



NVAO • THE NETHERLANDS

# INTERNATIONAL JOINT MASTER GLOBAL SUSTAINABLE BUSINESS MANAGEMENT

Amsterdam University of Applied Sciences  
University of Northumbria at Newcastle

## PANEL REPORT

*25 JANUARY 2021*



NVAO • THE NETHERLANDS

## INTERNATIONAL JOINT MASTER GLOBAL SUSTAINABLE BUSINESS MANAGEMENT

AMSTERDAM UNIVERSITY OF APPLIED SCIENCES  
UNIVERSITY OF NORTHUMBRIA AT NEWCASTLE

NVAO INITIAL ACCREDITATION ACCORDING TO THE EUROPEAN  
APPROACH FOR QUALITY ASSURANCE OF JOINT PROGRAMMES

25 JANUARY 2021



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# 1 Executive summary

This report has been drafted by the assessment panel, which has been appointed by the Accreditation Organisation of the Netherlands and Flanders (NVAO). The report details the initial accreditation assessment process of the international joint degree, professionally oriented (hbo) Master Global Sustainable Business Management programme of Amsterdam University of Applied Sciences, the Netherlands and University of Northumbria at Newcastle (to be referred to as Northumbria University), the United Kingdom.

The assessment panel has based the assessment on the Standards for the European Approach for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA) of October 2014, as approved by the EHEA ministers in May 2015, which in turn are based on the European Standards and Guidelines for Quality Assurance (ESG).

Both institutions intending to offer this programme are recognised institutions of higher education in their home countries and are accredited in their home countries. They are, therefore, entitled to participate in this joint programme and to award degrees in their countries. The institutions are both represented at the different levels of the programme and collaborate intensively, effectively and fruitfully. Programme management is composed of representatives of both institutions. Lecturers of both institutions are involved in the design and delivery of the modules of the programme. The Consortium Agreement of the two institutions includes the elements required for cooperation agreements between institutions for joint programmes. The terms and conditions for the programme have been set out very clearly in the Agreement.

The programme goal, educating students to become business leaders in the area of global sustainable business management, is, in the panel's view, very relevant and timely for today's society, and will contribute to the success in achieving the transitions, needed in society. The programme intended learning outcomes meet the master level, as specified in the Framework for Qualifications in the European Higher Education Area. The intended learning outcomes also correspond to qualification frameworks and higher education standards in the Netherlands and in the United Kingdom.

The intended learning outcomes specify clearly the knowledge, understanding and skills students should have acquired to be business leaders or managers in the programme domain. The subject area of global sustainable business management is addressed rather limited in the intended learning outcomes. The panel recommends to articulate global sustainable business management more explicitly in all of the intended learning outcomes.

The Work Field Committee is an appropriate representation of the professional field of the programme. The panel was impressed about the Work Field Committee's enthusiasm and commitment. The panel regards it to be important to continue the collaboration with industry.

The intended learning outcomes are all covered in the curriculum. The programme learning outcomes, the module learning outcomes, the module contents and the examinations and assessments are aligned. The panel, nevertheless, recommends to continue working on the alignment of the curriculum and the intended learning outcomes of programme and to address international standards (e.g. the OECD Guidelines for Multinational Enterprises and the UN Guiding Principles on Business and Human Rights) and their implications for business practices more prominently. Moreover, the documentation does not always spell out the link with the professional practice explicitly enough.

The panel concludes that the standard Regulated Profession does not apply for the assessment of this programme.

The module contents testify to the subject area of global sustainable business management being addressed in the curriculum. The perspective on sustainable business management taken in the modules is a global perspective. The panel, nevertheless, recommends to adjust the contents of the *Sustainable Strategy* module. This first module, which can be considered to be the foundation of the other modules, should preferably address the business subjects from the sustainability angle.

Both the professional practice orientation and the research orientation of the curriculum are up to standard. The panel, nevertheless, stresses to include emotional leadership in the training of the students' leadership skills. In the Master Dissertation, students on the one hand are to address real-life problems from the professional practice and on the other hand are to apply research methods and techniques to solve these problems. The Dissertation assignment is clear, but can be made more specific.

The European Credit Transfer System (ECTS) has been adopted consistently in all of the programme documentation. The credits have been appropriately distributed across the curriculum components. The workload of this master programme of 90 EC meets the formal requirements for master programmes. The duration of the programme of one-and-a-half years or 18 months allows students to complete the programme.

The programme application and admission procedures are adequate. The admission requirements in terms of bachelor degrees in business or economics are appropriate. Students with other disciplinary backgrounds are rightly allowed to enter the programme. As motivation of these students is an important factor for them to succeed in the programme, the panel recommends conducting admission interviews with these students and to keep doing so. The recognition of experiential prior learning and formally certified prior learning are adequately provided for in the programme.

The design of the programme in terms of study load, hours of face-to-face education and the mix of study methods allow students to reach the intended learning outcomes. Programme management and lecturers know how to address the international and intercultural diversity of the student population. The panel recommends ensuring international and intercultural diversity and variation in backgrounds in student groups to foster students' learning experiences.

The rules and regulations on examinations and assessments for the programme are adequate. The Joint Programme Examination Board is in control of the examinations and assessments of the programme. The assessment briefs correctly connect the examinations and assessments to the module learning outcomes, and to the programme intended learning outcomes. The examination methods selected in the programme are appropriate to test the required knowledge, understanding and skills of students. The processes for the drafting of the examinations, as well as processes for the assessments and the grading are well-structured and lead to reliable and independent assessments of the programme. The involvement of internal and external examiners assessing the examinations is positive.

The student support services in the programme are up to standard and assist students in achieving the intended learning outcomes.

The number of lecturers and support staff are sufficient for the programme. The panel, nevertheless, recommends monitoring the staff workload, as especially guiding students in the reflective practice processes may be time-consuming.

The qualifications of the lecturers in terms of academic degrees, international research track records and backgrounds in the professional field are adequate for the programme. The panel recommends to promote the involvement of guest lecturers from industry and alumni, to strengthen the professional practice orientation of the programme. The lecturers have the credentials for teaching and for examinations in this programme. The panel suggests to remain attentive to the diversity of the staff.

The material facilities as well as the electronic learning system are appropriate for the students of this programme.

The information about the procedures, rules and regulations of the programme as well as about the module contents, examinations and assessments is appropriate. The procedures, rules and regulations address specific needs of students.

The programme documents are clear, complete and are in alignment with each other. The Teaching and Examination Regulations for the programme have been very well articulated.

The quality assurance system for the programme is up to standard. The quality assurance processes are in line with the European Standards and Guidelines.

On the basis of the findings, considerations and conclusions presented in this report, the panel advises NVAO to take a positive decision on the quality of the Master Global Sustainable Business Management programme and to award accreditation this programme.

The Hague, 25 January 2021

On behalf of the assessment panel convened to assess the international joint degree, professionally oriented (hbo) Master Global Sustainable Business Management programme of Amsterdam University of Applied Sciences and Northumbria University,

Prof. dr. Jacqueline Cramer  
(panel chair)

drs. Wim Vercouteren  
(panel secretary)

## 2 Introduction

On 14 July 2020, NVAO received the application for the initial accreditation of the international joint programme, professional oriented (hbo) Master Global Sustainable Business Management programme. The application was submitted by the two partner institutions, namely Amsterdam University of Applied Sciences, the Netherlands and Northumbria University, the United Kingdom.

NVAO convened an international panel of experts. The panel composition is:

- Prof. dr. Jacqueline Cramer, Professor in Sustainable Innovation, Utrecht University, the Netherlands (panel chair);
- Wouter Josso, Programme Manager and Lecturer International Business, Fontys University of Applied Sciences, the Netherlands (panel member);
- Dr. Martin Mathews, Senior Lecturer in Strategy Management, University of Westminster, United Kingdom (panel member);
- Liat Shentser, Director System Engineering Sales, Cisco Systems Inc. (panel member);
- Menno van Gameren MSc, recently graduated student Master Business Administration, University of Amsterdam, the Netherlands (student member).

The composition of the panel is in line with the expertise deemed necessary by NVAO for this initial accreditation assessment process. The panel composition also meets the procedural requirements of the European Approach for Quality Assurance of Joint Programmes (C.2. Review Panel). On behalf of NVAO, ir. Lineke van Bruggen was responsible for the coordination of the assessment process. The secretary, drs. Wim Vercooteren, drafted the panel report in close cooperation with all panel members and in agreement with the panel chair. Panel members and secretary all signed the NVAO statement of impartiality and confidentiality.

The panel based the assessment on the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA), issued in October 2014 and approved by the EHEA ministers in May 2015. This European Approach for Quality Assurance of Joint Programmes Framework is used to assess the quality of international joint programmes, if one or more of the partner institutions requires external quality assurance at programme level. The assessments standards are based on the Standards and Guidelines for Quality Assurance in EHEA (ESG). The European Approach for Quality Assurance of Joint Programmes Framework allows for accreditation in several countries, on the basis of one single accreditation procedure.

The panel members received the programme application documentation prior to the site visit, studied this information and submitted their preliminary findings to the panel secretary. The panel secretary collected them and processed them for the preparatory online meeting on 4 December 2020. During this meeting, the panel discussed the preliminary findings, identified the most important issues for the site visit and prepared the site visit meetings.

The online site visit took place on 16 December 2020. On the day of the site visit, the panel met with representatives of both partner universities, programme management, lecturers, Examination Board members, quality assurance staff, and professional field representatives. The schedule of the site visit is presented in annex 2. Annex 3 lists the documents made available by programme management prior to the day of the site visit. The information gathered allowed the panel to obtain a clear view on the programme and to arrive at the reliable assessment of the programme.

Immediately after the meetings with the programme representatives, the panel discussed the findings, articulated the considerations and formulated the preliminary conclusions for each of the standards. Based on the findings, considerations and conclusions, the panel secretary drafted the panel report. This report was sent to the panel members. The panel members commented on the draft report, and the panel chair approved the report.

On 6 January 2021, the panel report was sent to the institutions, which were given the opportunity to respond to any factual inaccuracies in the report. The institutions replied on 19 January 2021.



The comments by the institutions were included into the report. The panel composed their advice to NVAO fully independently and offered this to NVAO on 25 January 2021.

## 2.1 Panel report

The first chapter of this report contains the executive summary, whereas the current chapter is the introduction.

The third chapter contains the profiles of both partner institutions offering the programme. This chapter also comprises the profile of the programme itself.

In the fourth chapter, the panel presents the findings, considerations and conclusions on the basis of the European Approach for Quality Assurance of Joint Programmes Framework.

The panel findings are to be seen as facts, registered by the panel in the documentation supplied by the programme and in the meetings with programme representatives. The considerations are to be seen as the perceptions and assessments by the panel on the basis of the findings. The considerations are input for the conclusions of the panel and lead to the final judgement by the panel.

The panel report contains the table with assessments for each of the standards of the European Approach for Quality Assurance of Joint Programmes Framework.

## 3 Description of the programme

### 3.1 General

Countries	Netherlands, United Kingdom
Institutions	Amsterdam University of Applied Sciences, the Netherlands University of Northumbria at Newcastle, United Kingdom
Programme	Master Global Sustainable Business Management
Level	master
Orientation	professional (hbo)
Specialisations	N.A.
Degree	Master of Science
Location	Amsterdam
Study Load	90 EC
Field of Study (ISCED)	Business and Administration

### 3.2 Profile of the Universities

Amsterdam University of Applied Sciences is one of the approximately forty universities of applied sciences in the Netherlands. Priorities in the institution's policies are quality of education and students success. The institution is based in Amsterdam and offers about 70 bachelor programmes, 20 master programmes and some associate degree programmes. The institution's organisation is divided into seven faculties, which cover the main subject areas in professionally oriented higher education. The total number of students is about 46,000 students, which makes this higher education institution one of the largest in the Netherlands. The primary responsibility for this Master Global Sustainable Business Management programme rests with the Amsterdam School of International Business, this school being one of the Schools of Amsterdam University of Applied Sciences.

University of Northumbria at Newcastle or Northumbria University is one of the largest universities in the United Kingdom. The University mission is to be a research-rich, business-focused, professional university with a global reputation for academic excellence. The institution has campuses in Newcastle, London and Amsterdam and offers a wide range of full-time, part-time and distant learning degree programmes at various levels in practically all academic disciplines. These programmes are offered by one of the four academic Faculties of the University. The total number of students who are studying at Northumbria University is about 34,000 students. Acting on behalf of Northumbria University, Newcastle Business School bears the primary responsibility for this programme.

### 3.3 Profile of the programme

The application for initial accreditation concerns the Master Global Sustainable Business Management programme. This programme is intended to be an international joint degree, professionally oriented (hbo) master programme of 90 European Credits (EC). This English-taught programme is to be offered as a full-time, one-and-a-half years programme. The programme has been designed and will be delivered by both partner institutions. The educational activities will mainly take place in Amsterdam.

The programme will not be government-funded. Tuition fees will be little less than € 13,000. Incoming students may be eligible for scholarships offered by the Dutch government. Students or alumni from one of the partner institutions will qualify for 40 % discounts on the tuition fees.

The programme's main objective is to educate students to become business leaders, who are equipped to offer creative and global sustainable business solutions for the challenges of the future. The programme is meant to distinguish itself from existing master programmes in the business administration field by addressing current global sustainable business management issues in the core programme, and by focusing on achieving business solutions instead of focusing on research. The intended learning outcomes of the programme specify knowledge of sustainable organisations, intercultural and cross-disciplinary skills, ethical leadership and managerial skills, and analytical, research and communication skills.

The programme curriculum consists of eight modules (ranging from 5 EC to 15 EC per module) and the *Master Dissertation* (30 EC). All modules in the curriculum are compulsory modules. The modules address, among other, general business subjects, sustainability issues, business ethics and research methods. The *Master Dissertation* is the final project of the curriculum.

## 4 Assessment per standard

In this chapter the panel presents the assessment of the Master Global Sustainable Business Management programme according to the Standards of the European Approach for Quality Assurance of Joint Programmes in the EHEA. The criteria for each standard are presented. Per standard, the panel presents a summary of the findings, as well as the considerations that led the panel to a concluding judgement on a three-point scale: the programme either meets, partially meets or does not meet the standard. At the end of this chapter and based on its judgements on the individual standards, the panel issues an overall conclusion on the quality of the entire programme. This conclusion can be either positive, conditionally positive or negative.

### 4.1 Standard 1 : Eligibility

#### 4.1.1 Status

*The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.*

##### *Outline of findings*

The Amsterdam University of Applied Sciences has been recognised by Dutch authorities as being an institution of higher education in the Netherlands. The Amsterdam University of Applied Sciences has been accredited by the Accreditation Organisation of the Netherlands and Flanders (NVAO).

Northumbria University is recognised by the British government as being a higher education institution. The University is listed on the Higher Education Funding Council for England register of Higher Education providers. Northumbria University operates in accordance with the United Kingdom Quality Assurance Agency Quality Code for Higher Education and, more specifically, in accordance with the Frameworks for Higher Education Qualifications of United Kingdom Degree Awarding Bodies.

##### *Considerations*

The panel notes that both institutions intending to offer the international joint, professionally oriented Master Global Sustainable Business Management programme are recognised institutions of higher education in their home countries. Both institutions are accredited in their respective countries and are, therefore, entitled to participate in this joint programme, and to award degrees in their home countries.

##### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 1.1, Status.

#### 4.1.2 Joint Design and Delivery

*The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.*

##### *Outline of findings*

In 2018, the two partner institutions signed a Memorandum of Understanding. In this Memorandum, they expressed the alignment of their values and visions and the recognition of their complementary strengths in research, professional expertise and business, community and global networks.

The business schools of both partner institutions, Amsterdam School of International Business and Newcastle Business School, are within the institutions the entities responsible for the programme.

The panel notes that both institutions work together at the various levels in the design and delivery of this joint programme. At the highest level, the Advisory Board is ultimately responsible for the delivery and quality of the programme and acts as the *Instellingsbestuur* under Dutch law.

The Joint Steering Group has the direct responsibility for strategic planning and development, delivery, performance, and quality of the programme. The Joint Programme Education Committee oversees and monitors the quality and performance of the programme. The Joint Student Staff Programme Committee is the consultative body of teachers and students advising programme management on educational matters in the programme. The Joint Programme Examination Board oversees examinations and assessments in the programme. In all of the bodies and committees mentioned, representatives of both institutions participate on an equal basis. The modules in the programme curriculum are designed and will be offered by lecturers from both institutions.

#### *Considerations*

The panel observed that both institutions are represented at the different levels of the programme and collaborate intensively, effectively and fruitfully.

Programme management is composed of representatives of both institutions. Lecturers of the partners institutions are involved in the design and delivery of the modules of the programme. Therefore, the panel regards the programme being offered jointly by both partners institutions.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 1.2, Joint Design and Delivery.

### 4.1.3 Cooperation Agreement

*The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:*

- *Denomination of the degree(s) awarded in the programme*
- *Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)*
- *Admission and selection procedures for students*
- *Mobility of students and teachers*
- *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.*

#### *Outline of findings*

The partner institutions drafted the Consortium Agreement with respect to this programme. The terms and conditions of the programme are laid down in this Consortium Agreement.

The Consortium Agreement outlines the denomination of the degrees awarded in the programme, the responsibilities and the coordination with regard to general management and financial management of the programme, the admission and selection procedures for incoming students, quality assurance processes and procedures, the examination rules and regulations, the student assessment methods, the recognition of credits and the degree awarding procedures.

#### *Considerations*

The panel studied the Consortium Agreement of the two partner institutions. As the panel observed, this agreement includes the elements required for cooperation agreements between institutions for joint programmes. The panel, therefore, regards the Consortium Agreement to meet the requirements. The panel finds the terms and conditions for the programme to be set out very clearly in the Consortium Agreement.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 1.3, Cooperation Agreement.

## 4.2 Standard 2: Learning Outcomes

### 4.2.1 Level {ESG 1.2}

*The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).*

#### *Outline of findings*

The objective of the programme is to educate students to become business leaders, who are equipped to lead in a global context and to find creative and sustainable business solutions for current challenges of organisations. Programme management did competitive analyses both in the Netherlands and in the United Kingdom to compare this programme to existing programmes in these two countries. This programme distinguishes itself through the focus on current global sustainable business management subjects and issues and on achieving business solutions. The survey conducted by programme management among prospective students points to substantial interest in this programme.

The intended learning outcomes for the programme specify knowledge, understanding and skills students ought to have acquired at completion of the programme.

Programme management showed the intended learning outcomes to meet the master level (level 7 of the Framework for Qualifications in the European Higher Education Area). In line with level 7 of this Framework, students are educated to systematically demonstrate and apply understanding and knowledge at the forefront of the programme domain, to do applied research, to deal with complexity, to communicate about their work and to take responsibility for their own learning processes.

Programme management demonstrated the intended learning outcomes to conform to the master level of the Netherlands Qualification Framework (level 7) and showed the programme and the modules of the programme to meet the Quality Assurance Agency for Higher Education Subject Benchmarks, being the standards in the United Kingdom.

#### *Considerations*

The panel regards the objective of the programme as being very relevant and timely for today's society. Educating students to become business leaders in the area of global sustainable business management will, in the panel's view, contribute to the success in achieving the transitions, needed in society.

The panel has established that the intended learning outcomes of the programme meet the master level, as specified in the Framework for Qualifications in the European Higher Education Area.

The panel found the programme intended learning outcomes to correspond to qualification frameworks and higher education standards in both the Netherlands and in the United Kingdom.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 2.1, Level.

### 4.2.2 Disciplinary Field

*The intended learning outcomes should comprise knowledge, skills and competencies in the respective disciplinary field(s).*

#### *Outline of findings*

Programme management drafted thirteen intended learning outcomes, under the heading of four programme goals. These intended learning outcomes specify knowledge of sustainable organisations and of transforming organisations into sustainable organisations, intercultural and cross-disciplinary skills, skills to work effectively across sectors and functions within organisations, ethical leadership, managerial skills, analytical and research skills, and communication skills.

The intended learning outcomes are based upon the personas of programme graduates, as drafted by programme management and programme developers.

The subject area of global sustainable business management has been specifically addressed in the first of the four groups of intended learning outcomes of the programme. This group of intended learning outcomes primarily focuses on the knowledge components in the intended learning outcomes. The other three groups of intended learning outcomes mainly address the variety of skills, students ought to have mastered at completion of the programme. Programme management and programme developers indicated to have taken the United Nations Sustainable Development Goals (SDGs) as the framework for the programme objectives and intended learning outcomes.

Programme management will be advised by the Work Field Committee on the alignment of the programme with trends in the professional field. The Work Field Committee is composed of representatives of the professional field in both the Netherlands and the United Kingdom. Representatives of, among others, the banking sector and the pharmaceutical industry sit on this Committee. In addition, innovation specialists from the professional field are members of this Work Field Committee.

#### *Considerations*

The panel is positive about the intended learning outcomes, as they clearly specify the knowledge, understanding and skills students should have acquired to be business leaders or managers in the programme domain.

The panel observed the subject area of global sustainable business management to be limited addressed in the intended learning outcomes and notes the explicit mentioning of global sustainable business management only in the first group of intended learning outcomes. The panel recommends articulating global sustainable business management explicitly in the other three groups of intended learning outcomes, thereby bringing these intended learning outcomes more closely to the core of the programme objective and the programme domain.

The panel regards the Work Field Committee to be an appropriate representation of the professional field of the programme. The panel met with members of the Work Field Committee and was impressed with their enthusiasm for the programme and their commitment to assist programme management with the alignment of the programme to professional field requirements. The panel regards it to be important to continue the collaboration with industry, enabling a full circle of industry coaches and mentors and prospective employers.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 2.2, Disciplinary Field.

#### 4.2.3 Achievement [ESG 1.2]

*The programme should be able to demonstrate that the intended learning outcomes are achieved.*

#### *Outline of findings*

Programme management presented a matrix of the intended learning outcomes and the curriculum components or modules. This matrix shows all the intended learning outcomes to be covered in the curriculum.

For each of the modules in the programme curriculum, programme management and programme developers presented module specifications, module teaching and learning plans, and assessment briefs. The module specifications list the module learning outcomes as well as their relation with and contribution to the programme intended learning outcomes. The module specifications also give overviews of the module contents and the workload of the modules. In the teaching and learning plans, the learning objectives per week have been detailed. The assessment briefs specify the assessment components of the modules and the relation of the assessment components to the module learning

outcomes. Assessment components may, for instance, be individual assignments or group assignments. The assessment briefs also give the relative weight of these components and the grading schemes.

The Examination Board for the programme scrutinised all modules, focusing on the alignment of the programme intended learning outcomes and the module learning outcomes and on the specificity of the examinations and assignments. The Board advised programme management, among others, to address the international standards on global sustainable business management more prominently in the modules and to specify the examinations and assignments more clearly. Programme management informed the Board they would follow this advice.

#### *Considerations*

The panel is positive about the alignment of the modules in the programme and the programme intended learning outcomes. Having studied the documentation, the panel concludes the intended learning outcomes to be all covered in the curriculum.

The panel considers the module specifications, module teaching and learning plans and assessment briefs to render appropriate descriptions of, among other, module learning outcomes, module contents, assessment components. The panel is pleased to have observed the alignment of the programme learning outcomes, the module learning outcomes, the module contents and the examinations and assessments. Therefore, the panel concludes students will, by taking the programme, achieve the intended learning outcomes of the programme. The panel noted, however, the documentation did not always spell out the link with the professional practice explicitly enough.

The panel praises the Examination Board for their advice to programme management on including the international standards (e.g. the OECD Guidelines For Multinational Enterprises and the UN Guiding Principles on Business and Human Rights) and their implications for business practices more prominently. This also holds for the Board's advice on further improving the specificity of the examinations and the Master Dissertation assignment. Although the modules, in the panel's view, reflect the programme intended learning outcomes appropriately, the panel feels the Examination Board advice will add to the alignment of the programme intended learning outcomes, the modules and the examinations and assessments in the programme. In line with the Examination Board's advice, the panel recommends continuing working on the correspondence of the curriculum and the intended learning outcomes of programme and on addressing international standards on global sustainable business management and corporate social responsibility more pronounced.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 2.3, Achievement.

#### 4.2.4 Regulated Profession

*If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account*

#### *Outline of findings*

The panel concludes that this standard not to apply for the assessment of this Master Global Sustainable Business Management programme.

#### *Conclusion*

The panel assesses standard 2.4, Regulated Profession, as being not applicable for the Master Global Sustainable Business Management programme.



## 4.3 Standard 3: Study programme [ESG 1.2]

### 4.3.1 Curriculum

*The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.*

#### *Outline of findings*

The curriculum of the programme is composed of eight modules, with study loads ranging from 5 EC to 15 EC, and the Master Dissertation of 30 EC. The modules address subjects relevant to the programme, such as responsible leadership, sustainability analytics, circular economy, and business ethics. The curriculum starts with the module *Sustainable Strategy* (15 EC). This module addresses business functions, such as marketing and finance, in a rather general manner. The module is meant to bring all students, regardless of their backgrounds, up to the required level of knowledge and understanding of the structure and operations of business organisations.

The modules include cases which have been derived from the professional practice. These cases have been developed by lecturers themselves, or are international Oikos-cases or have been brought in by guest lecturers from the professional field. The cases allow students to address current practice-oriented problems in the field of global sustainable business management. The module *Circular Economy* has been designed in collaboration with one of the large banks in the Netherlands.

The curriculum of the programme benefits from the research on global sustainable business management and responsible business, which is done at the business schools of both partner institutions, Amsterdam School of International Business and Newcastle Business School. The business schools will make their research available to the programme, adding to the research orientation of the programme.

For the final project, students complete the *Master Dissertation* (30 EC). The dissertation is an individual project. In their dissertation, students have to research a real-life, business-oriented sustainability problem, draft the theoretical framework to address this problem, analyse the problem on the basis of this theoretical framework and draw conclusions about solutions to the problem. In the *Research Methods* module (5 EC), students are introduced to research methods and techniques to prepare them for the research work to be done in the *Master Dissertation*. Students come together in small groups to review and comment on each other's work. These cycles are meant to mimic collaboration settings of the professional practice.

#### *Considerations*

The panel regards the curriculum to be adequately geared towards the subject area of global sustainable business management. The module contents testify to the subject area of global sustainable business management being addressed in the modules of the programme curriculum. The perspective on sustainable business management taken in the modules is a global perspective.

The panel, nevertheless, considers the *Sustainable Strategy* module at the start of the curriculum to address business subjects in a too generic way. The panel recommends adjusting the contents of this module and addressing the business subjects from the sustainability angle. This will allow students to link these subjects to global sustainable business management and to achieve higher levels of knowledge and understanding of the subject area of global sustainable business management in subsequent modules.

The panel regards the professional practice orientation of the curriculum to be up to standard. The panel, nevertheless, stresses to include emotional leadership in the training of the students' leadership skills.

The panel is pleased to see the business schools of the partner institutions investing in research in the programme domain, allowing the programme to benefit from this research. The panel considers the research orientation of the programme to be up to standard.

The panel is positive about the Master Dissertation, as students are required on the one hand to address real-life problems from the professional practice and on the other hand to apply research methods and techniques to handle these problems and to arrive at adequate solutions. The Dissertation assignment is clear, but could be made more specific.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 3.1, Curriculum.

#### 4.3.2 Credits

*The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.*

#### *Outline of findings*

The panel notes European credits (EC) having been used throughout the application dossier and the programme documents presented to the panel.

In the programme, the credits have been adequately distributed across the curriculum components or modules. In the module specifications, the credits for the modules have been appropriately accounted for on the basis of the hours, to be spent on the various learning activities.

#### *Considerations*

The panel found the European Credit Transfer System (ECTS) to have been adopted consistently in all programme documentation. The panel, therefore, considers ECTS to have been applied adequately in the programme.

The panel considers the credits to have been appropriately distributed across the various curriculum components.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 3.2, Credits.

#### 4.3.3 Workload

*A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified. The workload and the average time to complete the programme should be monitored.*

#### *Outline of findings*

The panel notes the programme curriculum to comprise 90 EC of study load. The duration of the programme is one-and-a-half years or 18 months.

On the basis of these figures, the average workload per week has been calculated by programme management and programme developers to amount to 42 hours per week.

#### *Considerations*

The panel considers the workload of this master programme of 90 EC to meet the formal requirements for master programmes.

The panel considers the workload of 90 EC to be completed by the students in one-and-a-half years or 18 months to be reasonable and to be feasible for them.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 3.3, Workload.

## 4.4 Standard 4 : Admission and Recognition [ESG 1.4]

### 4.4.1 Admission

*The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.*

#### *Outline of findings*

The programme will target students coming from the Netherlands, the United Kingdom, and other countries. Other countries are expected to be mainly countries in South East Asia. The programme envisions to attract an internationally diverse student population. Programme management forecasts intake numbers for the programme at 70 students in the first year and 90 students in both the second year and the third year.

To be admitted, students need to provide evidence of bachelor degrees or of equivalent experiential learning. The admission requirements for the programme are bachelor degrees in business or economics. Students with bachelor degrees in science, technology, engineering or mathematics are admitted as well. Applicants with other disciplinary backgrounds may be admitted upon providing additional information. To enter the programme, students should be proficient in English, to be demonstrated by appropriate IELTS scores (6.5 and minimum of 5.5 for each component).

Applications and admissions are handled by the Amsterdam University of Applied Sciences Admissions Office. Student records are shared between the institutions. Applicants, with other than business or economics backgrounds are invited to admission interviews, in particular to check their motivation.

#### *Considerations*

The panel considers the admission requirements of the programme in terms of bachelor degrees in business or economics to be appropriate. The panel approves of the admission of students with other disciplinary backgrounds. The panel sees the motivation of these students is an important factor for them to succeed in this programme and emphasizes the relevance of admission interviews with them. The panel, therefore, recommends conducting admission interviews with these students and continuing to do so.

The panel regards the application and admission procedures for the programme as being adequate.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 4.1, Admission.

### 4.4.2 Recognition

*Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.*

#### *Outline of findings*

Both experiential prior learning and formally certified prior learning may give access to this programme or may give the right of exemption from specific modules of the programme. The recognition of prior learning, both experiential and formally certified prior learning, involves a process of assessment, to be conducted at Northumbria University. The Joint Programme Examination Board takes the final decision on recognition.

#### *Considerations*

The panel considers the recognition of experiential prior learning and formally certified prior learning to be adequately provided for in the programme. The panel regards the recognition processes to be in line with the Lisbon Recognition Convention.

### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 4.2, Recognition.

## 4.5 Standard 5: Learning, Teaching and Assessment [ESG 1.3]

### 4.5.1 Learning and teaching

*The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.*

#### *Outline of findings*

The credits of the programme have been distributed across the modules. The hours to be spent on each of the modules are 42 hours per week. In the modules, face-to-face education and independent learning are intertwined. Face-to-face education between lecturers or tutors and students is about 7 to 10 hours per week. Independent learning constitutes the major part of the study load of the modules.

The study methods adopted in the programme are, among others, lectures, seminars, project supervision, fieldwork, workshops, tutor-guided learning, and student independent learning.

Students are trained in reflective practice. Students learn to reflect upon their learning experiences. Self-evaluation and peer-evaluation by students are part of the module learning activities.

Students are taught theory in the lectures and are invited to apply theory to problems from the professional practice in the seminars or workshops. This takes the form of assignments or cases.

Lecturers in the programme have ample experience with teaching in international classrooms. Lecturers will take the international and intercultural diversity of student groups into account in their classes.

#### *Considerations*

The panel considers the design of the programme suited for students to achieve the intended learning outcomes. In the panel's view, the average weekly study load, the number of hours of face-to-face education, and the mix of study methods adopted in the programme facilitate students to reach the intended learning outcomes.

The panel approves the study methods adopted in the programme as being suitable for the students' learning processes.

The panel found programme management and lecturers to be aware of international and intercultural diversity of the student population and to know how to accommodate this diversity. The panel recommends ensuring both international and intercultural diversity and variation in backgrounds in student groups to foster students' learning experiences. This allows for using the intercultural diversity of the students as a strength of the programme.

### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 5.1, Learning and Teaching.

### 4.5.2 Assessment of Students

*The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.*

### *Outline of findings*

In the Teaching and Examination Regulations and in the Joint Programme Student Charter, the rules and regulations for the examinations and assessments have been articulated. The rules and regulations that have been designed are in accordance with the legal systems of the home countries of both institutions.

The Joint Programme Examination Board determines whether students meet the requirements of the Teaching and Examination Regulations and the intended learning outcomes of the programme. Before the start of the programme, the Examination Board scrutinised the programme modules with particular attention for the examinations and assessments.

For each of the modules in the programme, assessment briefs have been drafted. Students are informed through these assessment briefs about the examination methods, the assessment criteria and the grading schemes.

Examination methods adopted in the programme are examinations, individual assignments or group assignments. Assignments, whether individual or group assignments, are the predominant examination methods used. In each of the modules, at least 50 % of the total examination of the module are individual examinations or individual assignments. In the case of group assignments, the self-evaluation and peer-evaluation by students of the learning processes and experiences in the group may lead to differentiation in grades between group members.

Lecturers in the programme draft the module examinations. To assure consistency and fairness in the assessments and grading of examinations, examinations are not only assessed by internal examiners, but also by external examiners. Master Dissertations will be assessed by two internal examiners and a sample will be assessed by an external examiner. Master Dissertations will be reviewed by the Examination Board, who will receive a report on standards from the external examiner.

### *Considerations*

The panel regards the rules and regulations on examinations and assessments for the programme to be adequate.

The panel observes the Joint Programme Examination Board to be well informed about the programme and to be in control of the examinations and assessments of the programme.

The panel sees the assessment briefs as informative documents for students on examinations and assessments with clear and correct links to the module learning outcomes, and to the intended learning outcomes of the programme.

The panel regards the examination methods to be appropriate to test the required knowledge, understanding and skills of the students.

The processes for the drafting of the examinations, the assessments and the grading are well-structured and lead to reliable assessments in the programme. In the panel's view, the involvement of internal and external examiners assessing the examinations is positive.

### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 5.2, Assessment of Students.

## **4.6 Standard 6 : Student Support [ESG 1.6]**

*The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.*

### *Outline of findings*

Students are guided in the programme by the programme leader, module leaders and lecturers. All of the students are also entitled to guidance by their personal tutors. The personal tutor will provide students with advice and support in personal, academic and professional matters.

Students meet their tutors at least once every semester. Personal tutors may refer students to professional support services of the partner institutions. Students are informed about the programme and the tutoring and support services available to them through the Joint Programme Student Handbook.

#### *Considerations*

The panel considers the student support services in the programme to be up to standard. Students are adequately guided in the programme. Students have access to the student support services provided, which includes, among others, the qualified service offered via Blackboard. The supervision, advice and support offered in the programme assist students in achieving the intended learning outcomes.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 6, Student Support.

## 4.7 Standard 7 : Resources [ESG 1.5 & 1.6]

### 4.7.1 Staff

*The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.*

#### *Outline of findings*

Both partner institutions indicated to make sufficient numbers of lecturers and support staff available to maintain this programme.

The programme staff is composed of lecturers of the two partner institutions. Just under a quarter of the staff members of Amsterdam School of International Business and over 60 % of the lecturers of Newcastle Business School have been awarded doctorates. Many lecturers in the programme are qualified scholars, publishing in international academic journals. Lecturers teaching in the programme also have backgrounds in industry.

The business schools of both partner institutions invest in research in the programme domain, allowing the lecturers in the programme to participate in this research and to implement research-rich education in the programme.

All of the Lecturers of Newcastle Business School are Fellows or Senior Fellows of the Higher Education Academy in the United Kingdom, testifying to their teaching skills. Staff members of Amsterdam School of International Business are obliged to obtain University's qualifications in teaching and examination. Lecturers of both schools are offered ample opportunities for further training.

#### *Considerations*

The panel regards the number of lecturers and support staff to be sufficient for the programme. The panel, nevertheless, recommends monitoring the staff workload, as especially guiding students in the reflective practice processes may be time-consuming, and challenging to scale.

The panel considers the qualifications of the lecturers in terms of academic degrees, international research track records and backgrounds in the professional field to be adequate for the programme. In order to strengthen the professional practice orientation of the programme, the panel recommends to promote the involvement of guest lecturers from industry, and alumni.

The lecturers who will teach in the programme, have the credentials for teaching and for examinations in this programme.

The panel suggests to remain attentive to the diversity of the staff.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 7.1, Staff.

#### 4.7.2 Facilities

*The facilities should be sufficient and adequate in view of the intended learning outcomes.*

#### *Outline of findings*

The panel was given the opportunity to have a digital tour around the lecture halls and student facilities in the Fraijlemaborg Campus Building of Amsterdam University of Applied Sciences. The students of this programme will have access to all facilities offered at this Campus.

The panel was also given a demonstration of the electronic learning platform Blackboard Ultra, which will be used as the electronic learning system for the programme. In some modules, students are offered programme-specific software tools and are trained to use these tools.

#### *Considerations*

The panel considers the facilities appropriate for the students of this programme.

The panel regards the electronic learning system to be appropriate for the programme and sees the software tools offered in modules as relevant for students of the modules concerned.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 7.2, Facilities.

### 4.8 Standard 8: Transparency and Documentation [ESG 1.8]

*Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.*

#### *Outline of findings*

For the programme, documents have been made available which give information about admission requirements, module contents and examination and assessment procedures. Important documents in this respect are the Teaching and Examination Regulations, the Student Charter, the Student Handbook, the module specifications, the assessment briefs, and the module teaching and learning plans.

#### *Considerations*

The information about the procedures, rules and regulations of the programme as well as about the module contents, examinations and assessments is appropriate. The procedures, rules and regulations address specific needs of students.

The panel observes the set of programme documents to be complete and consistent. The programme documents are clear and are in alignment with each other. The Teaching and Examination Regulations for the programme have been very well articulated.

#### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 8, Transparency and Documentation.

## 4.9 Standard 9: Quality Assurance [ESG 1.1 & part 1]

*The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.*

### *Outline of findings*

The Joint Steering Group is ultimately responsible for the programme quality. The Joint Programme Education Committee monitors the delivery and quality of the programme. These bodies or committees have equal representations from both partner institutions.

The programme modules will be evaluated regularly and the programme as a whole will be evaluated yearly. Evaluations comprise student surveys about the programme and modules. The Joint Programme Education Committee will act upon the evaluation results. This programme quality assurance system is compliant with AACSB requirements. The quality assurance systems of both partner institutions have been externally assessed in their home countries and both institutions are accredited in their countries.

### *Considerations*

The panel regards the quality assurance system for the programme to be up to standard. The quality assurance processes are in line with the European Standards and Guidelines.

### *Conclusion*

The panel assesses that the Master Global Sustainable Business Management programme meets standard 9, Quality Assurance.

## 4.10 Recommendations

In this report, the panel listed a number of recommendations to programme management for further improvement of the programme. For the sake of clarity, these recommendations have been brought together here. The recommendations are the following.

- To articulate global sustainable business management explicitly in all of the intended learning outcomes, thereby bringing the intended learning outcomes more closely to the core of the programme domain.
- To continue working on the correspondence of the curriculum and the intended learning outcomes of programme and to address international standards (e.g. the OECD Guidelines for Multinational Enterprises and the UN Guiding Principles on Business and Human Rights) and their implications for business practices more prominently.
- To adjust the contents of the *Sustainable Strategy* module and to address in this module the business subjects from the sustainability angle.
- To include emotional leadership in the training of the students' leadership skills.
- To conduct admission interviews with students having backgrounds in other disciplines than business or economics, and to keep doing so even when the number of applications increases.
- To ensure both international and intercultural diversity and variation in backgrounds in student groups to foster students' learning experiences.
- To monitor the staff workload, as especially guiding students in the reflective practice processes may be time-consuming.
- To promote the involvement of guest lecturers from industry and alumni, to strengthen the professional practice orientation of the programme.

## 4.11 Conclusion

The conclusion of the panel is the Master Global Sustainable Business Management programme meets all of the Standards of the European Approach for Quality Assurance of Joint Programmes in the EHEA. The collaboration between the two partner institutions is effective and fruitful. The organisation of the programme is solid. The main objective of the programme, being to teach students to be business leaders in global sustainable business management, is important for society. The programme intended learning outcomes and the curriculum are clearly articulated and well designed, reflect the programme



objectives appropriately and are aligned. The admission procedures, the teaching and learning processes, the examinations and assessments and the student support have been well thought through and allow students to reach the intended learning outcomes. The programme staff and facilities are up to standard and are suitable for the programme. The programme quality assurance system and programme documentation meet the requirements. Therefore, the panel concludes the programme meets the Standards of the European Approach for Quality Assurance of Joint Programmes.

## 5 Overview of the assessments

Standard	Assessment
<b>1. Eligibility</b>	
1.1 Status	Meets the standard
1.2 Joint design and delivery	Meets the standard
1.3 Cooperation Agreement	Meets the standard
<b>2. Learning Outcomes</b>	
2.1 Level	Meets the standard
2.2 Disciplinary field	Meets the standard
2.3 Achievement	Meets the standard
2.4 Regulated Professions	Not applicable
<b>3. Study Programme</b>	
3.1 Curriculum	Meets the standard
3.2 Credits	Meets the standard
3.3 Workload	Meets the standard
<b>4. Admission and Recognition</b>	
4.1 Admission	Meets the standard
4.2 Recognition	Meets the standard
<b>5. Learning, Teaching and Assessment</b>	
5.1 Learning and teaching	Meets the standard
5.2 Assessment of students	Meets the standard
<b>6. Student Support</b>	
	Meets the standard
<b>7. Student Support</b>	
7.1 Staff	Meets the standard
7.2 Facilities	Meets the standard
<b>8. Transparency and Documentation</b>	
	Meets the standard
<b>9. Quality Assurance</b>	
	Meets the standard
<b>Conclusion</b>	<b>Positive</b>

## Annex 1: Composition of the panel

NVAO convened an international panel of experts. The panel composition is:

- Prof. dr. Jacqueline Cramer, Professor in Sustainable Innovation, Utrecht University, the Netherlands (panel chair);
- Wouter Josso, Programme Manager and Lecturer International Business, Fontys University of Applied Sciences, the Netherlands (panel member);
- Dr. Martin Mathews, Senior Lecturer in Strategy Management, University of Westminster, United Kingdom (panel member);
- Liat Shentser, Director System Engineering Sales, Cisco Systems Inc. (panel member);
- Menno van Gameren MSc, recently graduated student Master Business Administration, University of Amsterdam, the Netherlands (student member).

The panel was assisted by ir. Lineke van Bruggen, NVAO policy advisor. Drs. Wim Vercooteren acted as the panel secretary.

All members and the secretary of the panel completed and signed the NVAO statement of impartiality and confidentiality.

## Annex 2: Schedule of the site visit

On 16 December 2020, the assessment panel conducted the digital site visit. The site visit schedule was as follows:

- 09.30 – 10.00 CET Internal panel preparation
- 10.00 – 10.45 CET Advisory Board and Joint Steering Group  
Pro Vice-Chancellor (Northumbria University), Dean Faculty of Business and Economics (Amsterdam University of Applied Sciences), Northumbria University Campus Director Amsterdam (Northumbria University), Dean Amsterdam School of International Business (Amsterdam University of Applied Sciences), Partnership Manager/Head of Department Organisation, Leadership and Change (Amsterdam University of Applied Sciences), Head Department Leadership and HRM/Associate Professor Business Ethics (Northumbria University)
- 11.15 – 12.00 CET Faculty members who developed the programme and who will lecture in the programme  
Lecturer Research Methods, Master Dissertation (Amsterdam University of Applied Sciences), Lecturer Sustainable Strategy, Master Dissertation (Northumbria University), Lecturer Circular Economy (Amsterdam University of Applied Sciences), Lecturer Ethics in Business (Northumbria University), Lecturer Business and Sustainability Analytics (Amsterdam University of Applied Sciences), Lecturer Responsible Leadership (Northumbria University), Lecturer Organisation for Sustainable Transitions (Amsterdam University of Applied Sciences)
- 12.00 – 13.00 CET Internal panel deliberations, lunch
- 13.00 – 13.45 CET Joint Programme Examination Board and Quality Assurance staff  
Chair Joint Programme Examination Board (Amsterdam University of Applied Sciences), Member Joint Programme Examination Board (Northumbria University), Registrar Educational Partnerships (Northumbria University), Senior Quality Assurance Advisor Amsterdam School of International Business (Amsterdam University of Applied Sciences)
- 13.45 – 14.15 CET Internal panel deliberations
- 14.15 – 14.30 CET Virtual Campus Tour
- 14.30 – 15.00 CET Corporate relations  
Representatives of GlaxoSmithKline (United Kingdom), JK Property Consultants LLP/North East Business and Innovation Centre (United Kingdom), ABN AMRO Bank (Netherlands), Guerrilla Working (United Kingdom), FIRST Face to Face (United Kingdom), The Student Hotel (Netherlands)
- 15.00 – 17.00 CET Internal panel deliberations
- 17.00 CET Oral feedback by panel chair to programme representatives

## Annex 3: Documents reviewed

### *Programme documents submitted by the institutions prior to the site visit*

- Self Evaluation Report, including annexes:
  - Competitor Analysis in the Netherlands and the United Kingdom
  - Consortium Agreement
  - Matrix Intended Learning Outcomes – Modules
  - Programme Structure and Workload (including addendum)
  - Programme Mappings of Intended Learning Outcomes and Modules
  - Module Specifications, Assessment Briefs, Module Teaching and Learning Plans
  - Curricula Vitae Faculty Teaching on Programme
- Consortium Agreement, including Terms of Reference of:
  - Advisory Board
  - Joint Steering Group
  - Joint Programme Education Committee
  - Joint Programme Examination Board
  - Joint Student Staff Programme Committee
- Teaching and Examination Regulations
- Student Handbook
- Student Charter
- Developments since Submission of Documents
- Overview Joint Design and Delivery of Programme
- Overview Governing Bodies
- Virtual Campus Tour

## Annex 4 : List of abbreviations

EC	European Credit
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
ESG	European Standards and Guidelines for Quality Assurance in EHEA
NVAO	Accreditation Organisation of the Netherlands and Flanders
hbo	hoger beroepsonderwijs (professionally oriented higher education)

The panel report has been ordered by NVAO for the initial accreditation of the international joint degree, professionally oriented programme Master Global Sustainable Business Management of Amsterdam University of Applied Sciences and University of Northumbria at Newcastle

Aanvraagnummer: 009867



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