



ASSESSMENT REPORT

Extensive program assessment

Bachelor Business Innovation

Full-time

Inholland University of Applied Sciences

**De kracht van
kennis.**

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Full-time

Inholland University of Applied Sciences

CROHO nr.35515

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1. GENERAL AND QUANTITATIVE DATA

Name Institution	Inholland university of applied sciences
Status	Funded body for higher education
Outcomes of Institutional Quality Assessment	N/A
Name of program in Central Register of Higher Professional Education (CROHO)	Business Innovation
ISAT-code CROHO	35515
Domain/sector croho	Economics
Level	Bachelor
Orientation and level	Professional, Bachelor of Arts
Number of credits	240 EC
Specialisations	Macro Innovation Micro Innovation
Location(s)	Amsterdam/Diemen
Variant	Full-time
Language	English
Date site visit	8th of October 2020

2. SUMMARY

The bachelor study of Business Innovation in the economic domain is part of the faculty of Creative Business of Inholland University of Applied Sciences.

Innovation is at the core of the program offering a mixture of business knowledge, creativity and innovation, combined with international and cross-cultural knowledge and skills.

The program caters for an international group of students, 26 nationalities at the moment of the site visit. The curriculum provides quite some individual profiling possibilities and has a limited specialization in macro and micro innovation leading up to the graduation project.

Standard 1. Intended Learning Outcomes

The auditpanel deems the intended learning outcomes as appropriate for the bachelor level, well formulated in cooperation with the professional field and both challenging and rewarding for students.

The panel suggests a clearer alignment between the intended learning outcomes (Meta Skills) and the disciplines (areas of knowledge and skills). The program is currently redesigning the curriculum and learning outcomes to tackle the complexity of the current setup.

The audit committee judges the intended learning outcomes as satisfactory, considering the requirements of this standard.

Standard 2 – 5: Curriculum

The close proximity of the professional environment and the intensive ties with the advisory board safeguards the applied sciences orientation of the program, according to the auditors. Lecturers and students showed in conversations the involvement in developments outside of the educational bubble. The Creative Business research group promises opportunities in the redesign of the curriculum of Business Innovation, especially on Authentic Leadership and Design Thinking, a concept that already has a strong position in the program. The audit committee would like to encourage the program to broaden the advisory board in order to incorporate representation in all sizes of international business.

Concerning the subject of intended learning outcomes the audit panel recognises how the meta skills reflect the professional profile and the bachelor level. The audit panel indicates that the alignment between the curriculum design and the holistic metaskills leaves something to be desired. For the audit panel it was difficult to pinpoint where some of the metaskills are addressed in the learning goals of the educational units. Especially because the program additionally discerns within the meta skills from learn and lead from define, design, execute as higher order skills that come back in the defining, designing and executing.

The disciplines (Business, Research & Discovery, Design Thinking, Innovation, English, Cultural Anthropology, Thinking & Reasoning and Professional Skills Development) are more transparently visible in the curriculum, even though some disciplines show overlap with others. The audit committee encourages the program to simplify the approach towards intended learning outcomes and the set up of the curriculum.

On a more detailed inspection the audit panel describes the curriculum as mentioned under Findings as a tall order, especially in year 1.

The audit panel appreciates the integral approach, mixing personal development, theory and praxis starting in year 1 throughout the curriculum. The auditors would encourage the program to pay more attention to the implementation phase of innovations, something the representatives of the professional field also brought forward.

The program uses a holistic approach to learning (and teaching).

The student centered curriculum design allows every student to co-design his or her own coloring of the route towards the innovation professional. This ties in with the philosophy of the program that places a premium on personal professional development.

The audit committee hears the comments of the students about striving for excellence.

Commitment to the study is a prerequisite for this, but excellence should not depend solely (if at all) on the number of hours put in.

According to the audit panel there is no doubt the international and intercultural characteristics of the program of Business Innovation are crucial for the success of the study, both for domestic and foreign students alike.

The audit panel sees program management and staff investing in matching prospect students, foreign and domestic, with the characteristics of the program. In line with the profile of being inclusive and socially committed Business Innovation is intrinsically motivated to ensure a smooth transition from a variety of backgrounds into a coherent learning community.

Challenging as this transition is, broadly shared in higher education, does not put the program off trying to improve. The audit panel appreciates this.

The audit panel judges the program meeting the requirements of standards 2, 3, 4 and 5.

Standard 6: Teaching staff

The audit panel witnessed a committed and closeknit community of lecturers and staff. The program is well aware of the need to hold the hired expertise close to the core of the program. The audit panel is quite impressed with the conscious decisions being made to develop the team further in the direction of the program as a whole, less teaching more coaching and soliciting curiosity instead of providing answers. This is a strong characteristic of a community of learners.

The audit committee judges the teaching staff as satisfactory, considering the requirements of this standard.

Standards 7 and 8: Facilities and Tutoring

The dedicated wing for Business Innovation, shared by lecturers and students is a strong facilitator of the learning community.

The program is intensively committed to facilitate the students in the corona-pandemic to both ensure their safety and study progress while also caring for (international) students.

The auditors appreciated the low tech laboratory that empowers students creativity and prototyping and recommends the program to provide such a facility in the envisioned new housing as well.

The fact that the current student population is involved in designing the set up of the new location is yet another sign for the audit panel that the community of learners is not a theoretical concept but a daily reality within Business Innovation. These observations tie in with the intended learning outcomes as in embracing diversity, inclusion and sustainability.

The audit panel rests assured that student counselling and supervision is treated with appropriate priority, especially visible in covid-times. The actions of tutors and management show that commitment clearly in the eyes of the auditors.

Faculty is very accessible for students and information systems are up to standard considering study progress and educational content.

The actions to further enhance the tutoring concerning study progress and the involvement of students in the design of the new study facilities are appreciated by the audit committee.

The audit committee judges the facilities and tutoring as satisfactory, considering the requirements of this standard.

Standard 9: Quality assurance

The audit panel was impressed to see a low tech solution to gather immediate feedback of students and faculty on day to day aspects of education: simple whiteboards in the hallway that invited everybody to provide comments on classes or daily operations. Both the organization and the student population are mature enough to use these in a constructive matter. The audit panel considered this a clear sign of a quality assurance system that transcends theoretical safeguards (also present) into a shared sense of quality culture.

The system of instruments used by the program to assure the quality of the education and the learning environment is up to standard, according to the audit panel. The panel wonders if insight into the correlation between cultural background and experiences could enrich the quality assurance further.

Both during the conversations on site and in the documentation it is clear for the audit committee the program shows responsiveness to signals and acts adequately.

The audit panel judges that the current redesign of the curriculum is handled in a sound manner with input from all important stakeholders.

The audit committee judges the quality assurance as satisfactory, considering the requirements of this standard.

Standard 10: Student Assessments

The audit panel appreciates the intrinsic commitment to the quality of assessment as supportive of the learning process of students. Business Innovation is constantly evaluating and adapting the assessment processes.

All the necessary safeguards for diligent assessment are in place and transparency and validity are goals of all involved.

This commitment and knowledgeability of assessment leads to a (pro) active assessment culture. In this respect the auditors saw room for improvement, especially in the graduation phase. The program is searching for a balance between assessing the holistic Meta Skills in a formative manner and the reliable, valid and transparent criteria for assessment of graduation deliverables. Also the large gap between holistic Meta Skills and observable and operationalized assessment criteria in graduation seems to hamper an intuitive and easy to understand assessment system. The program expressed plans to make substantial changes to the general assessment system in the curriculum redesign and the audit committee encourages the program to dare to ask some basic questions.

The exam board, including its external advisor, is fit for purpose and is both accessible and functioning as a safeguard for achievement of the intended learning outcomes.

The audit committee judges the quality of assessment as satisfactory, considering the requirements of this standard.

Standard 11: Achieved Learning Outcomes

The audit committee values the level of graduation of all Graduation Project as satisfactory at Bachelor-level, while the committee did see a wide range of achievements with a variation in depth and level of innovation. The alignment between the meta-skills and the graduation project is clearly visible in the assessment rubric, for the disciplines it's less obvious.

The committee appreciates the graduation products and would have liked to see a step further in realisation. The audit panel feels further emphasis on realization would have an added value for the starting innovation professionals.

The audit committee judges the achieved learning outcomes as satisfactory, considering the requirements of this standard.

Overall conclusion:

The audit committee enjoyed the international learning community in which the Business Innovation program thrives.

The panel evaluates all Standards as meeting the requirements. Hence, following NVAO regulations the overall judgement on the Bachelor program Business Innovation of Inholland University of Applied Sciences reads: positively meeting the requirements.

Therefore, the panel recommends the NVAO to award accreditation for another six years to the Bachelor Business innovation of Inholland University of Applied Sciences.

The audit panel recommends the program of Business Innovation to create a stronger alignment between the Meta Skills, the disciplines and the graduation assessment criteria. Furthermore the audit panel advises the program to encourage students to unleash their realization potential in innovations. Quite a few of the graduation products the panel studied deserved further prototyping or full implementation.

After consultation and consent of the members of the audit panel this report has been certified by the chair of the audit panel in The Hague, dated 22 December 2020.

3. INTRODUCTION

The program of Business Innovation, previously known as International Business Innovation Studies, has started in 2014. Avans University of Applied Sciences in Den Bosch is the only other bachelor program in this field and audited in the same cluster. The site visit has been postponed due to the corona pandemic, to the 8th of October when the circumstances allowed a physical site visit of the audit panel.

Business Innovation is a part of the faculty of Creative Business of Inholland University of Applied Sciences and is located in Diemen, in the immediate proximity of Amsterdam. The program is currently redesigning the curriculum and hopes to use recommendations of the audit panel in the new curriculum.

The admission visit of the NVAO-panel in 2014 and followup in 2017 expressed a concern that the innovation aspect of the program was not yet visible enough, the original setup was deemed close to traditional programs in International Business Studies. The program has been further developed and in the eyes of the new audit panel innovation is quite central in the curriculum.

4. FINDINGS AND JUDGEMENTS

4.1. Intended learning outcomes

Standard 1: The intended learning outcomes tie in with the level and orientation of the program; they are geared to the expectations of the professional field, the discipline, and international requirements.

Explanation NVAO: The intended learning outcomes demonstrably describe the level of the program (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the program. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations. The points of departure for the set-up of the program chime with the educational philosophy and the profile of the institution. The intended learning outcomes are periodically evaluated.

Findings

The program Business Innovation (BI) trains students for professions with less well known job titles: Insight Strategist, Client Specialist, Forecast Analyst, etc. This is to be expected in a program that places a premium on an innovative mindset. The fact that these job titles are implemented by large international companies provides evidence to the claim being solidly connected to the forefront of business development.

The intended learning outcomes of BI are originally derived from the Professional Profile International Business Innovation Studies (2013) in close cooperation with the professional field, have been and are adapted constantly, befitting the nature of the field. The program evaluated both the curriculum and the intended learning outcomes frequently with the External Advisory Board which has recently been expanded by social entrepreneurs to add cutting edge expertise on NGO-development and digital developments.

This iterative process of updating the basis of the program leads to a revised International Business Innovation Studies Professional Profile (2019) that forms the basis of the national educational profile for Business Innovation Studies.

The professional profile describes the intended learning outcomes in five Meta Skills and seven disciplines.

The Meta Skills are: Define, Design, Execute, Learn and Lead. These overarching learning outcomes reflect the Dublin Descriptors and differentiate three phases of development, the last one reflecting the bachelor level.

The seven disciplines are aspects of the Body of Knowledge and Skills that are deemed essential for the innovation professional the program aims to educate: Business, Research & Discovery, Design Thinking, Innovation, English, Cultural Anthropology, Thinking & Reasoning and Professional Skills Development.

The matrix-like setup with the Meta Skills as horizontal scaffolding and the disciplines as vertical pillars, combined with an international view and the emphasis on purpose driven innovation and creating societal and environmental value form a complicated ensemble, both for students to grasp and for the program to assess in a meaningful way.

The research component is clearly visible, both in the meta skills as in the disciplines. The explicit focus on design thinking leads students to specific research methods like interviewing/observation. It is ambitious to combine these research skills with the underlying professional curiosity, along with all the other intended learning outcomes.

Internationalization is deeply rooted in this program, intercultural and international classrooms, plenty of opportunities to gain international experience like study abroad. The philosophy of internationalization for the program has not been formulated very explicitly. On the other hand is the purpose of intercultural awareness compliant with the diverse urban environment of the

program and the both multicultural and multinational learning community. An international professional environment shows the necessity for an international outlook of Business Innovation.

Considerations and Judgement

The audit panel deems the intended learning outcomes as appropriate for the bachelor level, well formulated in cooperation with the professional field and both challenging and rewarding for students. The panel suggests a clearer alignment between the Meta Skills and the disciplines. The program is currently redesigning the curriculum and learning outcomes to tackle the complexity of the current setup.

The audit committee judges the intended learning outcomes as satisfactory, considering the requirements of this standard.

4.2. Curriculum

Standard 2: Curriculum; orientation

The curriculum enables the students to master appropriate (professional or academic) research and professional skills.

Explanation NVAO: The curriculum ties in with current (international) developments, requirements and expectations in the professional field and the discipline. Academic skills and/or research skills and/or professional competencies are substantiated in a manner befitting the orientation and level of the program.

Findings

The program of Business Innovation provides a curriculum that has close ties with the professional praxis. The advisory board is involved in the curriculum redesign and has been convening over the last couple of years at an impressive rate of three to five times per year. The board praises the responsiveness and openness of management and faculty. The composition of the board has been expanded to include the social entrepreneurial aspect, members of the board have advised to enhance further by making sure the whole spectrum from standalone entrepreneurs via small and medium enterprises to large multinational companies is included.

Faculty consists of a small group of core lecturers and a large group of part time lecturers of specific components of the curriculum. This model safeguards the influx of recent developments from the professional context into the program. Latest trends in the work field are inherently of interest to a program that aims to train students in innovation.

The Challenge in year 1, the work placement in year 3 and the graduation project all introduce the students to real life challenges the professional work field faces. Study abroad and Negotiated Learning Units (electives) stimulate the use of different, international perspectives in areas of interest of every individual student.

Business Innovation is in close ties with the Creative Business research group, with three professors in Design Thinking, Authentic Leadership and Urban Tourism. Members of the research group are involved in the redesign process of the current curriculum, for instance the renewing of the Professional Skills Development in conjunction with the lector Authentic Leadership.

Considerations and Judgement

The close proximity of the professional environment and the intensive ties with the advisory board are appreciated by the audit panel. The many interactions with the professional context safeguards the applied sciences orientation of the program, according to the auditors. Lecturers and students showed in conversations the involvement in developments outside of the educational bubble. The Creative Business research group promises opportunities in the redesign of the curriculum of Business Innovation, especially on Authentic Leadership and Design Thinking, a concept that already has a strong position in the program. The audit committee would like to encourage the program to broaden the advisory board in order to incorporate representation in all sizes of international business.

Judgement

The audit committee judges the curriculum as satisfactory, considering the requirements of this standard.

Standard 3: Curriculum; content**The contents of the curriculum enable students to achieve the intended learning outcomes.**

Explanation NVAO: The learning outcomes have been adequately translated into educational objectives of (components of) the curriculum.

Findings

The alignment of the intended learning outcomes of the five Meta Skills, including levels of achievement, with the seven disciplines and the overarching educational design principles of rigor and innovation in an international context leads to a complex set of educational indicators visibly illustrated by the rubric used to assess the graduation products (to be discussed under standard 10, assessment).

The content of the curriculum shows a coherent pattern, a pathway for incoming students to grow from novice to innovation apprentice, junior practitioner to the graduation level of (starting) innovation professional. On this pathway the basic knowledge and skills of Business Innovation are addressed in year one. This is a challenging year for incoming students from 26 different nationalities. The program aims to train students in basic theoretical business areas, develop the language competencies to a sufficient academic level as well as keeping the students in touch with the practical aspects of the professional context while introducing students to the basic principles of the design thinking process.

In year 2 the emphasis shifts to value creation through innovation combined with Negotiated Learning Units that empowers the students ownership of their study, whether they study chosen subjects in The Netherlands or abroad, both in consultation with representatives of the program to identify the use of these subjects for the intended learning outcomes.

Year 3 illustrates the orientation on personal and professional growth of students in leadership competencies and preparing for the work placement of one semester. This is also where students choose between micro innovation (hands on product oriented innovation within a company) or macro innovation (aimed at societal development, business opportunities and social innovation).

These different focus points are further developed both in the work placement and in year 4, in (preparation of) the Graduation project.

The international focus of the program is clearly visible in the curriculum, both in year 1 as in the rest of the curriculum. Students are trained in intercultural awareness, international diffusion of innovation and introduced to international concepts of business and social innovation. The cultural diverse urban environment of the program combined with study abroad and work placement make sure every student needs to have an international and intercultural perspective in place.

Considerations and Judgement

Concerning the subject of intended learning outcomes the audit panel recognises how the meta skills reflect the professional profile and the bachelor level. The audit panel indicates that the alignment between the curriculum design and the holistic metaskills leaves something to be desired. For the audit panel it was difficult to pinpoint where some of the metaskills are addressed in the learning goals of the educational units. Especially because the program additionally discerns within the meta skills from learn and lead from define, design, execute as higher order skills that come back in the defining, designing and executing.

The disciplines (Business, Research & Discovery, Design Thinking, Innovation, English, Cultural Anthropology, Thinking & Reasoning and Professional Skills Development) are more transparently visible in the curriculum, even though some disciplines show overlap with others.

The audit committee encourages the program to simplify the approach towards intended learning outcomes and the set up of the curriculum and is reassured that the curriculum redesign (Big Chunks) is addressing this, partly because of assessment-reasons. Especially considering the transparency for students (what am I learning?) simplification is necessary. As critical thinking is one of the important skills of business innovation, this should also be implemented reevaluating the study and curriculum.

On a more detailed inspection the audit panel describes the curriculum as mentioned under Findings as a tall order, especially in year 1.

The audit panel appreciates the integral approach, mixing personal development, theory and praxis starting in year 1 throughout the curriculum. The auditors would encourage the program to pay more attention to the implementation phase of innovations, something the representatives of the professional field also brought forward.

Judgement

Considering the complex translation from intended learning outcomes to the learning goals of educational units and the visibility of the disciplines in the curriculum, combined with the educational philosophy and the ambition the program shows towards the redesign of the curriculum, the audit panel judges the requirements of the standard sufficiently met.

Standard 4: Curriculum; learning environment**The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.**

Explanation NVAO: The curriculum is designed in a manner conducive to the achievement of the intended learning outcomes. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach).

The design of the learning environment chimes with the educational philosophy of the institution. If the program is taught in a language other than Dutch, the program must justify its choice. This also applies if the program bears a foreign language name.

Findings

The curriculum design of Business Innovation is concentric and towards students the program explains the route from novice to starting professional innovator quite convincingly. The vertical and horizontal scaffolding, becoming more complex over years is clear for students that gradually take over the ownership of their studies. If we count all student chosen subjects of the curriculum the total number of credits supersedes the prescribed number of credits.

Especially the Negotiated Learning Units are an interesting concept, students are made to reflect on the added value of their choices for personal and professional development.

A broad range of educational activities are available, from the occasional knowledge oriented classes, group learning, real life problem solving (the Challenge) to personal routes like study abroad, work placement and graduation track. Students are required to reflect constantly on their progress and direction, to be expected with meta skills like Lead and Learn.

The study load of Business Innovation is formidable. Students are expected to put in long hours, commitment is crucial for study success. Students keep track of their progress very well, the planning and ownership of their studies is quite remarkable. During the conversations the panel heard of several students that the choice to aim for excellent results depended fully of the willingness to work excessively, putting aside all other aspects of student life. The sheer number of assessments adds to this phenomenon.

The international nature of Business Innovation, the study, aligns with the international nature of the professional context of business innovation. The use of the English language provides the international learning community with common ground for intercultural development. For most students this was a key factor in their choice of study.

In the pandemic struck year 2020 the program has made an impressive effort to safeguard the learning community of Business Information, both in keeping students and faculty clear of unnecessary infectious situations as in trying to keep the student community connected. From day one of the lockdown phase lecturers were actively connecting with their students, caring and solving problems where they could. Alternative options were created for students that could no longer go to their work placement and even financial support was organized for students that lost their part time jobs. Still faculty is worried about the effect of this period on the wellbeing and study progress of especially the international students.

Considerations and Judgement

The audit panel appreciates the holistic approach to learning (and teaching) the program is implementing. The international learning community adds to the tweaking process of the curriculum. At the moment the program is redesigning the curriculum more fundamentally (big chunks, less assessment moments), the audit panel trusts the management to safeguard the core elements of connectiveness, both within the curriculum as in the community of learners. The student centered curriculum design allows every student to co-design his or her own coloring of the route towards the innovation professional. This ties in with the philosophy of the program that places a premium on personal professional development.

The audit committee hears the comments of the students about striving for excellence.

Commitment to the study is a prerequisite for this, but excellence should not depend solely (if

at all) on the number of hours put in. The panel suggests to the program to take this aspect into account while redesigning the new curriculum.

According to the audit panel there is no doubt the international and intercultural characteristics of the program of Business Innovation are crucial for the success of the study, both for domestic and foreign students alike. Also the professional stakeholders would not be as interested (if at all), were the program be only targeted at Dutch students.

The audit panel expresses its gratitude and admiration to management and lecturers to care and cater for the student population in covid-times. Every educational program had to adjust, but the challenges for an international community of adolescents are quite steep.

Judgement

The audit panel judges the requirements of this standard met, Business Innovation prides itself of caring and catering for an effective community of learners.

Standard 5: Curriculum; Intake**The curriculum ties in with the qualifications of the incoming students.**

Explanation NVAO: The admission requirements in place are realistic with a view to the intended learning outcomes.

Findings

The program of Business Innovation is accessible to students who meet the requirements set in Dutch law. To enhance the understanding of prospect students what the program of Business Innovation entails, the program requires candidates to take part in an intake assessment. This assessment consists of a motivational interview and an entrance test focussing on the English proficiency.

Of foreign students the program requires proof of an IELTS, TOEFL or Cambridge test. Dutch students are recommended to make sure they scored 7 or higher for English on their final exams.

The program notices that for MBO-graduates the switch to the program is quite steep, due to the study load and the shift to higher-order thinking.

Business Innovation takes the alignment of expectations, qualifications and experiences seriously. The program conducted a qualitative and quantitative study of the experiences of first-year students in their first 100 days in 2018. The outcomes have been instrumental in redesigning the student supervision in year one, in order to increase the success rate of students in the propedeutic phase. Students in this research reported the international environment and the mix of business with creativity as main reasons for choosing BI. The students had no fixed idea of their future occupation in mind.

The program has reinstated a full introduction week to facilitate the creation of a community of learners, including international students and to shape the new students into the innovative mindset while finetuning the expectations of students towards the program.

In the conversations during the site visit students did express their wish to improve the quality of communication about the image and content of BI in targeted audiences. Too many students have a vague picture or wrong expectancy of the study they have entered. The program has responded that it wants to enhance the information and image of BI, especially abroad.

Considerations and Judgement

The audit panel sees program management and staff investing in matching prospect students, foreign and domestic, with the characteristics of the program. In line with the profile of being inclusive and socially committed Business Innovation is intrinsically motivated to ensure a smooth transition from a variety of backgrounds into a coherent learning community.

Challenging as this transition is, broadly shared in higher education, does not put the program off trying to improve. The audit panel appreciates this.

Judgement

The audit committee judges the intake and adaptation process of incoming students as satisfactory, considering the requirements of this standard.

4.3. Teaching Staff

Standard 6: The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.

Explanation NVAO: The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the program. The teachers have a sufficient command of the language in which they are teaching. The staff policy is conducive in this respect. Sufficient staff is available to teach the program and tutor the students.

Findings

The relatively small core team of lecturers and support staff is expanded by a large number of part-timers on flexible contracts that allows the program to hire specific expertise, either in content areas as in more process oriented fields like design thinking. In general the available quantity and quality of faculty suffices for executing the program. With a student-teacher ratio of 27:1 and a large majority of lecturers being qualified on either master or PhD-level, the basic requirements are met.

Students were appreciative of their lecturers, even though in many cases the lecturers did not provide them with answers but additional questions. This is exactly the aim of Business Innovation and the way the program hopes to develop the team. Less specialists on specifics, more generalists to enhance the learning process.

Faculty shows strong commitment to team learning, quite an impressive number of activities occurred, like training in formative assessment, teaching in an international and diverse learning community besides obligatory training like BDB and BKE.

Faculty has been tested for language proficiency and meets the requirements easily. In the conversations with students and in the conversations between audit panel and lecturers the language skills of faculty was no subject of concern at any time.

Considerations and Judgement

The audit panel witnessed a committed and close-knit community of lecturers and staff. The program is well aware of the need to hold the hired expertise close to the core of the program. The audit panel is quite impressed with the conscious decisions being made to develop the team further in the direction of the program as a whole, less teaching more coaching and soliciting curiosity instead of providing answers. This is a strong characteristic of a community of learners.

The audit committee judges the teaching staff as satisfactory, considering the requirements of this standard.

4.4. Facilities

Standard 7: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.

Explanation NVAO: The accommodation of the program and the facilities are in keeping with the intended learning outcomes and the teaching-learning environment.

Findings

The program of BI is in the process of designing a newbuild housing in which students are invited to give input to provide enhancing the learning community in the physical facilities. The current location of the program consists of a dedicated wing of the larger Inholland complex. Classrooms, workspaces, lecturer rooms and a laboratory to create prototypes provide students with ample opportunities to study effectively and conference rooms and catering facilities are shared with other programs.

The electronic learning facilities are well known and up to standard. Students are reasonably satisfied with the facilities and really happy with the accessibility of lecturers. Communication is easy, students, staff and lecturers find each other without trouble.

The Corona-pandemic makes it harder for everyone, but faculty and students are truly committed to keep in contact with all students to avoid anybody falling off the grit.

Considerations and Judgement

The audit panel received an interesting tour of the premises that show appropriate facilities for the learning community. The dedicated wing for Business Innovation, shared by lecturers and students is a strong facilitator of this community.

The program is intensively committed to facilitate the students in the corona-pandemic to both ensure their safety and study progress while also caring for (international) students that can be in danger of isolation and depression.

The auditors appreciated the low tech laboratory that empowers students creativity and prototyping and recommends the program to provide such a facility in the envisioned new housing as well.

The fact that the current student population is involved in designing the set up of the new location is yet another sign for the audit panel that the community of learners is not a theoretical concept but a daily reality within Business Innovation. These observations tie in with the intended learning outcomes as in embracing diversity, inclusion and sustainability.

Judgement

The audit committee judges the facilities as satisfactory, considering the requirements of this standard.

Standard 8: Tutoring. The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.

Explanation NVAO: Students receive appropriate tutoring (including students with a functional impairment). The information provision of the program is adequate.

Findings

The program of BI is well aware of the extra needs of an international student community. Supervision in the first year and peer-to-peer coaching are in place. Additionally student counselling is pro-active and easily available for students. In some cases the student counselling can be of crucial added value for instance in assisting student in coping with Dutch registration laws or home sickness.

Students are well informed about study related matters like assignments, assessment criteria, scheduling and study progress. The program aims to further improve this by introducing a more or less one-stop-shop to transfer to Moodle as the electronic learning environment.

The institution of Inholland is creating Student Success Centres to help the students staying on course.

In the near future Business Innovation will move to a new campus and students and faculty are involved in safeguarding an environment that fosters a community of learners.

The program is trying to enhance the graduation tutoring to speed up the graduation process, quite a number of students are transgressing the envisioned graduation period.

Considerations and Judgement

The audit panel rests assured that student counselling and supervision is treated with appropriate priority, especially visible in covid-times. The actions of tutors and management show that commitment clearly in the eyes of the auditors.

Faculty is very accessible for students and information systems are up to standard considering study progress and educational content.

The actions to further enhance the tutoring concerning study progress and the involvement of students in the design of the new study facilities are appreciated by the audit committee.

The audit committee judges the tutoring as satisfactory, considering the requirements of this standard.

4.5. Quality Assurance

Standard 9: The program has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

Explanation NVAO: The program organises effective periodic feedback that supports the achievement of the intended learning outcomes. Existing programs implement appropriate improvements based on the results of the previous assessment. They initiate appropriate evaluation and measurement activities to that end. The outcomes of this evaluation demonstrably constitute the basis for development and improvement. Within the institution, those responsible are held to account regarding the extent to which the program contributes to the attainment of the institution's strategic goals. Quality assurance ensures the achievement of the intended learning results. The program committee, examination board, staff, students, alumni and the relevant professional field are actively involved in the program's internal quality assurance. The program's design processes, its recognition, and its quality assurance are in keeping with the European Standards and Guidelines. The program publishes accurate, reliable information regarding its quality, which is easily accessible to the target groups.

Findings

The program of Business Innovation uses an overall quality approach operating within the quality assurance framework of Inholland and the Faculty Creative Business. Even though formal evaluation processes like NSE are in place, the approach of the program is more of a small scale level, fitting with the tight knit learning community. Open (or no) door policies, short communication lines facilitate immediate attention and adaptations if necessary. This is highly appreciated by students and alumni, who stress the willingness of the program to tackle problems.

Questionnaires to evaluate specific courses have been replaced by panel discussions with sometimes a limited number of participants. For Negotiated Learning Units the questionnaires are still used and the results fed back to the lecturers.

Curriculum evaluation is thoughtfully designed and results being discussed with the appropriate actors, content remarks with the curriculum committee (core lecturers) and the program committee (students and faculty), test criteria with the assessment committee and general remarks e.g. scheduling, communication etc are being discussed with general management. The program indicates that there is no information on how or if there may be a correlation between certain appreciations and cultural background, nor if the current evaluation system is suiting for foreign students as well as for domestic students.

In a larger perspective the program structurally evaluates the curriculum, both with students and with the professional field.

Considerations and Judgement

The audit panel was impressed to see a low tech solution to gather immediate feedback of students and faculty on day to day aspects of education: simple whiteboards in the hallway that invited everybody to provide comments on classes or daily operations. Both the organization and the student population are mature enough to use these in a constructive matter. The audit panel considered this a clear sign of a quality assurance system that transcends theoretical safeguards (also present) into a shared sense of quality culture.

The system of instruments used by the program to assure the quality of the education and the learning environment is up to standard, according to the audit panel. The panel wonders if insight into the correlation between cultural background and experiences could enrich the quality assurance further.

Both during the conversations on site and in the documentation it is clear for the audit committee the program shows responsiveness to signals and acts accordingly.

The audit panel judges that the current redesign of the curriculum is handled in a sound manner with input from all important stakeholders.

Judgement

The audit committee judges the quality assurance as satisfactory, considering the requirements of this standard.

4.6. Student assessment

Standard 10: The program has an adequate student assessment system in place.

Explanation NVAO: The student assessments are valid, reliable and sufficiently independent. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The examining board exerts its legal authority. The tests support the students' own learning processes.

Findings

The audit panel studied the Instructional & Assessment Design Guidelines, assessment forms and work that students had turned in. In general the assessment praxis is valid, reliable, achievable and acceptable, aimed at supporting the learning process of the student. The emphasis the program places on formative testing is justified and laudable.

The combination of grades (1-10) combined with formative feedback helps (foreign) students to see why they received a certain grade. The overall assessment is supported by an interview at the end of each year to provide understanding of students of the level of mastery of the intended learning outcomes.

The Mega Assessment Matrix provides students (that show an interest in this topic) with insight of learning goals and the relation with disciplines and Meta Skills.

The team of BI uses multiple perspective assessment (4-eyes) and safeguards the quality of assessors with training (e.g. in giving feedback) and BKE-qualification.

The assessment committee is in place and functions as both a helpful resource available to assessors and controlling assessment with random yearly checks on the quality of the given feedback in Gradework.

The rubric system BI uses is quite rigorous. The criteria are clearly described and the program keeps explaining the process and indicators to the students. Especially foreign students have sometimes trouble grasping the assessment philosophy and the rubric.

Not only is the Dutch grading praxis used to see an 8 as really good, where other cultures are more inclined to issue 9's and 10's, but the rigor of the rubric works to that effect as well, the lowest score of a set of indicators determines the grade. This touches upon the earlier remarks on achieving excellent results as well: being excellently creative for instance needs to be combined with flawlessness on all other indicators as well.

The graduation project is assessed in a number of phases and deliverables by three examiners with advise of the graduation supervisor of the work place of the student. The deliverables reflect the main Meta Skill assessed: a graduation project plan (Lead), a research report (Define), a solution for the defined problem (Design), an implementation (plan) (Execute) and a log reflection (Learn).

The rubrics used to assess the graduation are quite complicated and prescriptive. The role of the seven disciplines is not always clear in these criteria. The program is very clearly committed to this way of assessment and improves the assessment based upon research and experience. The program calibrates the graduation projects with Avans university of applied sciences and is content with the findings and suggestions for improvement.

The quality of assessment is supported by a range of procedures (OER, 4-eyes) and actors (BKE-qualification of assessors, discipline leaders, assessment committee, exam board).

Considerations and Judgement

The audit panel appreciates the intrinsic commitment to the quality of assessment as supportive of the learning process of students. Business Innovation is constantly evaluating and adapting the assessment processes.

All the necessary safeguards for diligent assessment are in place and transparency and validity are goals of all involved.

This commitment and knowledgeability of assessment leads to a (pro) active assessment culture. In this respect the auditors saw room for improvement, especially in the graduation phase. The program is searching for a balance between assessing the holistic Meta Skills in a formative manner and the reliable, valid and transparent criteria for assessment of graduation deliverables. The opinion of the audit panel was that some graduation projects were quite excellent but received lower grades. This seemed to coincide with mechanisms of the rubrics-assessment.

Also the large gap between holistic Meta Skills and observable and operationalized assessment criteria in graduation seems to hamper an intuitive and easy to understand assessment system. The program expressed plans to make substantial changes to the general assessment system in the curriculum redesign and the audit committee encourages the program to dare to ask some basic questions.

The exam board, including its external advisor, is fit for purpose and is both accessible and functioning as a safeguard for achievement of the intended learning outcomes.

Judgement

Due to the dedication to the quality of assessment and the quest for optimizing the assessment praxis, the audit committee judges student assessment as satisfactory, considering the requirements of this standard.

4.7. Achieved learning outcomes

Standard 11: The program demonstrates that the intended learning outcomes are achieved.

Explanation NVAO: The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in post-graduate programs.

Findings

The audit committee studied 15 graduation projects of the last two years consisting of a project plan, research report, proposed solution of the defined problem or chance, an implementation plan and a reflective logbook. All the graduation projects reflected the appropriate bachelor level of achievement, though the grading of the project not always reflected the impression of the auditors.

In a number of graduation projects the students limited themselves to an implementation plan (as allowed in the graduation guidelines) while the audit panel saw opportunities for more tangible realization.

The workfield is positive about the way the program prepares students for the rest of their career and has ample access to the learning environment to indicate professional developments. The representatives emphasized they discern young employees that have completed the BI-program by their innovative and lateral thinking.

Alumni expressed their satisfaction with the program in regard to the start of their professional career or extended Master-studies.

Both the graduation projects as the conversations with alumni and professional field stressed the added value of an international outlook and mixed group of students. The starting Innovation professional the program aims to deliver needs this broad scope, both in a multinational company as in small and medium enterprises or independent consultant role. The research and discovery approach the program uses to reach the intended learning outcomes of the research aspect is fitting for the professional context and is appropriately visible in the graduation projects the audit panel studied.

Considerations and Judgement

The audit committee values the level of graduation of all Graduation Project as satisfactory at Bachelor-level, while the committee did see a wide range of achievements with a variation in depth and level of innovation. The alignment between the meta-skills and the graduation project is clearly visible in the assessment rubric, for the disciplines it's less obvious.

The committee appreciates the graduation products and would have liked to see a step further in realisation. The audit panel feels further emphasis on realization would have an added value for the starting innovation professionals.

Judgement

The audit committee judges the achieved learning outcomes as satisfactory, considering the requirements of this standard.

5. OVERALL CONCLUSION

The audit committee enjoyed the international learning community in which the Business Innovation program thrives.

The panel evaluates all Standards as meeting the requirements. Hence, following NVAO regulations the overall judgement on the Bachelor program Business Innovation of Inholland University of Applied Sciences reads: positively meeting the requirements.

Therefore, the panel recommends the NVAO to award accreditation for another six years to the Bachelor Business innovation of Inholland University of Applied Sciences.

6. RECOMMENDATIONS

The audit panel recommends the program of Business Innovation to create a stronger alignment between the Meta Skills, the disciplines and the graduation assessment criteria.

The program is recommended to consider ways to make excellent achievements of students more visible in the grading system. Excellence should not be limited to the diligent, hard working students, but also include exceptional achievements with minor flaws in different areas.

The audit panel advises the program to encourage students to unleash their realization potential in innovations. Quite a few of the graduation products the panel studied deserved further prototyping or full implementation.

The last recommendation of the audit panel for Business Innovation is to safeguard the present access to a low tech maker space for prototyping when moving to the new campus.

APPENDIX I Overview of judgements

Results overview Inholland University of Applied Sciences Business Innovation Full time	
Standard	Judgement
Intended Learning Outcomes	
Standard 1. Intended Learning Outcomes	S
Program	
Standard 2. Orientation program	S
Standard 3. Content program	S
Standard 4. Program design	S
Standard 5. Connection to previous studies	S
Staff	
Standard 6. Staff qualifications and quantification	S
Facilities	
Standard 7. Housing and facilities	S
Standard 8. Tutoring and information provision	S
Quality Assurance	
Standard 9. Quality assurance system	S
Assessment	
Standard 10. Assessment	S
Achieved learning outcomes	
Standard 11. Achieved learning outcomes	S
Overall judgement	Positive

APPENDIX II Site visit, working methods and rules of decision

Audit schedule Extensive Assessment of hbo-bachelor program Business Innovation– Inholland University of Applied Sciences

Program – 8th of October 2020 site visit

Time	Room	Activity / participants
09.00 – 09.15	Entrance	Walk in & reception audit committee
09.15 – 09.45	E1-24	Program presentation <ul style="list-style-type: none"> • Team Leader Business Innovation • Program manager Creative Business • Business Innovation student
09.45 – 10.15	E1-24	Internal Consultation
10.15 – 11.00	RPP	World Café, open exchange with students, lecturers, professional field
11.00 – 11.15	E1-24	Internal consultation
11.15 – 11.30		Short break
11.30 – 12.15	E1-24	Panel discussion domestic & international students BI-student 1st, 2nd, 3rd and 4th year
12.15 – 13.00	E1-24	lunch
13.00 – 13.45	E1-24	Panel discussion Lecturers <ul style="list-style-type: none"> • Discipline leader Innovation, Curriculum Committee • Discipline leader Design, Graduation Coordinator • Discipline leader Cross cultural, researcher • Project leader curriculum redesign
13.45 – 14.00	E1-24	Internal consultation
14.00 – 14.45	E1-24	Panel discussion Program Committees <ul style="list-style-type: none"> • Chairman exam board • Chairman assessment committee • Chairman Program Committee (student)
14.45 – 15.00	E1-24	Internal consultation
15.00 – 15.30	B-wing	Tour of Inholland BI, student showcases
15.30 – 16.15	E1-24	Q&A Workfield professionals 5 alumni, 5 workfield partners, lectorate and advisory board
16.15 – 16.30	E1-24	Internal consultation
16.30 – 16.45	E1-24	Short break
16.45 – 17.15	E1-24	Panel discussion Management <ul style="list-style-type: none"> • Team leader Business Innovation • Program manager Creative Business
17.15 – 18.00	E1-24	Internal consultation
18.00 – 18.30	RPP	Feedback from auditor's panel

For privacy reasons, the names are not included in this report. The names of auditees are known to the secretary of the audit panel.

Working methods

Selection of the delegations / the auditees

In compliance with the NVAO regulations the audit panel prior to the audit decided on the composition of the delegations (auditees) in consultation with the course management and on the basis of the points of focus that had arisen from the panel's analysis of the course documents.

Auditing process

The following procedure was adopted. The panel studied the documents regarding the program (see Annex Documents reviewed) and a number of theses. The panel secretary organised input from the auditors and distributed the preliminary findings among the panel members prior to the audit. A preparatory meeting of the panel was held before the site visit took place at the institute, on the 8th of October 2020. (see Annex: Program of the site visit).

The preliminary findings were verified in talks with participants of different groups of stakeholders, students, faculty, representatives of the professional field and management. Additionally the panel observed the facilities and spoke randomly to students and reviewed a number of student projects.

The panel formulated its preliminary assessments per theme and standard immediately after the site visit. These were based on the findings of the site visit, and building on the assessment of the program documents.

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies.

Rules of decision

Assessment rules

Extended framework

According to assessment framework for the higher education accreditation system of the Netherlands, September 2018

Final conclusion

In addition, the panel recommends a weighted and substantiated final conclusion regarding the program, based on the following assessment rules:

Positive: The program meets all the standards.

APPENDIX III Documents reviewed

List of documents examined

- Self-evaluation Report institute
- Education policy plan
- Faculty policy plan
- Services and facilities plan with respect to future housing
- Quality assurance plan;
- Policy plan regarding the accessibility and feasibility of the program for students with functional disability;
- Summary and analysis of recent evaluation results and relevant management information;
- Documentation regarding student and staff satisfaction;
- Reports on consultations in relevant committees / bodies;
- Test questions with corresponding assessment criteria and requirements (answer models) and a representative selection of actual tests administered (such as presentations, work placements, portfolio assessments) and assessments;
- representative selection of final projects, selected by the panel, of the past two years with corresponding assessment criteria and requirements;
- Reference books and other learning materials.
- List of all final projects/papers of last two years examined prior to the audit:

Following NVAO regulations the panel prior to the audit the panel has studied 15 students' final projects. For privacy reasons, the names of these graduates and their student numbers are not included in this report. The names of the graduates, their student number, as well as the titles of the final projects, are known to the secretary of the audit panel.

APPENDIX IV Compositon of the auditpanel

Naam visitatiegroep:	Business Innovation
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On 29th of January 2020 the NVAO endorsed the composition of the panel to assess the program Business Innovation of Inholland University of Applied Sciences (009186).

Succinct resumes of participating panel members:

Name	Succinct CVs
dr. L. Rijdsijk (chair)	Liesbeth Rijdsijk is Director of External Relations at the Windesheim Honours College, she teaches courses in research and works as a researcher at Windesheim's Professorship of Social Innovation. Her current research topic is Wicked Challenges, Leadership Competences and Governance. Liesbeth holds a PhD in Psychology and Neuroscience. Previous work experience includes working for UNESCO/UNAIDS in the Pacific and Central Asia. She is a Board Member of the African Woman Foundation.
T. Spanjaard Msc	Tom Spanjaard is leading lecturer Business Innovation at University of Applied Sciences HAN and managing partner at Voor-Sprong, consultancy in personal leadership and innovation.
dr. T. Besselink	Thieu Besselink is the founder of The Learning Lab, a think-do tank for learning and social innovation. He is a lecturer at Utrecht University and founder of the honours program Towards Regenerative Societies.
J. Zandbergen (student)	Jelle is fourth year student at the bachelor Business Innovation of Avans University of Applied Sciences and co-founder of Kjell, business consultancy.
Drs. G. Broers /V. Bartelds MBA co-ordinator/certified secretary	Secretaries certified by NVAO

Prior to the audit all panel members undersigned declarations of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not currently maintain or have not maintained for the last five years any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the institution in question, which could affect a fully independent judgement regarding the quality of the program in either a positive or negative sense.



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