INITIAL ACCREDITATION
HBO-BACHELOR
CREATIVE MEDIA
Stichting Global School for Entrepreneurship
University of Applied Sciences

Content

1   Peer review

The Accreditation Organisation of the Netherlands and Flanders (NVAO) determines the quality of a new programme on the basis of a peer review. This initial accreditation procedure is required when an institution wishes to award a recognised degree after the successful completion of a study programme.

The procedure for new programmes differs slightly from the approach to existing programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. Once accredited the new programme becomes subject to the regular review process.

The quality of a new programme is assessed by means of peer review. A panel of independent peers including a student reviews the plans during a site visit to the institution. A discussion amongst peer experts is the basis for the panel's final judgement and the advisory report. The agenda for the panel visit and the documents reviewed are available from the NVAO office, upon request.

The outcome of this peer review is based on the standards described and published in the extensive NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2019, nr. 3198). Each standard is judged on a three-point scale: meets, does not meet or partially meets the standard. The panel will reach a conclusion about the quality of the programme, also on a three-point scale: positive, conditionally positive or negative.

This report contains the findings, analysis and judgements of the panel resulting from the peer review. It also details the commendations as well as recommendations for follow-up actions. A summary report with the main outcomes of the peer review is also available.

NVAO takes its accreditation decision on the basis of a full report. The NVAO decision can be positive, conditionally positive or negative. Following a positive NVAO decision with or without conditions the institution can proceed to offer the new programme.

Both the full and summary reports of each peer review are published on NVAO's website www.nvao.net. There you can also find more information on NVAO and peer reviews of new programmes.

Because of COVID-19 temporary measures apply for this peer review.

2 New programme

2.1 General data

Institution   : Stichting Global School for Entrepreneurship
Programme   : hbo-ba Creative Media
Mode of study   : full-time
Degree   : bachelor
Tracks   : NA
Location   : Haarlem
Study load   : 240 EC[1]
Field of study   : Economics

2.2 Profile

The Global School for Entrepreneurship (GSE) and its German partner organization SRH Gruppe (SRH) have developed the bachelor program *Creative Media* as part of a wider program that GSE is seeking to offer in Haarlem under the so-called *Cupola project*[2] currently developed with the local government of Haarlem and other partner organizations.

The Global School for Entrepreneurship aims to offer its students a Bachelor program in Creative Media that prepares students to be a 'mediapreneur' and change maker in the media and communication sector or to start their own media or communication company in the Netherlands or abroad. Tomorrow´s Media Experts that GSE wants to train, will understand the digital and ethical opportunities and challenges of the media sector and have the entrepreneurial competencies to design, produce and manage creative and innovative media solutions that produce value for companies and not for profit organizations.

2.3 Panel

Peer experts

– Sandra Oom (chair): lecturer and member of the management team at Avans Hogeschool, Academie voor Communicatie en User Experience (ACUE);
– Karel van den Berg: freelance journalist en documentary film maker, trainer journalistic creativity, coordinator training programs at NVJ and VVOJ; founder of and trainer at 'De Mediapraktijk';
– Guido Stompff: Lector Design Thinking, Hogeschool Inholland;
– Eva Hoogland (student): student in Journalism at Christelijke Hogeschool Windesheim.

Assisting staff
– Anja Detant, secretary;
– Jona Rovers, NVAO policy advisor and process coordinator.

Site visit (online):
27 January 2022

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[1] European Credits
[2] The former prison, the 'Koepel' and the surrounding buildings are redeveloped to a Haarlem Koepel Campus to facilitate Higher education. This Campus Haarlem offers a learning environment that enables combined studying and living and the creation of a learning community between students of different programs and with the companies and institutions located at the Campus.

3 Outcome

The NVAO panel reaches a positive conclusion about the quality of the hbo-ba Creative Media offered by Stichting Global School of Entrepreneurship. The programme complies with all standards of the extensive NVAO framework.

The panel confirms that the intended learning outcomes are appropriate and have been set at the right level. It is positive about the continuous monitoring of the learning outcomes, and underlines the importance to find a good balance between focus and stability in the program and the need for flexibility to remain up-to-date in a professional domain that is rapidly changing.

The panel acknowledges that the CORE approach that is adopted by the GSE is a strong concept, with proven effectiveness. The panel found a broad and attractive programme, in which students can steer towards an orientation of their choice in the field of creative media and business. The panel sees it as a strong point of the curriculum that the learning curve of the different modules prepares students to work on different life cases and professional assignments with a growing level of complexity, in close cooperation with the work field and under regular and extensive guidance of the lecturers and learning coaches.

The panel met an enthusiastic and experienced team of lecturers and coaches. The panel considers it a strong point that the staff is embedded in or is in touch with relevant organisations and companies and can draw on professional networks to bring in relevant assignments from the professional world. However, the didactic model with highly interactive co-teaching and a learning process in small student groups sets it as a challenge to assure sufficient and well-qualified staff when scaling up the program. Attention is also needed to ensure sufficient role models that can offer a diversity of perspectives.

The learning environment and facilities at 'the Koepel' campus are fully adapted to the didactic approach and serve the aim of creating a 'community of learners', offering a close cooperation with professionals in the field. The quality system safeguards good involvement at all levels and should allow the management to be reactive to needs and concerns. A point of attention however are the standards set to the input of assignments, life cases and queries from the field. To allow students to train the right skills and exercise the desired levels of complexity, the quality standard towards external partners' role and input will need to be carefully monitored.

Standard	Judgement
1 Intended learning outcomes	meets the standard
2 Curriculum; orientation	meets the standard
3 Curriculum; content	meets the standard
4 Curriculum; learning environment	meets the standard
5 Intake	meets the standard
6 Staff	meets the standard
7 Facilities	meets the standard
8 Tutoring	meets the standard
9 Quality assurance	meets the standard
10 Student assessment	meets the standard
Conclusion	**positive**

4   Commendations

The programme is commended for the following features of good practice.

1. *Integration of the professional field in the program* - the panel is enthusiastic about the integrated approach taken, the active collaboration with a network of private and public sector organisations that will provide field experts, support real life situations and projects, in-class presentations, in-company advisory projects and internships. It also is a strength that many in the teaching staff keep part-time assignments in the professional field of creative media.

2. *Didactic model and close tutoring* - The co-design and teaching of each module by a lecturer and a coach are strong assets to guarantee a close follow-up of student needs.

3. *Facilities* - the material facilities that accommodate the chosen didactic approach are attractive and provide students with inspiring workstations amidst other businesses and activities on the *Haarlem Koepel Campus.* The panel also praises the Global School for Entrepreneurship in its efforts to increase the financial accessibility of the program for less well-off local and non-EU students.

5   Recommendations

For further improvement to the programme, the panel recommends a number of follow-up actions.

1. ***Keep the program up-to-date*** - build in a feedback loop to keep focus and allow flexibility to the program, continuously consider the needs and interests of prospective employers in the Netherlands and in Europe.

2. ***Guard program coherence*** - given the modular structure of the curriculum, the team should be vigilant that theory and practical assignments make up a coherent, integrated whole, logically building up towards the final assignment.

3. ***In-depth exploration of a subject*** - as the program is organized around study modules of five weeks, the panel advises the team to allow students sufficient time for 'learning by doing' and to also allow longer-term assignments and/or use multiple modules on one subject to gain depth.

4. ***Ensure sufficient resources and role models*** - the didactic model sets it as a challenge to assure sufficient staff with the right qualifications and experience when scaling up the program. In addition, attention is needed to ensure sufficient role models that can offer a diversity of perspectives.

5. ***Monitor quality of external partners*** - to allow students to train the right skills and exercise the desired levels of complexity, the quality standard towards external partners' roles and input will need to be carefully monitored.

6 Assessment

6.1 Standard 1: Intended learning outcomes

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

Judgement
Meets the standard.

Findings, analysis and considerations
With the program *Creative Media*, GSE has the objective to deliver professionals that are able to respond to the needs of companies who seek graduates who know how to design, develop and integrate digital media in internal and external processes. The program focusses on 21th century skills such as communication, teamwork and personal development skills. Tomorrow´s Media Experts that GSE wants to train, will understand the digital and ethical opportunities and challenges of the media sector and have the entrepreneurial competencies to design, produce and manage creative and innovative media solutions that produce value for companies and not for profit organizations.

The Bachelor in Creative Media builds on the bachelor level profile (Landelijk opleidingsprofiel) of the Creative Business Professional, linking the program's professional skills with the bachelor level of the NLQF. The intended learning outcomes seek to integrate the traditional competencies in media and communication with business-oriented skills. The learning objectives are defined in Specialist, Methodological, Social and Personal competences and are constructed on the basis of the development of key professional competencies during the study program.

The panel discussed the intended learning outcomes with management, staff and the Board of Inspiration of work field representatives. The panel is positive about the way the intended learning outcomes are designed and will build up throughout the program. The intended learning outcomes fit the ambitions of a programme that combines theoretical background and learning by doing, and gradually allow students to reach more complexity towards integrated knowledge and skills. The panel learned from the discussions that the learning outcomes will be closely monitored for every module in the program, and can be adapted where necessary. The panel however, has some apprehension about the modular structure. It recommends reserving sufficient time to allow students to go in-depth into a subject and to practise (applied) research methods and skills (see Standard 4)

The panel is positive about the engagement to closely involve the professional field in the development of the program. This involvement is essential to ensure that the objectives of the program and its learning outcomes remain up-to-date in a domain that is rapidly changing. The panel encourages the management to stay attentive for the challenge to set a well-defined framework for the program that needs focus and stability in its set-up, while keeping abreast with developments and business needs in a volatile and competitive domain. The panel therefore advises the management to nurture close relationships with the diverse and dynamic professional field, ensure their participation in the way the program is shaped, build in guarantees to keep focus and allow flexibility to the program, and continuously consider the needs and interests of prospective employers in the Netherlands and in Europe.

To conclude: the panel confirms that the intended learning outcomes are appropriate and have been set at the right level. It is positive about the continuous monitoring of the learning outcomes, and underlines the importance to find a good balance between focus and stability in the program and the need for flexibility to remain up-to-date in a professional domain that is rapidly changing.

6.2 Standard 2: Curriculum; orientation

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

Judgement
Meets the standard.

Findings, analysis and considerations
The study program is built on three consecutive development learning phases that allow students to acquire professional competences and deal with growing levels of complexity in assignments, leading to their final Applied Research Project.

The curriculum intends to result in professionals with broad, generalist knowledge, that can choose their own path towards more specialization, and grow into experts with an entrepreneurial mind-set. The program provides a competence-oriented teaching and learning approach that combines theories, concepts and tools and allow students to solve practical problems and create business opportunities. Hereto, the curriculum offers flexible and small scale learning environments, focusing on a smart combination of theory and practise, project and problem-based learning and learning by doing.

The panel is very enthusiastic about the active collaboration with a network of private and public sector organisations. They will provide field experts, support real life situations and projects, in-class presentations, in-company advisory projects and internships. The panel is of the opinion that this is a solid and attractive characteristic of the Creative Business program offered by the GSE. It is also positive about the close interaction of students with a team of lecturers and coaches that support their learning path.

In sum, the panel sees it as a strong point of the curriculum that the learning curve of the different modules prepare students to practice applied research skills in their work on different life cases, implement professional assignments with a growing level of complexity, in close cooperation with the work field and under regular and extensive guidance of the lecturers and learning coaches.

6.3 Standard 3: Curriculum; content

The contents of the curriculum enable students to achieve the intended learning outcomes.

Judgement
Meets the standard.

Findings, analysis and considerations
The semester program is organized on the basis of 4 modules that take 5 weeks. In some semesters this is combined with a module entrepreneurship that is offered during the full semester.

Each module contributes to the development of one or more CORE competence, including Specialist competencies (SP); Methodological competencies (MEC); Social competencies (SOC) and Personal competencies (PEC).

The panel discussed how the program modules contribute to the overall program objectives and learning outcomes. The panel found a curriculum with a wide range of themes in the different fields of the creative media sector and the different media process activities of production, marketing and distribution. In addition to the knowledge, skills and methods in the fields of creative media, students are also trained in business related topics. The team not only displayed a willingness to offer an up-to-date curriculum that prepares students for the future challenges in the field. Throughout the assignments, students will also be continuously encouraged to reflect on ethical questions.

From the talks with the professional field, the panel understands that the proposed curriculum fits the need for generalists that can take up different roles, apply their knowledge in innovative ways, 'fix' things in the professional field, and are self-learning experts with an entrepreneurial mind-set. While the broad curriculum supports students to adopt a varied perspective and grow into media generalists, the panel's advises to make sure that each of the modules serve the higher-level intended learning outcomes.

The panel learned from the discussions that within the program, students have different options to choose the topics and media tools of their interest, to develop their network in a certain direction, tailor their expertise in an internship or a semester abroad. The panel finds this range of choices and the support offered hereto positive. Yet, it advises the team to guard the range of themes addressed, in order to confirm the programme's focus and coherence. Moreover, the panel expects the team to carefully monitor and safeguard the balance between theory and practice in the program and to ensure the integration between both; considering this challenge in the implementation and further development of the curriculum.

To conclude: the panel found a broad and attractive programme, in which students can steer towards an orientation of their choice in the field of creative media and business. In the implementation phase and the further development of the program, the panel advises the team to closely monitor the focus and coherence of the curriculum and safeguard the balance between theory and practice.

6.4 Standard 4: Curriculum; learning environment

The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

Judgement
Meets the standard.

Findings, analysis and considerations
The program is designed according to the Competence Oriented Research and Education (CORE) didactic concept developed by the German partner SRH. The GSE brings in its knowledge of entrepreneurial education and the role of the learning coach as essential elements of the didactic concept. The program Creative Media will be able to build on the experience of a faculty team of lecturers and learning coaches that have gained extensive experience in implementing and improving the CORE principles at SRH and GSE.

The CORE concept includes an emphasis on the development of social competencies through regular teamwork with peers and with external partners outside the institution. The panel acknowledges that the CORE approach is a strong concept, with proven effectiveness in several bachelor programs of Universities of Applied Sciences in Germany. It nonetheless reassured the panel to learn from the discussions that the GSE will have sufficient space and action freedom to adapt and tailor the model to the Dutch context and the specific needs in the Creative Media field.

The panel had some queries about the structure, as the program is organized around study modules of five weeks. The approach aims for the acquisition of knowledge and the practical application of theory in the form of projects, case studies, product development, life-case studies and consultancies. This modality also facilitates working with field experts from the private sector. The panel learned that the program will work with small groups of students (max 25) to enable intensive personalized support of students in their learning journey. Assignments are carried out individually or in small teams.

The panel expressed its concerns about the intensity of the programme. In this modular, 5 weeks-approach students will need to learn and digest theory, and at the same time practise creative and professional skills. The panel visit clarified how the daily pace of theoretical classes in the mornings and practical assignments in the afternoon will help students to effectively learn, digest and integrate theory and practice in each module. The panel understands that the team will apply a formula that has already shown its results. The panel still advises the team to allow students sufficient time for 'learning by doing' and to allow longer-term assignments and/or use multiple modules on one subject to gain depth. Given the modular structure of the curriculum, the panel further recommends to be vigilant that theory and practical assignments make up a coherent, integrated whole, logically building up towards the final assignment.

To conclude: the panel acknowledges that the CORE approach is a strong concept. It nevertheless encourages the team to remain open to tailor the model to the Dutch context and the specific needs in the Creative Media field. The panel also advises the team to be attentive that the modular structure allows students sufficient time for 'learning by doing' and to safeguard that theory and practical assignments make up a coherent, integrated whole.

6.5 Standard 5: Intake

The curriculum ties in with the qualifications of the incoming students.

Judgement
Meets the standard.

Findings, analysis and considerations
Apart from the regular entry requirements for a professional Bachelor program, students will have to successfully complete an intake assessment, in which motivation will be an important selection criterion .

GSE expressed its ambition to target both Dutch and international students, with a prevalence for 2/3 students from abroad. The GSE considers the international composition and diversity of the cohort as a benefit in the learning process, even more since the didactic model emphasises the role of peer support and teamwork within the same student cohort.

Prospective students can find information about program content, admission requirements and registration on the website of the GSE. To promote the program abroad, the GSE will use their own international network, and that of its partner SRH.

The panel confirms that the curriculum ties in with qualifications of the incoming students. The panel however feels that there is a discrepancy between the information provided in the accreditation file and during the site visit, the CORE approach, and the implementation. The panel therefore recommends the team to clearly formulate the envisaged approach and program content and expectations/conditions for enrolling in the programme, for both Dutch and international prospective students.

6.6 Standard 6: Staff

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

Judgement
Meets the standard.

Findings, analysis and considerations
To support the students in their study process, GSE will work with a team that combines international academic and professional experience, and can perform in a role as lecturer and learning coaches. GSE has chosen for co-teaching by pairs of lecturers or learning coaches. This should allow a continuous offer of both educational content and student support. Furthermore, a network of private and public sector organisations will provide real life situations and projects, in-class presentations, in-company advisory projects and internships.

The panel met a very enthusiastic and experienced team that will further develop and teach the program . The panel is positive about the approach proposed to bring professional practice into the curriculum. The direct link with the business and working world is assured and the staff is well aware of current developments and actual discussions in the field. The panel considers it as a strong point that many in the teaching staff also keep part-time assignments in the professional field of creative media.

Sufficient and well-qualified staff is available to start the program and develop it further. Yet, the ambitions of management and staff and the expected increase in student numbers that will enrol once the program is fully up and running, raises a point of attention. The didactic model is intensive, with highly interactive co-teaching and a learning process in small student groups, guided by experienced lecturers, coaches and field experts. That poses a challenge to assure sufficient staff with the right qualifications and experience, when scaling up the program.

The team should further be attentive to the degree of gender and cultural diversity that is represented in the team. Field experts and guest speakers will be attracted in the modules and will take up some teaching and coaching. While the input of externals can add to the interculturality and diversity of role models, the panel advises the GSE to be sensitive to offer a diversity of perspectives and guard inclusivity as an important asset when recruiting staff, external experts and guest speakers.

The panel also recommends the team to be attentive to the didactic qualities and professionalization of the staff. In the current core team only few members have a BKO certificate or a BKE certification. The panel has noted the ambition to have 90% of the core

team of lecturers and learning coaches acquiring their BKO or an equivalent certification by the end of 2022 (or being in the process hereto). It encourages the team to motivate the staff to obtain BKO, BKE and also SKE certificates and realize the ambition with regard to professionalization.

In sum: the team is well qualified and very driven, and the resources are sufficient to start the program. The direct link with the business and working world is assured. The staff is well aware of current developments and discussions in the field. The didactic model with highly interactive co-teaching and a learning process in small student groups, sets it as a challenge to assure sufficient and well qualified staff when scaling up the program. Attention is needed to ensure sufficient role models that can offer a diversity of perspectives.

6.7 Standard 7: Facilities

The accommodation and material facilities are sufficient for the realisation of the curriculum.

Judgement
Meets the standard.

Findings, analysis and considerations
The bachelor Creative Media will be situated in 'the Koepel' in the city of Haarlem. The learning environment is embedded in an environment of companies in the creative media sector. This will facilitate cooperation with GSE to create a community of learners in which companies and students can work together to create and exchange knowledge.

From what it has seen, the panel is enthusiastic about the material facilities that accommodate the chosen didactic approach and provide students with inspiring workstations amidst other businesses and activities on the *Haarlem Koepel Campus*.

The panel enquired about the financial accessibility of this private school program and the compulsory 'on campus housing' that GSE offers. It finds it valuable that GSE concluded an agreement with the town of Haarlem to facilitate access of local students and engages to offer scholarships to Dutch students and - to a lesser degree - to non-EU students.

The panel confirms that 'the Koepel' campus offers all modern facilities to students and is adapted to the objectives of the program to facilitate learning in a close relationship with the professional field.

6.8 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.

Judgement
Meets the standard.

Findings, analysis and considerations
During the contact hours students will have a combination of lectures, guided group assignments, workshops, debates and presentations by external experts. These hours also include time for individual advice and coaching. The panel is impressed by the coaching and close tutoring that GSE intends to offer. Two coaches will be responsible per module, which means that on average there will be 1 coach per 10 students. For students that decide to take

a semester abroad, students will be supported by a coordinator internship and international affairs.

The co-design and teaching of each module by a lecturer and a coach are strong assets to guarantee a close follow-up of student needs. The panel expresses some apprehension that the proposed approach might be more difficult to realise with lecturers from abroad who fly in and out. Ensuring a continued engagement of these lecturers and their accessibility to students is therefore a point of attention. In addition, the upscaling of the program will set challenges to keep up with the tutoring standards and find sufficient skilled staff. It reassured the panel that the management clearly acknowledges this challenge, plans to invest in professional training of teaching staff and coaches, and also has the means to keep control over the growth of the program and the available resources.

GSE has implemented CANVAS as the electronic learning platform that supports the access to study and examination guides, curriculum, study planning, study materials, submission of learning assignments, exams, study grades and evaluation forms. The GSE learning infrastructure supports video conferencing tools for lectures, interactive classes and one-to-one meetings with learning coaches, lecturers and field experts.

The panel confirms that the co-teaching of each module, as well as the close tutoring and coaching are strong assets of the didactic approach. The program guarantees a good learning infrastructure with the use of CANVAS as electronic learning platform. The panel trusts that the information provision to students will be further developed and adapted in order to clearly inform students and manage their expectations. The panel found a discrepancy between the information file provided for the initial accreditation and the information obtained during the panel visit. The talks with management and team that will implement the program, convinced the panel that they have a good and realistic view on where they stand, where they want to go and what further challenges might come up, once the program is running.

6.9 Standard 9: Quality assurance

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

Judgement
Meets the standard.

Findings, analysis and considerations
The quality vision of the institute is 'Developing tomorrow's Education Today'. GSE has integrated a quality system which reflects the didactical CORE concept, yet acknowledges the need to adapt the system to the development of the program in Haarlem. The panel understands that the institution as well as the subsequent programs seek to implement a quality structure that is aligned with the future didactic developments and growth of the organization.

Internal and external actors will evaluate the operationalisation of the programme through formal and informal quality assurance processes. Various bodies such as the Exam Board, the Board of Inspiration, the Education Board and the Program Committee will be involved. The GSE aims to facilitate a climate where students, staff and the professional field feel free to address issues as soon as they arise. The GSE plans to survey students' opinion on the

content (learning materials & assessment), delivery (subject & field experts, learning coaches) and structure (organization) at the end of every module.

In addition, the Education Board will meet several times per year in order to review academic processes, teaching materials, the learning environment and the didactic approach. The Board of Inspiration (work field representatives) will be invited to bi-annually review the programme and provide management with feedback on the curriculum's relevance with actual practices.

The panel believes that the quality system ensures good involvement at all levels and should allow the management to react adequately to needs and concerns. A main point of attention for the panel are the quality standards for engaging with external partners and professionals in the field. Given the need for input from the work field for assignments, life cases, internships, etc., the quality norms set to what these partners should offer to allow students to train the right skills and exercise the desired levels of complexity, will need to be carefully formulated and monitored.

The panel confirms that the quality assurance system of GSE is well designed. A point of attention are the standards set to the input of assignments, life cases and queries from the field. To allow students to train the right skills and exercise the desired levels of complexity, the quality standard towards external partners' role and input will need to be carefully monitored.

6.10   Standard 10: Student assessment

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

Judgement
Meets the standard.

Findings, analysis and considerations
The CORE approach is a highly student centred approach within the modular structure of the program, and encourages students to take an active role in their learning process. The systems of assessment that will be applied, both summative and formative, reflect this approach and challenges students to demonstrate in each of the modules the levels of obtained knowledge, skills and competences compared to the expected learning outcomes.

The translation of the learning objectives into measurable intended learning outcomes has resulted in the use of rubrics. However, the introduction and use is something to monitor closely. The panel understands that the system of student assessment remains so far theoretical, and will need to be further developed and adapted with the program implementation.

Once the operationalisation of the program kicks-off, the panel expects that the diversity of assessment methods will be used, adapted to the modules, the specific content and learning outcome that need to be assessed. The panel also expects the team to develop and fine-tune the calibration process to assess students, involving teaching and coaching staff and the external partners with which students engage in their assignments.

The Examboard inspires confidence that in practice the assessment system will be further developed and monitored, implementing clear moments of feedback, feed-up and feedforward to allow students to obtain the learning outcomes. The panel trusts that the Examboard will also play a positive role in the further development of the assessment of the final Applied research project. Here, the panel suggests to invest in the professionalization of

the staff and to ensure a sufficient percentage of the team to obtain a BKE and SKE certification.

6.11 Degree and field of study

The panel advises awarding the following degree to the new programme: Bachelor of Science. The panel supports the programme's preference for the following field of study: Economics.

Abbreviations

BKE: Basiskwalificatie Examinering

BKO: Basiskwalificatie Onderwijs

CORE: Competence Oriented Research and Education

EC: European credits

GSE: Global School for Entrepreneurship

NLQF: Nederlands Kwalificatieraamwerk (Dutch qualifications framework)

SKE: Senior Kwalificatie Examinering

SRH: SRH Gruppe, German partner organization of the Global School for Entrepreneurship

NVAO