dutch and international students, because the number of international students in the courses is still relatively limited.

Finally, students mentioned that they have the opportunity to study abroad and that this option in the minor period is organised quite well, with adequate support from the International Office. Opportunities for internships as part of the curriculum exist, but can be enhanced notably at the level of communication. The Career Services are helping out, but seem to somewhat undersell their offer as they actually do more than what students know. Moreover, several internship positions are not disseminated widely on Canvas, but go through the personal network of professors/departments. In terms of the post-study period, the Career Services is organising workshops and the Study Association is holding career information days. In both cases there is attention for students who combine their study with a job.

Staff

The committee gathered from the self-evaluation report that most of the teaching and the coordination is performed by staff belonging to five SBE Departments. These faculty members are active in research, hence they can guide students to the current academic research frontiers, help shape their conceptual skills, and prepare them to engage in research. In addition, there are several lecturers who hold positions at SBE and in industry. These staff are well placed to support students in building bridges between science and practice. Moreover, several staff members have close ties with ministries, bureaus for (economic) policy analysis and municipalities. During the visit the committee established that staff dedicated to the EBE programme has relevant credentials.

According to the overview in the appendix to the report, the BSc EBE programme features 96 academic staff who have an average 0.85 FTE appointment with SBE. About 31% of the staff is in-

ternational and 25% is female. The committee understands from the materials and the discussions that coordinating a programme of this size (400+ students, +/- 100 staff) is quite challenging and requires ongoing consultation with the Department heads. Moreover, the recent growth in student numbers has led to additional staff recruitment. The discussions on-site have convinced the committee that, also in view of recent hirings, the number of staff is sufficient to deliver the EBE programme in good quality.

Furthermore, the committee noticed that staff development is well organised at EBE as it is embedded in policies and documents including 'SBE HRM educational policy', 'SBE BKO policy', and 'SBE Tenure Track procedure'. All academic staff are expected to have English language proficiency at level C1. Permanent staff members can pursue continuing education in specific fields such as active blended learning, mixed classroom, activating work formats, examinations and assessments. Currently, 79% of the academic staff involved in EBE holds a university teaching qualification (BKO) and about 15% obtained also the senior qualification (SKO). The latter group is particularly active in course innovation, notably with regard to active blended learning in both teaching and assessment. Several lecturers also joined KnowVU, the knowledge network on teaching operated by the university and dedicated to educational innovation and improvement. Asked about career opportunities, the committee was informed that tenure track staff who engage in programme/course design and innovation also have opportunities to make promotion.

Students indicated both in their contribution to the report and in the discussion on site that they are satisfied with the staff members teaching in the programme. They mentioned that course coordinators and support staff are dedicated to the programme and to the students. While courses are a mixture of lectures and interactive tutorials, staff is increasingly living up to the expectation that courses should become engaging, hence their focus is shifting from mere information

transmission to making students understand and use theory. Teaching staff also plays a role in the overall guidance and student support structure: students appreciate that both faculty and teaching assistants are available for students and can be approached to solve course-related problems.

Considerations

Based on the written materials and the discussions on-site, the assessment committee considers that the teaching-learning environment at EBE is strongly developed. The committee appreciates the specific programme structure, which allows for a common foundation in year one, timely orientation in year two and a considerable degree of flexibility in the minor period of year three. The information provided on-site on the course learning goals, the curriculum learning lines and the characteristics of the programme learning outcomes have convinced the committee that by the time of graduation, all EBE students will have achieved all intended learning outcomes. Moreover, the committee endorses the choice of the school and the programme to offer the EBE programme in English.

In terms of didactics, the committee considers that the learning environment at EBE reflects the priorities and vision of both VU and SBE. There is a move towards more activating forms of learning, which the committee appreciates. In terms of blended learning, a lot is going on at individual course level. While there are qualified and motivated educational innovators among EBE staff, their work needs to be picked up and streamlined at programme (and school) level. Moreover, the committee sees room for implementing the mixed classroom as an educational principle in the programme. This is all the more important, given that with the current (dis)balance between Dutch and international students there is a risk for segregation in the cohorts. All in all, the committee recommends swift action on both active blended learning and the international/mixed classroom, as both concepts seemed to get more

exposure in the self-evaluation report than in the day-to-day implementation of the EBE programme.

The committee considers that the growth in EBE student numbers has not affected the quality of education. Moreover, the share of students dropping out in year one has gone down in part because of the extensive guidance and support services by the university, the school and the programme's mentor system SAM. The committee acknowledges the student appreciation for this system because student mentors and staff tutors manage to reach out to almost all first-year students individually. The committee welcomes the efforts of the EBE programme management to monitor the success rates. While the average study duration is good, the share of students who finish within the nominal duration can be improved.

The number and quality of staff involved in the EBE programme is good: recent hirings have ensured that the growing number of students can be taught and tutored in adequate conditions and by a sufficient number of properly qualified staff. Moreover, staff invariably brings extensive research experience to the course; in several cases they share hands-on professional/academic expertise on how to bridge between theory and practice. The committee also thinks highly of the professional development opportunities for staff, and in particular of the fact that they also use these opportunities.

In view of the above findings and considerations, the assessment committee judges that **the BSc EBE programme meets standard 2, teaching-learning environment.**

3. Assessment

The BSc EBE features a robust system of student assessment, which is embedded in the central policies and procedures of the University and the School. The assessment principles are properly implemented in the course assessments. The EBE assessment plan monitors – and demonstrates – that course learning goals are assessed adequately, which in turn ensures that all learning outcomes at programme level are covered. The current assessment committee recognises that since the previous accreditation visit, both School and programme have made considerable efforts to bring assessment quality up to par. The Examination Board has grown in capacity and competency, and assures the assessment quality of the EBE programme. The programme is using a relevant thesis evaluation form and an extensive assessment matrix. While these tools are effective in setting the grade of the bachelor thesis, assessors could provide more and insightful feedback to motivate their scores in the evaluation form. According to the committee, the BSc EBE programme **meets this standard**.

Findings

System of assessment

The committee gathers from the written materials and the discussions on site that the EBE programme operates an assessment system that complies with the assessment policy and procedures of SBE, which in turn are based on a university-wide policy on assessment quality. The programme has put at disposition both policy documents, the *Handboek Onderwijskwaliteit - VU Toetskader* and the *SBE Beleidsplan – Toetsbeleid*.

Moreover, the committee noticed that EBE has its own programme-specific Assessment Plan with a vision on education and on assessment, a curriculum map, and an overview of course learning objectives and assessment types. The assessment plan describes the forms of testing; in this way both programme director and examination board have an instrument to control the relationship between the programme's intended learning outcomes and course-level objectives and assessment.

Furthermore, each course coordinator creates an assessment file. This file contains, among other things, a test blueprint, the exam, resit exam and/or assignments, a model answer plus scoring guide, a test and item analysis, the results of the course evaluation, and a short reflection report by the examiner. According to the committee, next

to good quality policy documents, EBE also developed a relevant assessment plan that does justice to both central policies and the specificity of the Economics and Business Economics degree programme.

Courses

At the level of individual courses, coordinators select the most appropriate assessment methods for testing the learning goals. They do so in close collaboration with the programme director who ensures that across the programme a variety of assessment methods is used. Course coordinators are free to tailor the different exam components to the requirements of their course, provided they inform the programme management accordingly. Teaching staff is encouraged to experiment with innovative forms of teaching and testing; in every course, however, the individual student performance should be the decisive factor in the assessment. The committee agrees to the emphasis on individual exam components and to the promotion of diversity and innovation in assessment formats.

The committee noticed that SBE and EBE uphold the four eyes principle: when constructing the exam, the examiner – who very often is also the course coordinator – takes the course objectives into account and the extent to which these are assessed by the exam. Every course coordinator appoints a co-reader with content knowledge to

check the contents of the exam, thus ensuring that all draft exams are reviewed by at least one other member of staff. The committee welcomes this approach

In the run-up to the site visit, the EBE programme put at disposition a few individual courses and their assessments. According to the committee, these materials reflected the overall provisions for assessment and were in line with what one can expect of exams in a bachelor programme of academic orientation.

Thesis evaluation

The bachelor thesis is the culmination of the three-year EBE programme. The thesis process is governed by clear rules and procedures, which are explained in an information session to students and in the thesis manual. The bachelor thesis is conceived as a course with clear learning goals and a detailed assessment grid. The thesis course is coordinated by the programme director who is supported by five thesis coordinators, one per department. In addition to a dedicated EBE thesis assessment form with room for scores and feedback, the programme also features an assessment matrix: each of the eight evaluation criteria has rubrics for excellent, very good, good, sufficient and insufficient performance. According to the committee, the EBE programme has a solid bachelor thesis policy and procedure.

As part of its external assessment, the committee reviewed a sample of 15 bachelor theses and their evaluation forms. Reporting on their review, committee members appreciated that the evaluation form addressed all relevant criteria and allowed for (extensive) feedback. However, the committee also noticed that the evaluation matrix with detailed rubrics often gave rise to assessors merely ticking boxes and scoring criteria, rather than providing qualitative feedback to motivate their scores. In this way it was not always transparent to the committee how grades came about. Nonetheless, the committee members thought that in 13 out of 15 cases, the final grade was in line with their own appreciation. This positive finding

seems to confirm the efforts of the programme team to calibrate the bachelor thesis scores: over the years, thesis coordinators have been acting as second readers for theses that are produced within their department; moreover, colleagues at several other universities reviewed a sample of EBE theses.

Furthermore, the committee found that the space for feedback in the assessment form was not used optimally. In fact, only in 7 out of 15 cases, the feedback section had been completed in an insightful way. According to the committee, the absence of informative feedback constitutes a disadvantage to students as they do not obtain information that could be helpful for the rest of their career. During the discussion on-site, however, the programme team indicated – and alumni confirmed – that students do get extensive and constructive feedback orally or by e-mail during the thesis trajectory and again after the final presentation. The committee was also informed that SBE and EBE are awaiting the introduction of a VU-wide online thesis trajectory platform. This initiative was put temporarily on hold during the COVID-19 pandemic and should facilitate among others consistent qualitative feedback by the assessors. Nonetheless, the programme team acknowledges the main criticism of the committee that all – not just several – assessors should provide qualitative feedback that is motivating their scores in an insightful way.

Quality assurance

The committee gathered from the written materials that different stakeholders are involved in assuring the quality of assessment: there is first and foremost the Examination Board, but also the programme director and individual examiners play a role. The Examination Board supervises the examination process and carries final responsibility for safeguarding the quality control of assessment and examinations. It investigates systematically whether the process of assessment within SBE is carried out according to predefined criteria. These criteria are well established and include the reliability and validity of the tests. In the event

that tests are not up to standard, the Examination Board reports to the programme director and the examiner and issues interventions for improvement.

During the site visit, the committee met with representatives of the Examination Boards. It gathered from the written materials and the discussion that these Boards – there is one for all publicly funded degrees and another one for privately funded programmes – fulfil their legal tasks adequately and have relevant expertise regarding assessment, fraud and legal issues. The external member has extensive assessment expertise. It is a conscious decision of SBE to have several programmes supervised by one Examination Board as this leads to greater uniformity, clarity and authority.

The committee noticed, moreover, that since the previous accreditation visit, the Examination Boards have grown in capacity and competence, taking on board the recommendations of the previous NVAO report. In terms of assessment quality assurance, the examination board currently does not only guard the quality of assessment, but also looks into assessment policy, assessment plans, assessment construction, and organization. The committee also established with satisfaction that over the past few years the Examination Boards have stepped up the inspections of course examinations and theses.

The Examination Board for publicly funded degree programmes is in charge of assuring the assessment in the EBE programme. The committee noticed from the materials and discussions that the Examination Board follows-up attentively any issue that may pop up in the programme and that the EBE programme has been served with similar intensity as all other publicly funded degree programmes. Just as for other programmes, the Examination Board has paid considerable attention to online assessment recently and informed students and staff about plagiarism. According to

the committee the quality assurance of EBE assessment is in competent hands with the Examination Board.

Considerations

Based on the written materials and the discussions on-site, the assessment committee considers that assessment at EBE is robust. This appreciation is based first and foremost on the fact that both course and thesis assessment are embedded in well-established policies and frameworks at the level of the university and the school. The sample of assessment formats the committee has reviewed shows that the assessment principles and policies are properly implemented in the course assessments. The EBE assessment plan, moreover, demonstrates that course learning goals are assessed adequately. This, in turn, ensures that the learning outcomes at programme level are covered.

Furthermore, the committee considers that both school and programme have made considerable efforts since the previous accreditation to bring assessment quality up to par. Similarly, the Examination Board has grown in capacity and competency, as demonstrated by the variety of assessments tasks it has been assuming over time. The committee welcomes these developments and is convinced that the Examination Board is very capable to assure the assessment quality of the EBE programme.

In so far as thesis assessment is concerned, the committee has mixed feelings. On the positive side, the EBE programme is using a relevant evaluation form and an extensive assessment matrix, featuring adequate criteria and detailed rubrics per sub-score. Moreover, the assessors' final scores are very much in line with the individual thesis appreciations of the committee members. On the flip side, the committee sees room for completing the evaluation form with more and insightful feedback. In this regard, the assessors seem to rely often on the detailed rubrics without

motivating their scores in the feedback section. Hence, the committee advises the programme team to ensure that all assessors provide insightful feedback in the evaluation form to motivate their scores.

In view of the above findings and considerations, the assessment committee judges that **the BSc EBE programme meets standard 3, assessment.**

4. Achieved learning outcomes

The BSc EBE programme is set up in such a way that students, irrespective of the study path they chose, achieve the intended learning outcomes. This was confirmed by the committee when it established through its review of a sample of bachelor theses that the thesis quality in the EBE programme is good. The discussion with alumni confirmed that the EBE programme prepares students for a relevant academic or professional career, and thus lives up to its objective to deliver broadly-based economists who either pursue a relevant master programme or become responsible practitioners with an economically oriented profile. According to the committee, **the BSc EBE programme meets this standard.**

Findings

There are two ways to establish whether the programme learning outcomes have been achieved – through a quality review of the final products and through checking what graduates are doing after they finished the programme. The committee has looked at both elements when assessing the end level qualifications of the EBE programme.

Thesis quality

The bachelor thesis is seen as the ultimate test whether students have achieved the EBE programme learning outcomes. In the EBE thesis all learning outcomes are assessed except for the objective Bridging Theory and Practice Knowledge, which is taught and tested in almost all other courses. As part of their external assessment, committee members reviewed a sample of 15 EBE theses. The sample selection was based on a list featuring 111 students who graduated in the academic year 2021-22. The selection was representative in terms of scoring and specialisation, and the theses had been assessed by a variety of supervisors and second readers.

According to the committee, each of the fifteen theses was clearly of sufficient quality to pass. Hence, none of the theses was reallocated internally for a second opinion. In terms of grading, the committee agreed to 13 out of 15 final scores given by the respective assessors. In sum, all committee members thought that the thesis quality in the EBE programme was good and that EBE students demonstrate through their bachelor thesis

that they have achieved the programme learning outcomes.

This positive appreciation on the bachelor thesis quality is another confirmation according to the committee that the EBE programme took on board the recommendations of the previous accreditation panel. In fact, six years ago the panel recommended EBE to encourage students to include an empirical research section in the theses. In all specialisations, students and supervisors have been stimulated to include an empirical contribution to ensure that the bachelor thesis goes beyond a solid review of the literature. The committee acknowledges that this recommendation has been followed up because the majority of EBE bachelor theses now have a clear empirical research component.

Graduate performance

The committee gathered from the written materials that the EBE programme opens up various career opportunities. Students will have learned to think and work at an elementary academic level, and the curriculum contents are such that they yield versatile graduates who can find their way on the labour market. Although there are career opportunities for academic bachelor graduates, notably in the current climate of labour shortage, the number of students who enter the labour market immediately after EBE remains limited. In fact, most Dutch companies prefer to recruit graduates with a master's degree.

Hence, the committee noticed that the vast majority of EBE graduates move on to a master's programme at SBE (roughly 75%) or elsewhere in the Netherlands (about 15%). At VU, EBE graduates can enter for example the MSc programmes in Economics, Econometrics and Operations Research, Finance, Marketing, Accountancy & Control, Business Administration, and Spatial, Transport and Environmental Economics. In addition, the programme grants access to the selective two-year Research Master in Economics offered at the Tinbergen Institute.

During the visit, EBE alumni indicated to the committee that the programme did prepare them adequately for both labour market and master study. In this respect, the committee observed that the EBE programme lives up to its objective to deliver broadly-based economists who upon graduation either pursue a relevant master programme or become responsible practitioners with an economically oriented profile.

Considerations

Based on the written materials, the thesis sample and the discussions on site, the committee considers that upon graduation, EBE students have achieved all programme learning outcomes. The thesis review has shown that students are capable of writing good quality final products in which they demonstrate all relevant learning outcomes. The discussion with alumni confirmed the committee's finding that the EBE programme at VU prepares students for a relevant academic or professional career.

In view of the above findings and considerations, the assessment committee judges that **the BSc EBE programme meets standard 4, achieved learning outcomes.**

Attachments

Attachment 1 Assessment committee

Hans van Ees, chair

Prof. dr. van Ees is emeritus professor Corporate Governance and Institutions at the University of Groningen and former Dean of the University College Groningen. His research deals with corporate governance, board of directors and sustainable corporate performance. Hans has extensive accreditation experience.

Niels Hermes, member

Prof. dr. Hermes is professor International Finance at the University of Groningen. His expertise lies in the fields of corporate governance, microfinance, international finance, financial systems and economic growth. Niels has extensive accreditation experience.

Eelke de Jong, member

Prof. dr. de Jong is emeritus professor of International Economics at Radboud University in Nijmegen. His research focuses on the role of culture, in the sense of norms and values, in economic behaviour. Eelke has extensive accreditation experience.

Alain Hecq, member

Prof. dr. Hecq is professor of Applied Econometrics at Maastricht University. His research focus is on applied time series analysis with a particular focus on the investigation of co-movements, mixed frequency data and non-causal models.

Judith Kikkert, student-member

Ms Kikkert is a master student MSc Management, Economics and Consumer Studies at Wageningen University and student-member of the university-wide Board of Education. Judith holds a bachelor's degree *Economie en Beleid* from Wageningen.

Mark Delmartino, external secretary

Mark Delmartino is owner of the Antwerp-based company MDM CONSULTANCY. As certified NVAO secretary he regularly supports assessment committees.

All committee members and the secretary have signed a declaration of independence. The assessment committee has been submitted to, and validated by, NVAO prior to the site visit.

Attachment 2 Site visit programme

Venue: VU Amsterdam, De Boelelaan, Amsterdam

Wednesday 16 November 2022

- 08.30 Arrival of the committee and set-up
- 09.00 Session with Faculty Board
- 10.00 Session with Management BSc EBE, BSc EOR & MSc EOR
- 11.00 Session with Students and Alumni BSc EBE, BSc EOR & MSc EOR
- 12.00 Session with Staff BSc EBE, BSc EOR & MSc EOR
- 13.00 Lunch and internal meeting
- 14.00 Session with Management MSc RMFI
- 14.40 Session with Students and Alumni MSc RMFI
- 15.20 Session with Staff MSc RMFI
- 16.00 Break and internal deliberation
- 16.30 Return meeting with Management MSc RMFI
- 17.00 Internal deliberation
- 17.30 End of day 1

Thursday 17 November 2022

- 08.30 Arrival of the committee and internal meeting
- 09.00 Session with Examination Board
- 10.00 Session with Management MSc ECO & MSc STEE
- 10.50 Session with Students and Alumni MSc ECO & MSc STEE
- 11.40 Session with Staff MSc ECO & MSc STEE
- 12.30 Lunch and internal meeting
- 13.30 Session with Management MSc Marketing FT + PT
- 14.20 Session with Students and Alumni MSc Marketing FT + PT
- 15.10 Session with Staff MSc Marketing FT + PT
- 16.00 Break and internal deliberation
- 16.30 Return meeting with Management MSc ECO & MSc STEE
- 17.00 Internal deliberation
- 17.30 End of day 2

Friday 18 November 2022

- 08.30 Arrival of the committee and internal meeting
- 09.00 Session with Management MSc FIN, MSc AC & MSc ITACA
- 10.15 Session with Students and Alumni MSc FIN, MSc AC & MSc ITACA
- 11.30 Session with Staff MSc FIN, MSc AC & MSc ITACA
- 12.45 Lunch and internal deliberation

14.00 Return meeting with Management MSc ITACA
14.30 Internal deliberation
15.30 Preliminary feedback
16.00 Development Dialogue Executive Programmes
17.00 Development Dialogue Funded Programmes
18.00 End of site visit

A list with the names of the participants is available at AeQui.

Attachment 3 Overview of materials

Information materials

Self-evaluation report BSc Economics and Business Economics, VU School of Business and Economics, 2022.

Appendices to the self-evaluation report

- Intended Learning Outcomes
- Programme 2021-2022
- Course descriptions 2021-2022
- Assessment plan 2021-2022
- Thesis Manual and thesis assessment form 2021-2022
- Teaching and Examination regulations 2021-2022
- Regulations and Guidelines regarding examinations SBE 2021-2022
- Overview of academic staff including quality
- List of all graduates in academic years 2020-2021 & 2021-2022
- Intake, drop out and success rates
- AACSB Memorandum

Additional materials

Following materials were made available online for the committee:

- VU Assessment Policy
- SBE Assessment Policy
- Annual Reports Examination Committees
- Annual Reports Programme Committees

Graduation products

For every programme under review, the assessment committee studied a sample of graduation projects. In case of the BSc EBE programme, the committee reviewed 15 bachelor theses which had been successfully submitted by students in the academic year 2021-2022. The selection was representative in terms of scoring and supervised by a variety of staff.

A list with student numbers is available at AeQui