

NVAO  THE NETHERLANDS

**INITIAL ACCREDITATION**  
**HBO-BACHELOR**  
**BUSINESS PSYCHOLOGY**

Global School for Entrepreneurship

FULL REPORT  
31 March 2022

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# 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](http://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	: Global School for Entrepreneurship
Programme	: Business Psychology
Mode of study	: Full Time
Degree	: Bachelor of Science in Business Psychology
Location	: Haarlem
Study load	: 240 EC <sup>1</sup>
Field of study	: Economics

### 2.2 Profile

The Bachelor's programme Business Psychology bridges the professional fields of business and applied psychology. The programme focuses on the development of more people-oriented business processes in three key areas: human resources management, change management and marketing. Students who have completed the bachelor can start working in positions such as hr-manager, change management consultant or analyst in a marketing team.

The study programme is developed in collaboration with the German partner SRH Gruppe in Heidelberg. The programme will be offered in the Haarlem Koepel Campus, the former prison of Haarlem. The programme consists of 29 modules, offered over a 4-year study period (240 EC).

### 2.3 Panel

#### Peer experts

1. Prof.dr. Jules M. Pieters (*chair*): Emeritus professor of Educational Science and Applied Psychology at the University of Twente;
2. Dr. Eghenayahiore Osagie PhD (*panel member*): Senior Lecturer, Researcher HAN University of Applied Sciences;
3. Koen Demouge (*panel member*): Lecturer Business innovation, Avans University of Applied Sciences;
4. Anneke Westerlaken, MSc. (*panel member*): Chairperson of ActiZ, branch association for elderly care;
5. Loes Damhuis (*student member*): Student pre-master Clinical Psychology at OU. Before this she studied bachelor MDW at the HAN.

#### Assisting staff

- Jeroen van der Spek, secretary;
- Jona Rovers, NVAO policy advisor and process coordinator.

#### Site visit (online)

Haarlem, 21 februari 2022

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<sup>1</sup> European Credits

### 3 Outcome

The NVAO panel reaches a positive conclusion about the quality of the Bachelor Business Psychology offered by the Global School for Entrepreneurship (GSE). The programme complies with all standards of the extensive NVAO framework.

The Bachelor of Science in Business Psychology prepares students for a position at the intersection of business and applied psychology. The programme focuses on the development of more people-oriented business processes in three key areas: human resources management, change management and marketing. Students who have completed the programme will be able to work in positions such as hrm-officer, change management consultant or analyst in a marketing team.

The panel is positive about the education programme. The bachelor has succeeded in convincingly linking the professional fields of business and applied psychology and fills a clear need. The emphasis on 21<sup>st</sup> century skills fits well with the current labour market and the programme has a clear eye for global changes in the field of ethics, inclusiveness and sustainability.

The panel does wonder whether the name of the programme accurately reflects its content. In the opinion of the panel, the programme tends more towards sociology and anthropology than towards psychology. The panel, therefore, recommends the GSE to reconsider the name. The panel also recommends the GSE to give applied research more emphasis in the curriculum, and allow students to start developing research skills earlier.

The panel is positive about the broad educational programme and the intensive guidance of the students. The combined deployment of lecturers and learning coaches helps the students to apply knowledge in their professional practice and ensures that they keep a good overview of their learning process.

The education programme will be offered in the former dome prison of Haarlem, De Koepel. For this purpose, De Koepel and the surrounding buildings are converted into a business campus, which also includes SME companies, not for profit organisations and start-ups. The panel sees great potential in this project and is enthusiastic about the cooperation possibilities between education and companies. The panel concludes positively on the Bachelor's programme Business Psychology.

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
<b>Conclusion</b>	<b>positive</b>

## 4 Commendations

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

1. **Unique programme** - The integration of business and applied psychology results in a unique programme that fits in well with recent developments in hrm, change management and marketing.
2. **Competence Oriented Research and Education (CORE)** - The educational concept of CORE forms a solid and well thought-out basis for the programme.
3. **Intensive guidance** - The combined deployment of lecturers and learning coaches ensures intensive student guidance, reducing the risk of study delay and dropout.
4. **Housing** - Because students of the programme live on a campus, a living-learning community is created from day one.
5. **Haarlem Campus** - The education programme takes place in the former dome prison of Haarlem: a unique learning and working environment with many opportunities for cooperation between education and the business community.

## 5 Recommendations

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

1. **Name of the programme** - Critically examine whether the name of the programme accurately reflects the content of the curriculum.
2. **Applied mathematics** - Reconsider whether the emphasis on applied mathematics is necessary for future positions and make mathematics more consistent with practice-oriented research.
3. **Board of Inspiration** - Make clear agreements regarding the contribution of the Board of Inspiration to the educational programme.
4. **International orientation** - Pay more attention to the international orientation of the programme and the cooperation with international companies and network partners.
5. **Research** - Make research more visible in the curriculum. Introduce methodology at the beginning of the programme and allow students to start developing research skills earlier.

## 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**

The Bachelor's programme in Business Psychology aims to train students to become professionals at the intersection of business and applied psychology. Students who have completed the programme will be able to apply knowledge of psychology, influence and behaviour in a business-related field. Future alumni are expected to find positions such as hr-manager, change management consultant or analyst in a marketing team.

The programme meets a current need. Recent social developments, such as the increased attention for ethics, inclusiveness and sustainability, are leading to changes in culture and identity in many organisations and companies. As a result, the labour market has an increasing need for professionals who can look at change processes from a human or social perspective. The Business Psychology programme responds to this need by offering a broad educational programme that focuses on three key areas: human resource management, change management and marketing.

The Business Psychology program builds on a combination of the Dutch educational domains of business and applied psychology. These pillars are combined with three so-called *cross-study differentiators*: (1) entrepreneurship, (2) the Digital Future, and (3) ethics, awareness and intercultural communication. The programme seeks to comply with the level 6 overall learning outcomes of the NL Qualification Framework at program level.

The learning outcomes focus on the acquisition of specialist, methodological, social and personal competencies. Both the content of the course and the graduation profile have been aligned with the professional field. The GSE has held exploratory talks with stakeholders such as Endeavour Group, IAMDigital and CupolaXS, and representatives of the professional field participate in the so-called Board of Inspiration. This board consists of external professionals and alumni and meets once every semester to share their insights with the management.

The panel is enthusiastic about the plans to integrate business and psychology into one programme. The Bachelor's programme can make a valuable contribution to the cultural changes that are taking place in many organisations in the areas of diversity, inclusion, sustainability and ethics. The programme stimulates students to look at change processes from a multidisciplinary perspective and has a strong focus on 21<sup>st</sup> century skills.

After reading the information file, the panel did wonder whether the name of the programme fully covers the content. According to the panel, applied psychology mainly focuses on individual behaviour, whereas the Business Psychology programme is concentrated on organisational changes, sociocultural, interpersonal and group processes. In terms of content, these processes are more in line with sociology and cultural anthropology. For a programme with the title Business Psychology, there should be, in the opinion of the panel, more psychological content in the curriculum. The panel, therefore, recommends the GSE to think critically about the match between programme and name.



The GSE has the ambition to train students for the Dutch and the international labour market. The Bachelor's programme focuses on a target group of international students and the GSE has access to an international network of companies through network partners like IAMDigital and the Endeavour Group. The panel clearly heard this ambition in the interviews but has some doubts about concrete realizations. According to the panel, the network of companies and organisations associated to the GSE is mainly located in the Haarlem/Amsterdam region and the international orientation is not yet sufficiently visible in the curriculum. The panel, therefore, urges the GSE to emphasise this component more strongly.

The panel had an interesting conversation with the Board of Inspiration. During this discussion, it appeared that a number of members are involved in the programme from the very start. Still, the panel got the impression that the expectations of the GSE and the Board of Inspiration do not completely match. During the online visit, the GSE seemed to count on the companies from the Board of Inspiration to provide many internship opportunities and practical assignments. The panel wondered whether the companies can live up to this expectation. The panel therefore advises the GSE to make clear agreements about the future involvement of the Board-members in the educational programme.

In summary, the panel is of the opinion that GSE has realised an attractive and very relevant study programme. The Bachelor's programme is in line with current social developments, and the integration of applied psychology and business meets the demand in fields such as marketing, hr and change management. The panel recommends the GSE to reconsider whether the name of the programme accurately reflects its content and creates the right expectations among students. With this recommendation, the programme meets standard 1.

## 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 programme aims to provide the students with relevant knowledge, professional skills and research skills. Applied research is an important part of the Methodological Competencies, one of the pillars of the didactic concept CORE. Through modules such as Applied Research Methods and Applied Research in Psychology students acquire practical knowledge of research methods, allowing them to make data or evidence-based decisions in the fields of psychology, influence and behaviour.

The Business Psychology programme also provides ample scope for applying knowledge in practical situations. The study programme is housed in the Koepel, a former prison building that is also home to many companies from the SME sector. The joint accommodation ensures that students are in contact with SME companies, start-ups and network organisers such as Cupola XS, almost from the start of their studies. As a result, they can directly apply their acquired knowledge in practice and assimilate theory, concepts and methods.

The panel notes that the programme is mainly professionally oriented. Learning in practice situations is well designed and the panel is enthusiastic about the way in which the programme has 'brought in' practice. The study programme operates close to the business community and the cooperation in the Haarlem Koepel ensures that students have easy access to real-life situations and projects, in-class presentations, in-company advisory projects and internships.

According to the panel, there is sufficient room for developing research skills. The panel does feel, however, that much emphasis is placed on applied statistics. The panel also thinks that research methodology is dealt with at a relatively late stage in the curriculum. In order to embed it properly in the curriculum, it would be better to introduce students to the research cycle from the outset.

In summary, the panel believes that the programme offers an interesting mix of research skills and professional skills. However, the panel advises the GSE to make research more visible in the curriculum and to make students familiar with the research cycle earlier on in the programme. With this recommendation, the programme, in the view of the panel, meets standard 2.

### 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 learning outcomes of the Bachelor's programme are translated into 29 closely aligned study modules, which are grouped into three consecutive development learning phases: Introduction, Development and Specialisation.

In the Introduction phase, students get familiar with the basics of Business and Psychology. This phase focuses, amongst other things, on global digital challenges, but also pays attention to awareness and ethics in business. In the Development phase, students focus on business-related and data-driven problem analysis and build their basis in the key psychology disciplines most relevant for business application. In the Specialisation phase, students finally learn to analyse, diagnose and manage more complex business processes. This phase concentrates on applying people-oriented processes or solutions at the organisational level.

In addition to the three previously mentioned phases, students gain knowledge and experience in three so-called *cross-study differentiators*: (1) entrepreneurship, (2) the Digital Future, and (3) ethics, awareness and intercultural communication. These differentiators run like a thread through the curriculum and ensure that the individual modules are linked into an integrated, coherent programme.

In the fourth year, students graduate with an applied research project, which consists of four different parts. Students write an evidence-based research paper and present a portfolio of deliverables (products, projects or papers) that shows how they have acquired specialist competencies. Furthermore, students develop an innovative product or service related to the research theme. The academic paper, product/service and portfolio will together serve as the input for a final interview, in which the end products, overall study results and future ambitions are assessed.

The panel is enthusiastic about the versatile programme. The emphasis on 21<sup>st</sup> century skills fits in well with the people-oriented approach that the programme is striving for. According to the panel, the focus on digital transformation and data in relation to psychology is also a strong component.

However, the panel feels that the programme could make clearer choices in certain areas. In particular, the panel finds that there is a lot of emphasis on applied mathematics in the programme. The discussions during the site visit made clear that the GSE considers mathematics to be an important condition for learning applied research skills. According to

the GSE, it is important that students can substantiate decisions and advice in the field of behaviour, using mathematics, statistics and data analysis.

The panel can follow this reasoning, but wonders whether the programme is not setting the bar too high for the students. According to the panel, business psychologists should primarily be able to interpret data; carrying out analyses is not likely to be part of their future core tasks. The panel, therefore, asks the programme to think critically about the amount of mathematics in the programme.

The panel also feels that the GSE could pay more attention to the political aspect of change processes. According to the panel, guiding and implementing cultural change requires a feeling for organisational processes and politics. Therefore, it is important that future business psychologists gain insight into political processes, such as decision-making or influencing and involving stakeholders and management.

In summary, the panel is positive about the content of the curriculum. The programme has a multi-disciplinary character and clearly meets the needs of the labour market. The learning outcomes are translated into closely aligned study modules and the cross-study differentiators ensure consistency in the programme. The panel does ask the programme to reconsider whether the amount of mathematics is necessary for future positions. The panel assesses standard 3 positively.

#### 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 study programme of the bachelor has a modular structure. The programme is offered in English and is organised on the basis of 4 modules of each 5 weeks per semester. The modules are connected according to the principle of constructive alignment.

According to the GSE, the structure of the curriculum supports the training of so-called T-shaped professionals. These professionals combine a broad knowledge base with in-depth knowledge in the fields of Human Resource Management, Change Management and Marketing. The wide variety of subjects ensures that students can look at their future field of work with a multidisciplinary view but also offers them the opportunity to dive into certain topics. Per module, students need to focus on a maximum of two subjects. As a result, they can develop in their role as experts. The modular structure also allows for the deployment of field experts from the private sector, who have limited time to contribute to the programme.

The programme is designed according to the Competence Oriented Research and Education (CORE). This didactic concept, developed by parent organisation SRH Heidelberg, is currently applied at six universities of Applied Sciences and one Research University in Germany. The CORE concept is based on the assumption that students construct their own understanding and knowledge through experience and reflection. CORE starts from the premise that professionals need four types of competencies in their work, which complement and reinforce each other. CORE distinguishes specialist, methodological, social and personal competencies.

The panel is enthusiastic about the didactic concept of the programme. CORE has already proven itself in many other courses in Germany and the CORE principles form a solid basis for the curriculum. The panel is also enthusiastic about the structure of the curriculum. The

level of difficulty gradually increases and the programme encourages students to take increasing responsibility for their own learning. The panel did wonder whether there is room in the programme for concentric learning, and the transfer of knowledge from one module to another. According to the GSE, the curriculum is structured in such a way that the modules run logically into each other and the cross-study differentiators provide a binding thread.

The panel got the impression that the curriculum is quite intensive for both students and teachers. During the interviews, the term *pressure cooker* was used a few times. The panel wondered what the consequences are of the short modules on the workload of lecturers, especially if the number of students starts to grow. According to the GSE, the five-week module structure provides the lecturers with clarity and focus. The workload resulting from the assessment is evenly spread over the module so that teachers and students do not have to deal with peak loads in a final test week. Moreover, the lecturers are only occupied with teaching in the mornings. The other hours, students work independently or in groups on (practical) assignments. Nevertheless, the GSE is aware that organising the teaching programme requires a lot of discipline, and it continues to monitor the workload and studyability of the programme closely.

The panel agrees with the choice to offer the programme in English. The Global School for Entrepreneurship expects the majority of its students to come from abroad and the language is in line with international developments and an international labour market perspective.

In summary, the panel is of the opinion that the learning environment of the Bachelor's programme is well designed. The programme has a step-by-step structure. The didactic model of the programme, CORE, forms a solid basis for the educational programme. The panel does advise the GSE to keep a close eye on the workload and studyability of the programme, especially when the number of students starts to grow. With this side note, the panel judges standard 4 positively.

## 6.5 Standard 5: Intake

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

### Judgement

Meets the standard.

### Findings, analysis and considerations

The programme is accessible for students with a Dutch high school diploma (vwo, havo, mbo-4). Dutch students are strongly advised to have a secondary school diploma with an NT or NG profile. MBO-4 graduates are accepted if they have graduated from a business oriented degree. Dutch prospective students with neither of these degrees can do a '21+ test'. International students (and 21+ test students) are required to have an IELTS level of 6.0 before enrolling. Apart from these specific entry requirements, students will also have to successfully complete an intake assessment. This assessment consists of, among other things, writing a motivation letter, a competence test and an interview.

The programme aims at an international student population, of which a third originates from the Netherlands, a third from Europe and a third from the rest of the world. In order to level out (international) differences in prior education, students in the first phase work towards a common starting level.

The panel concludes that the programme serves a broad target group, both in terms of prior education and country of origin. On paper, the diverse intake makes for a nice mix. The panel did wonder why GSE mainly focuses on students with a NT or NG profile. Interviews with the GSE revealed that this admission requirement is mainly formulated with regard to statistics, which is an important part of the curriculum. Moreover, it is not a requirement but a strong

recommendation. According to the panel, the C&M (Culture and Society) and E&M (Economy and Society) profiles are also very suitable for the programme.

In summary, the panel finds that the programme matches the qualifications of the students. The panel advises the programme to reconsider leaving the choice for an NT or NG profile. With this recommendation, the panel is positive about standard 5.

## 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**

The teaching programme is delivered by a team of lecturers with extensive work and teaching experience. All lecturers in the team have ten or more years of professional experience in a field related to psychology or business administration. In many cases, they have integrated knowledge of both fields. Most lecturers and learning coaches also have more than five years of experience in teaching and learning processes based on the CORE principles. All faculty members must have sufficient English language proficiency at an academic level.

Three different roles can be distinguished in the teaching team: Lecturers, Learning Coaches and Field Experts. Lecturers (professionals with didactic experience in higher education and professional experience in the working field) design, develop and deliver interactive and competency-based learning materials. The lecturers will co-teach modules with Learning Coaches, professionals with experience in higher education and coaching. The Learning Coaches support the learning process of students during individual modules and during a longer study period. Finally, the school makes use of Field Experts, who bring their professional experience, cases, methods and practices to very specific modules. In these modules, the responsible teacher takes care of the theoretical and didactical content.

The panel got a positive impression of the staff. The lecturers are very enthusiastic and bring in broad expertise, which fits in well with the multidisciplinary character of the programme. The panel finds the co-teaching by pairs of lecturers and learning coaches a very strong point, from which students can benefit greatly. Furthermore, the panel is positive about the involvement of field experts, who can easily contribute to the education because of the short modules.

The panel does think that the team of lecturers is still on the small side. Given the size of the organisation and the development phase the programme is in, this is unavoidable. According to the panel, however, a small team makes the programme vulnerable to staff changes or drop-outs due to illness. On top of that, many lecturers are employed on a flexible contract. This may, at least on paper, be at the expense of their commitment to the study programme and team building. The panel, therefore, asks the programme to pay extra attention to the joint ownership and responsibility of lecturers.

In summary, the panel had a positive impression of the teaching staff. The multidisciplinary character of the programme is clearly expressed in the knowledge of the teaching team. The deployment of field experts has added value, but the panel wonders how the team will maintain the enthusiasm and commitment of the development phase. The panel assesses Standard 6 as positive.

## 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 Business Psychology programme is housed in the former Koepel prison in Haarlem. In recent years, the Koepel has been converted into a higher education campus with public facilities such as cinemas, a hotel and a restaurant. The Koepel complex offers space for educational facilities such as permanently accessible classrooms, social meeting rooms/pantries for students and flexible workstations. It also accommodates a number of SME companies that work closely with the institute. The presence of companies, start-ups and not-for-profit organisations ensures that students are in contact with practice almost from the start of their studies.

The heart of the dome is formed by the student campus. The GSE encourages students to live here for at least the first three semesters of their studies. According to the GSE, this will create a close-knit learning and working community, allowing students to get used to student life as quickly as possible and avoiding the need to find their own accommodation - a huge challenge in the Haarlem-Amsterdam region.

The GSE has opted for a hybrid learning environment and classroom concept. All information and interaction related to the study is facilitated by an offline and online environment. The online platform supports access to study and examination guides, curriculum, study planning, study materials, learning assignments and exams. The online learning environment also offers students the possibility to hand in assignments via Google Assignment and contains a discussion platform for each course, where students can chat in a private environment. All lessons of the Bachelor's programme are recorded and can be viewed online later.

The panel is enthusiastic about the facilities in the Haarlem Cupola. The former Koepel prison has been reused in an inventive way to create a multifunctional campus where education, public functions and small-scale business go hand in hand. The panel was particularly positive about the way in which the study programme has brought the SME sector in-house. The companies and start-ups participating in the dome offer students low-threshold access to lectures, assignments, introductory work placements or an internship.

According to the panel, accommodation is also a strong component of the educational concept. The students are part of a living and learning community from the start of their studies, and the campus is an appropriate response to the housing problems in the region. Finally, the panel is enthusiastic about the digital learning environment. The GSE has consciously opted for one platform and the online environment is clearly designed and user-friendly.

In summary, the panel judges that the Koepel is a unique and inspiring learning environment. The facilities of the programme are of a high standard and the joint accommodation with SMEs offers many opportunities for cooperation. The panel is therefore positive about standard 7.

## 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**

The teaching programme is characterised by relatively small groups and in-class tutoring. In the course of the programme, students are increasingly asked to be independent and guidance gradually decreases from 15 contact hours per week in the first year to 1 or 2 hours per week during the final internship and applied research projects.

Each module is accompanied by a duo consisting of a lecturer and a learning coach. The duos are composed in such a way that each duo always includes someone with practical experience and someone with coaching experience.

The learning coach plays a key role in the supervision. This coach helps the students to apply the theory in (practical) assignments and to get a broad academic oversight over the process. In addition, the learning coach provides support, motivation, and guidance in group dynamics and individual learning and maintains an overview of the learning process of the students. In internships, the learning coach guides the students through regular online meetings.

Students who face difficulties within or outside their studies can contact a counsellor, a confidential advisor who can support a student on a personal level and keeps all information provided confidentially. Students can also call on mentors from a peer network during their studies. This network consists of young professionals who have recently graduated from GSE or SRH. The mentor network allows students to get easily in touch with professionals in a field of their interest.

The panel is enthusiastic about the intensive guidance of the students. The presence of a counsellor offers students the possibility of asking for extra support with both study and non-study problems. The involvement of alumni can also have a clear added value.

The panel is especially positive about the role of the learning coach. This coach is closely involved in the learning process, can help students with critical questions and oversees where they stand in the learning process. At the same time, the panel also sees risks. According to the panel, intensive coaching can cause students to lean too much on their coach, which may be at the expense of self-directed learning and the development of the student's own vision. On the other hand, the role of the coach is taken by different teachers. According to the panel, this reduces the chance that students focus too much on one person and that the coaching interferes with their development towards independence.

In summary, the panel is of the opinion that the tutoring is well organized. Students are coached intensively in their first year with many contact hours. The learning coach plays an important role in overseeing the learning process. The panel is therefore positive about standard 8.

## **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 GSE has developed a system of quality assurance that is based on co-ownership and a growth mindset. The programme strives for an open dialogue with the various stakeholders, in which students, educators and the professional field feel free to address issues as soon as they arise.



Within the GSE various bodies such as the Examination Board, the Board of Inspiration, The Educational Board and the Programme Committee go through their own improvement cycles, which interact with the planning and control cycles. Short-term evaluations and cycles take place, for instance, by asking students at the end of each module for their opinion on the content (learning materials & assessment), delivery (subject & field experts, learning coaches) and structure (organisation). The findings of students and further experiences of lecturers will be shared and discussed in semi-annual workshops of the faculty team and result in lessons learned and recommendations for improvements of the study concept.

In the long evaluation cycle, the Education Board plays an important role. This Board will meet at least 6 times per year in order to respond to requests, and to review academic processes, teaching materials, the learning environment and the didactic approach. The Education Board will consist of 5 members, including Learning Coaches and management.

The panel finds that the Quality Assurance is well designed. The GSE uses various short and longer evaluation cycles, which generate their own points for improvement, but also reinforce each other. The use of KPI's (key performance indicators) gives a lot of direction to the evaluations. The GSE involves different stakeholders in the evaluation and improvement of quality and the professional field thinks and talks along via the Board of Inspiration. The panel does feel that the added value of the Board of Inspiration would be greater if more members with a psychology/business psychology background were represented on the board. The board, in the opinion of the panel, is relatively business-oriented at the moment.

In summary, the panel is of the opinion that the school has thought carefully about its quality policy. The different roles and responsibilities are clearly defined and delineated. Different bodies in the organisation apply their own PDCA cycle, but also play a role in the bigger picture, and thus keep each other focused. The panel, therefore, assesses standard 9 as sufficient.

## 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**

GSE explicitly regards the assessment of students as an integrated part of the learning process. In this vision, assessment is linked to content and teaching methods through constructive alignment.

The assessment programme is built up by means of a so-called assessment cycle. This cycle includes regular short assignments, formative assessments and one or two summative assessments, which are all spread throughout the module. Because the assessment is spread, students do not experience a peak load, student and programme constantly know where the student stands in his or her learning process and the chance of study delay or drop-out is minimal.

The assessments forms vary depending on the specific type of learning outcomes and competencies to be evaluated, including term papers, oral presentations, group work, debates, learning diaries and reflective interviews. In assessment, much emphasis is placed on formative assessment in the form of feedback and feedforward. The feedback is not only given by teachers and learning coaches, but also by students to each other. The feedback prepares students for summative assessment, helps them reflect on their learning process and stimulates them to develop a self-critical attitude.



In the fourth year, students will graduate with an applied research project, which consists of four different parts. The students write an evidence-based research paper and compile a portfolio of products, projects or papers that shows how they have acquired all required specialist competencies. Finally, the students develop an innovative product or service, that can be used in a real-life situation.

The academic paper, product/service and portfolio will together serve as the input for a final interview where the end products, overall study results and future ambitions are assessed. The final assignment takes place according to the four-eyes principle, by the student's mentor and an independent examiner. The examiner has at least a BKE or an equivalent international qualification.

The panel had an instructive discussion with the Examination Board. This board consists of multiple internationally experienced assessors and currently operates under the chairmanship of a SKE qualified chair, who is independent of the programme. The Examination Board meets 9 times per year, appoints all examiners, makes decisions on plagiarism cases, and supervises the appeal process. The board is also responsible for the last step of the assessment cycle, evaluation and improvement. Throughout the year, the Examination Board randomly examines and tests different assessment forms. The samples result in points of improvement that are included in an iterative circle.

The panel is of the opinion that the testing system is well designed. The frequent assessment ensures that the chance of a study delay or drop-out is relatively small and the many feedback and test moments clearly build up to the final level.

The panel did get the impression that the testing system is not entirely in line with the CORE methodology. According to the panel, it would have been more logical not to assess all subjects and programme components separately, but to opt for a holistic system such as a portfolio, which looks at the test components in cohesion. Students only start keeping track of a portfolio during the applied research project. According to the panel, a portfolio would have added value much earlier in the programme.

Furthermore, the panel wonders what the consequences are of the many moments of feedback and testing during each module on the workload of lecturers. The panel asks the programme to keep a close eye on this workload.

Summarising, the panel is positive about the assessment programme. The emphasis on feedback helps students reflect on their learning and the continuous monitoring of study progress ensures that any problems are identified at an early stage by students and school. The panel assesses Standard 10 as positive.

### 6.11 Degree and field of study

The panel advises awarding the following degree to the new programme: Bachelor of Science in Business Psychology.

The panel supports the programme's preference for the following field of study: Economics.

## Abbreviations

BKE	Basiskwalificatie Examinering
CORE	Competence Based Research and Learning
EC	European Credits (studiepunten)
GSE	Global School for Entrepreneurship
hrm	Human Resource Management
IELTS	International English Language Testing System
NVAO	Accreditation Organisation of the Netherlands and Flanders
PDCA	Plan-Do-Check-Act
SKE	Senior Kwalificatie Examinering
SME	Small and medium-sized enterprises (mkb)

