



Postbus 5050

NL-3502 JB Utrecht

+31 30 87 820 87

www.AeQui.nl

info@AeQui.nl

BSc in Business Administration (BScBA)

&

MSc in Management (MScM)

Nyenrode Business Universiteit

Advisory report of the assessment of the existing program

Site visit: 16 January 2025

Colophon

Institution and programme

Nyenrode Business Universiteit
Breukelen/Amsterdam
Institutional Audit: not applicable

Programme:

Site: Breukelen and Amsterdam
ISAT-number: 50897 (BScBA), 66420 (MScM)
Mode: BScBA full-time, MScM full-time and part-time

Assessment ppanel

Eric Dooms, chair
Ale Smidts, expert
Dirk Buyens, expert
Karen Taselaar, student-member
Carlijn Braam, secretary

AeQui Nederland
PO Box 5050
3502 JB Utrecht
The Netherlands
www.AeQui.nl

Summary

On 16 January 2025 an assessment panel of AeQui has visited the bachelor's programme in Business Administration (BScBA) and master's programme in Management (MScM) offered by Nyenrode Business Universiteit. This assessment is part of a broader cluster evaluation of business administration programmes in the Netherlands. The panel's overall judgement of the programme is [positive](#).

Intended learning outcomes

The BScBA programme is designed to provide students with a broad academic basis in business administration, preparing them to become entrepreneurial leaders. It focusses on academic knowledge, practical skills and personal development, while addressing global challenges.

The MScM programme aims to develop entrepreneurial leaders with a robust foundation in management. The programme provides academic knowledge, practical and research skills, and focuses on independent problem-solving for complex, multidisciplinary challenges.

The panel acknowledges the clear profiles of both programmes, which prepare students for responsible leadership roles in a global business environment, and seek to promote professional and personal growth. They combine theoretical perspectives with practical business applications, while encouraging students to develop leadership, entrepreneurship and stewardship competencies (LES values), aligning with Nyenrode's educational vision and profile.

These profiles are translated into intended learning outcomes that cover the relevant knowledge, insights and skills. They fit the level and academic orientation of the programmes and are aligned with the expectations of the (international) professional field. The panel is positive about the updated learning outcomes of the BScBA programme, which reflect Nyen-

rode's core values and head-heart-hands approach. It endorses the intentions to further embed these into the learning outcomes of the MScM programme and advises to also include international aspects. Additionally, it suggests decreasing the total number of ILOs of the MScM programme.

The panel appreciates the programmes' strong connections with the (international) professional field and commitment to staying current with societal developments and industry needs.

The panel thus concludes that the BScBA and MScM programmes meet this standard.

Teaching-learning environment

The full-time BScBA programme has a duration of three years and comprises a total of 180 EC. The MScM programme of 63 EC is offered full-time in English and part-time in Dutch. The full-time one-year programme (FTMScM) includes three tracks: Global Business, Digital Business & Innovation, and Financial Management. The part-time programme (PTMScM) spans a single track over 1.9 years. All programmes are offered in Breukelen, while the BScBA and FTMScM programmes are also available in Amsterdam. The English name and language of instruction of the BScBA and FTMScM programmes is consistent with their international focus. The panel appreciates the rationale behind this choice. The admission requirements adequately match the programmes.

The curricula of the programmes are well-structured and effectively linked to the learning outcomes. The BScBA programme offers theoretical knowledge and skills related to business administration as well as hands-on experience, with a focus on applying academic theory to address market-related challenges. Students complete the programme with an international exchange programme and a bachelor's thesis. The panel recognizes the added value of sports and group activities, as they contribute positively to the students' learning experiences.

The MScM programme provides students with a thorough understanding of business disciplines, with an adequate balance between foundational courses, practical applications and specializations (FTMScM) or electives (PTMScM). Research and academic skills are a key focus, culminating in a master's thesis (15 EC). The planned redesign of the curriculum, focusing on aligning and intensifying leadership competencies, is recognized and recommended by the panel, noting that it may improve cohesion among the programmes' locations and variants. The panel encourages the programme team to further integrate the LES values, stewardship in particular, and head-heart-hands framework into the curriculum.

The panel considers that the BScBa and MScM programmes have a strong teaching-learning environment which reflects Nyenrode's vision on education and enhances personal development. It features a close-knit community of students and staff, small-scale, interactive education and an engaging campus life for Breukelen students, all contributing to the 'Nyenrode experience'.

The programmes have a competent teaching team from a variety of (international) backgrounds. The lecturers have strong connections

with the professional and societal field, are actively involved in research and are dedicated towards students.

One of the strengths of the programmes is the well-organized support provided to students. Nevertheless, the panel suggests finding a balance between creating a protective environment and promoting student independence. Additionally, there is potential to enhance collaboration between the unique campuses in Amsterdam and Breukelen, which could lead to more opportunities for interaction among student groups. The panel also recommends ensuring consistent communication with students, including giving feedback on the feedback they provide.

The panel thus concludes that the BScBA and MScM programmes meet this standard.

[Student assessment](#)

The assessment system of the BScBA and MScM programmes is well integrated in the broader assessment policies of Nyenrode. The assessment system of both programmes is adequate and coherent, utilizing diverse and balanced assessment methods that align effectively with the learning objectives of the courses. Appropriate procedures are in place to ensure and enhance the quality of assessment.

The panel commends the substantial progress made in student assessment over the past few years and acknowledges the efforts of the programme teams as well as the pivotal roles of the Exam and Assessment Committees in this process. The implementation of the new assessment policy has led to a more structured assessment system, which includes frequent calibration sessions and a structured thesis process. Considering the numerous procedures and guidelines, the panel advises that the program-

mes remain vigilant about the potential risk of 'overformalization.'

The panel thus concludes that the BScBA and MScM programmes meet this standard.

Achieved learning outcomes

The panel reviewed a representative selection of BScBA and MScM theses and concludes that they meet the academic standards expected at bachelor and master level, respectively. Alumni are well prepared to perform successfully in the (international) professional field. They secure positions that are well aligned with the programmes' objectives. The panel appreciates the active involvement of alumni in the programmes, and suggests including more international alumni. The panel does see potential for greater individual differentiation in the theses, stimulating the creativity and individuality of students from diverse backgrounds, and effectively enhancing their entrepreneurial spirit. In addition, the panel advises to incorporate the LES values more explicitly into the theses, in line with the programmes' vision and objectives.

The panel thus concludes that the BScBA and MScM programmes meet this standard.

Facilities

Both locations feature excellent facilities that complement the teaching and learning experience and are easily accessible to the BScBA and MScM students. The panel considers the availability of two campuses as a potential advantage and encourages the programmes to further explore and elaborate the uniqueness of each campus as well as the potential synergies.

The panel thus concludes that the BScBA and MScM programmes meet this standard.

Quality assurance

The quality assurance system is systematically set up. The programme quality is adequately safeguarded by a proactive Exam Committee, dedicated Programme Committees and an Advisory Board who represents the professional field. The programmes exhibit a robust quality culture focused on improvement and reflection, successfully maintaining a balance between formal and informal methods. The panel appreciates the ongoing updates to the curricula, in response to developments in the professional and academic fields, as well as regular feedback from stakeholders.

The panel thus concludes that the BScBA and MScM programmes meet this standard.

Suggestions

With an eye on the future, the panel offers a number of suggestions for consideration, including the following recommendations:

- Intended learning outcomes and curriculum BScBA: elaborate on the meaning of 'diverse' in ILO 3 and integrate this concept more explicitly into the curriculum, while also considering a more diverse student population;
- Intended learning outcomes and curriculum MScM: further integrate the LES values, stewardship in particular, and head-heart-hands approach into the ILOs as well as the curriculum, and include international aspects in the ILOs;
- Redesign MScM: use the intended redesign of the MScM programme to further innovate the programme and optimize cohesion among the programmes' locations and variants;
- Teaching staff: keep on proactively supporting internal and external lecturers in obtaining a UTQ;

- Student support: find a balance between ensuring a protective environment and fostering student autonomy;
- Student support: maintain consistent communication with students, including feedback to feedback;
- Learning environment: optimize and strengthen the collaborative potential of the Amsterdam and Breukelen campuses;
- Assessment system: stay alert to the risk of 'overformalization.'
- Theses: stimulate greater individual differentiation in theses and incorporate the LES values more explicitly, in line with the programmes' vision and objectives.
- Professional field: involve more international alumni in the programmes.

All standards of the NVAO framework have been positively assessed. On this basis, the panel provides a [positive recommendation](#) regarding the accreditation of the bachelor's programme in Business Administration (BScBA) and master's programme in Management (MScM, both full-time and part-time modes).

On behalf of the entire site visit panel,
Utrecht, March 2025

Eric Dooms
Chair

Carlijn Braam
Secretary

Introduction

Profile

Nyenrode Business Universiteit is a private university founded in 1946, created by and for the business community. The education is focused on the (international) business world. It offers a range of short term and longer term programmes in the fields of business, management, accountancy, controlling, and fiscal law. Nyenrode is organised in five expertise centres. There are three locations: Breukelen, Amsterdam and, since 2022, The Hague.

Nyenrode's mission is to serve society by shaping responsible leaders for a sustainable future. Related to this mission Nyenrode adopted as its three core values leadership, entrepreneurship and stewardship (LES). These values guide all Nyenrode's activities including research. The educational philosophy of Nyenrode is to address head (academic rigour, intellectual growth), heart (personal development, emotional awareness) and hands (practical and academic skills).

Since 2022, Nyenrode has grouped its degree programmes into three clusters. Each set of programmes is managed by a director who is responsible for the content and management of the programmes. Additionally, every degree programme has an academic responsible (faculty member) who oversees the academic quality of the degree programme. The Management Degree Programmes cluster (MDP) consists of the full-time Bachelor of Science in Business Administration (BScBA), and both the full-time and part-time variants of the Master of Science in Management (MScM).

The three-year BScBA is offered in both Breukelen and Amsterdam, and mainly attracts Dutch students. The Master of Science in Management is offered full-time in English and part-time in Dutch. The full-time programme (FTMScM) is available in Breukelen and Amsterdam. It attracts recent graduates with international and Dutch backgrounds. The part-time programme (PTMScM) is offered in Breukelen and attracts Dutch professionals with a number of years of work experience seeking to expand their business and management knowledge. The annual group sizes consist of approximately 85 students in the BScBA programme, 110 in the FTMScM programme and 35 students in the PTMScM programme, who mainly have a hbo background. This report covers both the BScBA programme and the full-time and part-time variants of the MScM programme.

The assessment

The external assessment of this programme is part of a wider *wo-Bedrijfskunde* cluster visit involving 20 degree programmes at eight higher education institutions in the Netherlands. Nyenrode Business Universiteit has commissioned AeQui to carry out the assessment. Prior to the visit, a preparatory meeting with programme representatives has taken place. In collaboration with the programme, AeQui assembled an independent and knowledgeable panel (see Appendix 1). The panel explicitly oriented itself to the cluster in which the BScBA and MScM programmes are placed. The necessary expertise for this was present within (a part of) the panel.

The assessment was conducted based on the Accreditation Framework for Higher Education in the Netherlands, according to the program

outlined in Appendix 2. The institution does not have a positive institutional audit decision, and therefore six standards were assessed.

Recommendations for further development were made during the previous assessment. The actions taken in response by the programme are listed in Appendix 3. The panel has integrated this follow-up into its considerations for the current assessment.

The panel conducted the assessment independently; the panel received the necessary

information to arrive at a judgement. At the end of the assessment, the programmes were informed of the findings and conclusions.

This report was sent in draft to the programmes; the programme's responses have been incorporated into this final report.

At the initiative of the programmes, a development meeting will take place in May 2025. The results of this development meeting will not affect the assessment presented in this report.

Intended learning outcomes

Standard 1: 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.

Findings

For the individual programmes, the profile and intended learning outcomes are described. The link with the professional field is then described for the programmes as a whole.

Profile

General

The panel gathered from the discussions on site that the unique selling propositions (USPs) of Nyenrode are closely aligned with its mission to shape responsible leaders for the future who are able to serve and impact society. Its programmes emphasize practical connections, allowing students to tackle real business problems while developing personal skills. In general, the programmes feature a focus on academic rigour and leadership development.

Looking ahead, Nyenrode aims to maintain its mission and vision while tailoring its approach to leverage the unique characteristics of its locations. Although the academic standards are consistent across campuses, different tools and resources, such as an Incubator for start-ups in Amsterdam (i.e. direct contact with businesses) and sports facilities in Breukelen, are employed to achieve the same intended learning outcomes (ILOs). While maintaining key characteristics such as small group settings and a pragmatic business approach, the Nyenrode programmes are adapting to the evolving societal landscape, shifting from a primary focus on economic and financial aspects to a more comprehensive understanding of societal and ethical issues. This approach emphasizes practical application, ensuring that students not only

recognize ethical challenges but also learn how to address them effectively. According to the panel, the organizational principles of the BScBA and MScM programmes are in harmony with the institution's educational vision and profile.

Bachelor's programme in Business Administration

The BScBA programme is designed to provide students with a broad academic basis in business administration and the main management disciplines towards becoming entrepreneurial leaders in a global business environment. The programme seeks to promote professional growth and responsible leadership by focussing on academic knowledge, practical application and personal development. In addition, it aims to address global challenges.

Following the recommendation of the previous accreditation panel to integrate the LES values, soft skills development and the head-heart-hands educational philosophy more explicitly in the ILOs, the learning outcomes have been revised starting in academic year 2022-2023. The panel observes that the ILOs now explicitly reflect the LES values (leadership, entrepreneurship, stewardship) and educational philosophy. In the context of the BScBA, leadership involves responsibility for one's actions and accountability; entrepreneurship emphasizes initiative and innovation as well as the possession of social skills; and stewardship focuses on balancing interests for long-term sustainability of organizations and their environment.

The programme's mission and vision are encapsulated in 4 ILOs and 7 sub-ILOs, which align with the Dublin Descriptors for bachelor's programmes and are regularly evaluated. While the panel appreciates the updated learning outcomes, it does see room for further refinement, particularly in clarifying the term 'diverse' in ILO 3 ("Nyenrode undergraduates are able to operate in a diverse and international context, contributing to their leadership attitude"), and integrating this concept more explicitly into the curriculum.

Master's programme in Management

The MScM programme, which has a full-time (FTMScM) and a part-time (PTMScM) variant, aims to develop entrepreneurial leaders with a strong academic foundation in management. The programme emphasizes professional and personal development and preparation for global business environments, providing academic knowledge, research skills and practical skills applicable in management contexts. It focuses on independent problem-solving of complex, multidisciplinary issues and practical application of theories, while promoting ethical leadership, sustainable decision-making, and responsible stewardship. The programme encourages students to develop strategic, innovative perspectives, ultimately aiming to cultivate resourceful and efficient professionals.

The programme's mission and vision have been translated into 11 ILOs for both variants, which emphasize advanced research skills, the ability to generate new scientific knowledge, and engaging in complex problem-solving and strategic decision making. The panel acknowledges the alignment of the learning outcomes with the Dublin Descriptors for master's programmes, and establishes that the learning outcomes reflect the domain, level and orientation of the

programme. Moreover, they are evaluated periodically.

The panel was informed that the intention of the programme team is to make aspects such as international application and cross-cultural communication more explicit in the upcoming update of the ILOs. In line with recent educational trends, the MScM programme is intensifying its emphasis on soft skills and competencies. The panel is pleased with these developments. It encourages the programme to further incorporate the LES values in the ILOs. In addition, it recommends integrating international elements, as the current ILOs do not explicitly cover these aspects. Furthermore, the panel believes that the number of ILOs (11) could be reduced; it is of the opinion that this is quite a lot for a one-year programme. The panel also noticed that in the ILO's and courses matrices, not every course seems to contribute to the ILOs, and advises to update these matrices (for all programmes, the thesis is missing in the matrix; for FTMScM, some courses do not seem to add to the ILOs).

Professional Field

To match the demands of the field, the programmes maintain formal and informal contacts with potential employers. In addition to the strong industry connections of staff and the involvement of numerous guest lecturers in the programmes, the MDP cluster features an Advisory Board comprised of ten members who are representative for the professional field, ensuring that the educational content keeps pace with business developments. Members include (recent) alumni and other business representatives. The board provides input on the intended learning outcomes, the content and quality of the programmes and the performance of graduates, thus offering valuable advice on the programme's fit with the needs of the labour market. Additionally, Nyenrode is supported by an

International Advisory Board (IAB) that contributes insights on global business developments, and provides independent advice regarding Nyenrode's internationalization strategy. The IAB consists of 10 members, with an equal representation in both cultural and gender diversity, and meets twice per year.

The panel applauds the efforts of the programmes to keep up-to-date with societal changes. It observes that the programmes are supported by continuous engagement with the professional communities, especially its alumni. The discussions on site convinced the panel of the relevance of the programmes' profiles.

Considerations

The panel considers the intended learning outcomes of the BScBA programme and the MScM programme to be appropriate to an academic bachelor's and master's level respectively; they fit the level and academic orientation of the programmes and are aligned with the expectations of the (international) professional field. The panel recognizes the clear profiles of the BScBA and MScM programmes, which prepare students for responsible leadership roles in a global business environment. They achieve this by concentrating on both academic and practical skills as well as the personal and professional development of students, while also addressing societal and ethical issues. The panel is confident in the relevance of the programmes' profiles. They stand out because of their focus on the Nyenrode LES values leadership, entrepreneurship and stewardship and head-heart-hands approach, aligning with the institution's educational vision and profile.

The panel appreciates the programmes' strong connections with the (international) professional field. They align their objectives and curricula with industry needs through informal

contacts with stakeholders and regular consultations with their Advisory Board. The panel observes that the intensive relations with the professional field enable the programmes to continuously monitor current developments and incorporate them into the programmes' profiles and curricula. Moreover, the panel acknowledges the programmes' commitment to staying current with societal changes.

Regarding the *bachelor's programme in Business Administration*, the panel notes that it offers a solid knowledge base that introduces students to the different components of the business administration domain with a focus on, amongst others, responsible leadership, practical application, and personal development. The intended learning outcomes are in line with the profile of the bachelor's programme and adequately cover the relevant knowledge, insights and skills. There is sufficient attention to practical and academic skills, including professional competencies such as collaboration, communication and reflection. The panel is positive about the updated learning outcomes, which reflect the LES values and the head-heart-hands educational philosophy. It suggests clarifying the term 'diverse' in ILO 3.

Regarding the *master's programme in Management*, the panel values the emphasis on theoretical knowledge and research skills in the field of management, combined with the practical application of academic theories, addressing complex multi-disciplinary challenges, and preparing for global business settings. The panel is pleased with the developments of the programme, where opportunities for an intended curriculum redesign are being explored, focusing on aligning leadership competencies with Nyenrode's LES values and course outcomes, while intensifying the emphasis on soft skills and competencies. The panel endorses the

plans to explicitly include international aspects in the ILOs. It encourages the programme to pursue this initiative, and to further incorporate the LES values, especially stewardship, into the ILOs. Additionally, it suggests that the total number of ILOs (currently 11) could be decreased.

Taking these considerations into account, the panel assesses that the bachelor's programme in Business Administration and both the full-time and part-time variants of the master's programme in Management meet this standard.

Teaching-learning environment

Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

The academic year consists of 4 terms or blocks of 15 EC each. In a block several courses are taught in parallel. Some blocks offer intensive theme weeks. Per block students usually follow 3 to 4 courses; a course generally consists of 3-6 hours of class contact per week. The curricula of the bachelor's programme and the master's programme are discussed separately. General information is then given for the programmes on the teaching-learning environment, internationalization, admissions and feasibility, student support and staffing.

Bachelor's programme in Business Administration

The full-time BScBA programme has a duration of three years and comprises a total of 180 EC. It is offered in both Breukelen and Amsterdam. The programme has an average of 15 contact hours per week. The curriculum is based on the LES values and is structured as follows:

- Year 1: acquisition of basic foundational knowledge and skills related to business administration, academic thinking and the main management disciplines.
- Year 2: extension of knowledge and skills as well as acquisition of hands-on experience and specialized knowledge, for example during a company project.
- Year 3: expansion of the horizon with an international exchange programme and strengthening of the academic skills through the bachelor's thesis.

The first year of the curriculum is dedicated to teaching students academic research skills and providing a foundation of knowledge regarding business disciplines such as management, marketing and economics. It also includes support and foundation courses such as Mathematics for Business, Principles of Business Administration, Statistics for Business, and Fundamentals of Data. The panel appreciates that in 2022-2023, a course has been added on digitalization and big data, based on the advice of the former accreditation panel.

The second and third years of the curriculum are designed to build upon the knowledge gained in the first year. The emphasis is on applying academic theory to address market-related challenges. Additionally, students are introduced to more advanced research and academic training with courses such as Critical and Creative Thinking and Doing Business Research. A key theme around global issues is covered in the Sustainability & Strategic Innovation course.

In the third year, most students participate in an exchange programme (30 EC) at an international partner university. For students who fulfil governance positions in the student associations and committees and the incoming exchange students, there is an on-site international programme at Nyenrode. The panel appreciates the international (exchange) programme and encourages the programme to further incorporate diversity into the curriculum. In the last term, students write a bachelor's thesis (10 EC) in the form of a research report.

The panel describes the structure of the curriculum as logical, with a clear link between the courses. The curriculum encompasses lectures (occasionally featuring a flipped classroom format), guest lectures, group projects, case studies, business games and simulations, company visits, (peer group) coaching and peer reviews.

Key features of the BScBA programme include a focus on academic and practical skills, group work in company projects and sports. During the site visit, the panel learned that students particularly appreciate the emphasis on practical skills. According to the students, the sports and group activities that are part of the curriculum have a significant added value; they highlighted the importance of a "work hard, play hard" mentality.

Master's programme in Management

The MScM programme is offered full-time in English and part-time in Dutch, leading to the same degree. Both variants of the programme comprise a total of 63 EC.

- The full-time programme (FTMScM) is offered in a one-year track with 18-20 contact hours per week. It attracts recent graduates with Dutch and international backgrounds, and is offered in both Breukelen and Amsterdam. It encompasses three different tracks: Global Business, Digital Business & Innovation, and Financial Management.
- The part-time programme (PTMScM) is offered in a 1.9-year track with 6 contact hours per week on Friday evenings and Saturday mornings. It attracts Dutch professionals, often with a hbo background, seeking to expand their business and management knowledge, and is offered only in Breukelen. It consists of one track, including electives.

The curriculum provides students with a thorough understanding of business disciplines through courses like Operations & Supply Chain Management, Finance, and Research in Business Administration. The initial blocks of the FTMScM variant provide a strong theoretical base for further specialization. Students choose a track in block 3, from which point on the Breukelen and Amsterdam groups are mixed. The panel notes that there is a proper balance between foundational business courses and specializations (FTMScM). In the PTMScM, an elective course is part of the programme.

Research and academic skills are a key focus throughout the programme. The panel views the series of courses on academic research skills positively, which guide students towards conducting independent academic research. To complete the programme, students write a master's thesis (15 EC) in the form of an academic journal article (research report). In addition, personal development is a core component, with workshops, coaching sessions, and reflective assignments promoting a reflective mindset, in particular in the course Personal Leadership & Development (see also *Learning environment*). Self-awareness and ethical considerations in business are emphasized in courses like Law & Ethics and Digitization in Business and Society.

Practical skills are developed through hands-on learning experiences. The curriculum includes case studies, simulations and project-based learning that allow students to apply their knowledge in real world scenarios. The specialized tracks in the FTMScM variant offer courses that emphasize practical applications of theoretical concepts. Similarly, the PTMScM variant includes elective courses in Entrepreneurship, Digital Transformation and Sustainability, enabling students to pursue specific interests and gain practical expertise.

The discussions on site revealed the intentions of the MScM programme to further enhance the curriculum, amongst others by embedding Nyenrode's core values and head-heart-hands approach more thoroughly, aligning soft skill competencies and course outcomes. Opportunities for a curriculum redesign are being explored, including increased overlap between the full-time and part-time variants of the programme, teaching innovations, and offering a more personalized learning approach with additional electives. A new *Assurance of Learning* policy was created, linking ten essential leadership competencies to the LES values, and aiming to integrate these into the curriculum.

The panel supports these initiatives, which include a further integration of, amongst others, critical thinking, reflection and sustainability into the curriculum, and adding more focus on ethics and philosophy. It advises to pay specific attention to stewardship while redesigning the MScM curriculum. In addition, some students and alumni indicated to the panel that they would like to see more emphasis on entrepreneurship throughout the MScM programme, as some joined the programme with the explicit intention to start their own ventures. The panel is of the opinion that entrepreneurship is sufficiently present in the programme. However, it highlights the importance of clearly communicating to (potential) students the specific actions and projects that exemplify this entrepreneurship.

Currently, the panel observes some variability in the incorporation of recent insights and literature in courses, depending on individual faculty. The panel commends the planned curriculum redesign for its potential content and teaching innovations, noting that it could also enhance alignment between the different locations and variants of the programme.

Learning environment

Following Nyenrode's vision on education, the learning environment of the programmes supports the LES values and the head-heart-hands approach. They incorporate diverse delivery methods, which enhance academic knowledge, practical relevance and personal development. The panel notes that for all courses in both programmes, course outlines specify the course specific learning objectives, how the LES values are integrated in the courses and how they contribute to the ILOs, setting clear expectations. Some courses explicitly focus on one of the core values, for example the Entrepreneurship course and a Sustainability elective. Other courses incorporate elements of the core values. The panel was informed that stewardship including sustainability has been receiving increased attention in the past few years and will continue to be developed further, in line with the Nyenrode strategy. The panel supports this development, particularly with regard to the MScM programme.

The educational approach is based on practical application and real-world relevance. This is reflected in, for example, guest lectures, case studies, interdisciplinary collaborations, corporate tours and an international study trip. The curriculum blends practical courses with intensive learning experiences, such as the company project (BScBA) and Global Immersion Programme (MScM), promoting an active mindset among students. PTMScM students are encouraged to incorporate challenges from their professional life.

The panel observes that the programmes reflect a student-centred educational approach; they are delivered in small cohorts, ensuring personalized attention and a tailored learning experience, with close contact between lecturers and students and an emphasis on personal growth.

The panel appreciates these aspects, as well as the diversity in teachings methods and the appropriate balance between theoretical knowledge and practical skills. It is positive about the many initiatives on blended learning, supported by the digital learning environment. Furthermore, it commends the attention to Artificial Intelligence (AI) and the active use of AI in courses, such as through AI-generated instruction videos.

The panel particularly values the emphasis on personal development in the BScBA and MScM programmes: a core component of the programmes is the Personal Leadership & (Career) Development (or Personal Leadership Development Journey) course, which aims to cultivate self-awareness and to enhance leadership skills. Students are encouraged to work efficiently and to take responsibility. Moreover, the Career & Personal Development (CPD) department supports bachelor's and master's students, as well as alumni, in achieving their career goals by providing resources for career management and personal branding, and connecting them with the business community. During the PLDJ course, CPD organizes various workshops. Students can also participate in additional career activities offered by the department.

An additional unique feature of the learning environment is the active campus life in Breukelen. Students in the BScBA and FTMScM programmes live in Amsterdam or on campus in Breukelen. In Breukelen, residence and student association (NCV) membership are mandatory. Amsterdam has a more international orientation, with an urban international community. The local student association (JCV) has a separate committee for international (exchange) students. Both locations offer social events, lectures and activities that enhance learning and build a lifelong network. Students also actively

engage in various committees and community activities, enhancing their teamwork and leadership skills. The panel recognizes this unique concept and has a positive impression of the vibrant Nyenrode community and proud faculty, students and alumni. It appreciates that activities are accessible to all students, enhancing the integration of (international) students.

The panel recognizes a strategic opportunity to elevate the distinct characteristics and synergy of the different locations. There is potential to enhance interaction among student groups across these locations. For example, the insights and expertise of part-time students could be advantageous for full-time students. It welcomes the efforts of the BScBA programme to actively investigate solutions to enhance the Amsterdam Nyenrode Experience and foster a stronger connection with sports activities, after the COVID-19 pandemic highlighted some challenges, particularly in sports and campus life for Amsterdam students.

In addition, the panel suggests being explicit about optimal group sizes to effectively achieve learning objectives, avoiding both overly small and large groups. It highlights the added value of having two campuses and proposes to investigate opportunities for enhancing collaboration between the two campuses, adding to initiatives like the Incubator and the Entrepreneurship course. Moreover, by establishing clearer connections, one could attract a greater number of international students, resulting in a more diverse student body.

Admissions and feasibility

The students that enrol in the programmes are diverse in terms of their academic, professional and cultural background. The programmes are highly selective but not exclusive, requiring candidates to meet specific entry requirements. As

a private university, Nyenrode has more selection flexibility than public universities, screening candidates based on educational background, personal skills, motivation, language proficiency and mathematics. The student's potential is taken as a starting point. The selection process emphasizes motivational statements and performance on an admission day, including a personality test (LTP or GMAT/GRE test), group assignments and personal interviews with programme management, faculty or alumni, allowing students with lower academic performance to be accepted if they excel in these areas. Of course, a minimum academic quality has to be guaranteed.

For the BScBA programme, the entry requirement is a vwo diploma (or international equivalent) with sufficient grades for Mathematics and English and a positive selection procedure result. Applicants with an hbo propaedeutic diploma need to pass an online Mathematics test. International students are required to have a B2 level of English proficiency.

For the full-time MScM programme, the entry requirement is a bachelor's degree from a university (of applied sciences) and a positive selection procedure result. Students need to have affinity with mathematics and statistics, a maximum of 3 years of full-time working experience, and a C1 level of English proficiency.

For the part-time MScM programme, students are expected to have a hbo or wo bachelor's degree or a master's degree and a C1 level of English proficiency. In addition, they need to have a relevant job and a positive selection procedure result.

Most applicants, both Dutch and international, follow a pre-master programme of 4 months before entering the MScM programme. The

panel appreciates that the pre-master phase provides students from different backgrounds with a uniform, solid foundation for the master phase and aligns students' starting positions. It includes essential academic and business knowledge and skills such as research, statistics, accountancy, finance, economics, communication skills for managers and marketing strategy.

Detailed information on the composition of the recent cohorts shows that the student population of the BScBA generally includes 80 to 90 students, of which approximately 90% are Dutch and around 30% are female. Among the 86 students in the 2024 cohort, 39 are studying in Amsterdam. All students in the PTMScM programme are of Dutch nationality. In the latest cohort of 39 students, only 16% are female. Recent FTMScM cohorts include around 110 students. The current FTMScM student population is also predominantly Dutch, with 1% EU and 12% non-EU students in 2024. According to the panel, this poses a challenge in providing international education. The panel noticed that this aspect has the attention of the programme.

Student progress is closely monitored by the programmes. After a decrease in success rates due to the COVID-19 pandemic, which caused many students to delay their studies – particularly in Amsterdam where lockdowns halted campus activities – in the past two years graduation numbers have recovered across all programmes. Generally, 65-80% of the students complete the respective programmes within the nominal study duration; graduation within one additional year ranges from around 75% to 90%. Dropout rates are generally low. The students the panel has interviewed, part-time students in particular, appear to be highly motivated. The panel establishes that the admission requirements are appropriate and that the feasibility of the programmes is in order.

Student support

The panel views the support provided to students during the programmes positively, providing ample opportunities for the development of an academic community. These include small scale education, a cohort structure, (peer group) coaching, mentorship from alumni and an open campus culture. Students are encouraged to participate in student associations and committees. Furthermore, programme management and study coaches actively support students' academic progress and goals. The study coaching team, which was expanded, offers personalized coaching, workshops and support for diverse learning needs. Special attention is given to students with disabilities, providing tailored facilities and support. Thus, students receive sufficient guidance and feedback in developing academic skills throughout the programmes. Additionally, the panel observed that most BScBA students find the 80% attendance mandate to be motivating, fostering a climate of active engagement.

Based on the discussions on site, the panel notes that in general, students feel part of an inclusive community. Female students have mentioned feeling safe and supported by their peers and staff members, including female study coaches. It has also been noted that in some programmes, more diversity (in terms of gender, nationality) would be needed to create a further inclusive environment. The high student satisfaction with guidance in both programmes is also reflected in survey results. Students feel personally known and valued, and they perceive the staff as supportive and approachable. The panel values the well-structured support offered to students, the open-door policy and the personal engagement with them. Nevertheless, it has some reservations about the extent of student support, emphasizing the need to strike a balance between

ensuring a protective, safe environment and fostering student autonomy, since ultimately, the goal of the programmes is to equip students to become responsible leaders and entrepreneurs.

Another area for improvement, especially in the MScM programme and in Amsterdam for the BScBA programme, appears to be the communication with students. Students have expressed a desire for greater consistency among instructors and would appreciate regular updates on curriculum improvements made in response to student feedback and evaluations.

Teaching staff

The teaching staff in the BScBA programme includes 66 lecturers: 7 professors, 6 associate professors, 13 assistant professors, 1 lecturer, 31 external lecturers, 3 PhD researchers, 1 external PhD candidate, 2 sports teachers and 2 study coaches; 26 lecturers either have or are in the process of obtaining their University Teaching Qualification (UTQ). Several lecturers also teach in the MScM programme. In total, 25 lecturers in the BScBA programme hold a PhD.

The teaching staff in the MScM programme includes 86 lecturers, some of whom teach in both the full-time and the part-time variants. The staff includes amongst others: 9 professors, 7 associate professors, 12 assistant professors, 4 research fellows, 2 lecturers, 26 external lecturers, 3 PhD researchers and 2 study coaches; 32 of 86 lecturers hold a UTQ., and 58 hold a PhD. The panel noticed that the teams are diverse in nationality, have mixed academic backgrounds and a clear research profile. At present, approximately 25% of the faculty members have international backgrounds, as well as 60% of the BScBA programme management and 35% of MScM programme management. All teaching

staff in the BScBA and FTMScM programmes are proficient in English.

Lecturers are experts in their fields and understand the business context of their disciplines. They aim to integrate the latest research and their own findings into their teaching. Faculty frequently act as business advisors or industry experts, and infuse the curriculum with their firsthand experiences. Each course is taught by internal faculty, joined by external lecturers with adequate teaching experience when necessary. During the interviews, students indicated that they highly value the personal, interactive approach of the lecturers as well as their practical experience.

The panel appreciates that in the last decade, the UTQ trajectory at Nyenrode has evolved. Following the recommendation of the previous accreditation panel to increase the educational support for expertise among faculty and introduce senior UTQ arrangements, clear measures have been taken. Key updates include fostering inclusion and diversity, integrating AI into teaching, offering assessment workshops, organizing peer reviews and conducting lecture observations. Newly appointed faculty are required to start the UTQ within two years. This year, at least 15 faculty members are expected to pursue their UTQ certification in either Dutch or English. An adapted UTQ procedure is available for external faculty. Moreover, Nyenrode is exploring collaborations with other universities to establish a Senior Teaching Qualification (STQ) trajectory for eligible faculty members. Considering the current number of lecturers with a UTQ, the panel encourages both programmes to continue actively promoting and supporting both internal and external lecturers in obtaining their UTQ.

Programme management discusses the course outline and course delivery with the lecturer(s). The workload and accessibility of teaching staff is being monitored by the Centers. With the introduction of a new digital system in the academic year '25-'26, it will be possible to track the workload even more closely.

The panel notes that the teaching staff for the programmes is adequately sized, resulting in a positive staff-student ratio. It views the diverse backgrounds of the faculty favourably, as they serve as role models for the students and contribute to a broader understanding of leadership and systemic thinking. The staff the panel spoke to was highly committed to the programmes and to the students. Additionally, the panel recognizes the faculty as actively engaged in research and endorses their efforts to further enhance the research foundation in education.

Internationalization

Nyenrode has an international orientation, which is to some extent reflected in the international community of students and staff. The English-taught BScBA programme and FTMScM programme are internationally oriented, designed to prepare students for global business environments. The panel was informed that both locations have internationally oriented activities, such as international business events. The BScBA programme includes a mandatory exchange in the third year or on-site international programme at Nyenrode. In addition, the programme uses course materials with an international focus and offers an extracurricular English course for students needing to enhance their proficiency. The international aspect is embedded in the FTMScM programme as part of the Global Business track. In the PTMScM programme, the international character mainly manifests itself in the use of international literature. The MScM programme includes a Global

Immersion Programme with study trips to various international locations, such as South Africa, USA and Canada. Furthermore, Nyenrode's network of more than 40 international partners extends to over 25 countries worldwide. This network is regularly updated. The panel notes that the MScM programme identifies opportunities for enhancement in its partnerships in specific regions, such as Africa. During the interviews, students expressed their appreciation for the international study trips and proposed extending them to 2 or 3 weeks, potentially incorporating visits to additional countries.

In general, the panel is positive about the (compulsory) international components in the curricula. It notes that the BScBA programme has intensified its efforts to become more diverse, international and inclusive as a programme, in response to the recommendation of the previous accreditation panel. For example, it organized activities with specific focus on integration between international and Dutch students. Although the proportion of international students has not seen a significant rise yet, the adjusted recruitment strategy is anticipated to yield results within the next two to three years.

During the discussions, the panel observed an awareness that the international dimension and the diversity of the student population could be enhanced, creating more opportunities for cross-cultural learning. Students expressed that the international atmosphere in Breukelen outside of the classroom could be improved. With this in mind, the panel advises the BScBA programme to further incorporate international elements into the curriculum, as in the ILOs. In this regard, the panel supports the ongoing expansion towards a more international staff, and appreciates the initiatives aimed at broadening perspectives beyond the predominantly Dutch campus environment in Breukelen.

According to the panel, the choice for an English name and language of instruction of the programmes is well substantiated and in alignment with the international nature of the professional and academic field.

Considerations

The panel has established that the contents of the BScBa and MScM programmes enable students to achieve the intended learning outcomes. The coherent curricula reflect a clear link between the courses and their respective learning goals, and the overall intended learning outcomes at programme level. In the eyes of the panel, the admission requirements of both the bachelor's programme and the master's programme adequately match the programmes.

The panel considers that the BScBa and MScM programmes have a strong teaching-learning environment featuring a close-knit community of students and staff. It reflects Nyenrode's vision on education, aligning with the institution's LES values and the head-heart-hands approach. Particularly representative are the small classes, close contact between lecturers and students and engaging campus life, which all contribute to the 'Nyenrode experience'.

The panel appreciates the programmes' didactical approach; the focus on practical application and real-world relevance befits a small-scale, interactive learning environment that combines academic and practical learning outcomes. The panel values the emphasis on personal development, mentorship and group projects with peer group coaching. The Personal Leadership Development Journey is an important asset of the programmes, which cultivates self-awareness and the enhancement of leadership skills. The panel notes that it appears to generate a particularly strong motivation among students. Furthermore, the panel appreciates that courses

offer varied teaching methods with an appropriate balance between theoretical knowledge and practical skills, as well as the active use of Artificial Intelligence in courses.

The panel establishes that the feasibility of the programmes is in order and student progress is closely monitored. It is positive about the personalized support offered to students and the favourable staff-student ratio. Nevertheless, the panel highlights the need to find a balance between ensuring a protective environment and fostering student autonomy. Additionally, it sees an opportunity to further exploit the unique characteristics and collaborative potential of the campuses in Amsterdam and Breukelen. The panel advises to create more opportunities for interaction among student groups to maximize the added value of the two locations, complementing initiatives such as the Incubator. This approach could also aid in attracting more international students. In addition, the panel recommends maintaining consistent communication with students, which includes offering feedback on the feedback provided.

The panel values the quality and enthusiasm of the teaching staff of the programmes, who come from a variety of backgrounds. They are qualified for the execution of the programme in terms of educational expertise and are experts in their diverse fields, covering the academic scope of the programmes. The panel acknowledges the faculty's active involvement in research and supports their initiatives to strengthen the research foundation in education. In addition, their strong connections with the professional and societal field and dedication towards students are appreciated. Furthermore, the panel recognizes the attention to innovation, mentioning the development of a new Assurance of Learning policy focused on

leadership skills as a notable example. The panel encourages the programmes to further support lecturers in obtaining their UTQ.

Given their significant international focus, the choice for an English name and language of instruction of the programmes is supported by the panel. It notes that all lecturers have adequate English language skills for teaching.

Regarding the *bachelor's programme in Business Administration*, the panel appreciates the various initiatives that have been implemented to enhance the programme, while maintaining its small-scale structure. The focus on practical skills is particularly appreciated by both students and panel. Furthermore, the panel recognizes the added value of sports and group activities, as they contribute positively to the students' learning experience. The panel supports the efforts to become more diverse and inclusive as a programme, and advises the programme team to further incorporate international elements into the curriculum.

Regarding the *master's programme in Management*, the panel notes that there is a proper balance between foundational business courses and specializations (FTMScM)/ elective course (PTMScM) respectively. It is also positive about the series of courses focused on academic research skills. The panel welcomes the intended curriculum redesign, which includes a further integration of soft skills, ethics and sustainability into the curriculum, for its potential to introduce innovative content and teaching methods, noting that it may improve cohesion among the different locations and variants of the programme. The panel recognizes and commends the significant progress the programme has made thus far. It encourages the programme team to be even more ambitious in their efforts and to take the next step in further integrating the LES

values, stewardship in particular, and head-heart-hands framework into the curriculum. The panel also encourages the programme to continue improving its international components and the diversity of its student population.

Taking these considerations into account, the panel assesses that the bachelor's programme in Business Administration and both the full-time and part-time variants of the master's programme in Management meet this standard.

Student assessment

Standard 3: The programme has an adequate system of student assessment in place.

Findings

Assessment system

The panel gathered from the written materials that the BScBA and MScM programmes are well embedded in the assessment policies and procedures at Nyenrode. The vision for assessment is presented in a university-wide assessment policy (2021), which describes the assessment cycle and various quality assurance processes. In relation to its core values (leadership, entrepreneurship and stewardship), Nyenrode applies the head-heart-hands concept in assessments.

The panel reviewed the assessment documents provided by the programmes and found these to be comprehensive and relevant. In course outlines, the programmes' learning outcomes are linked to the objectives for each course. Assessment matrices per course indicate the alignment of the learning outcomes with the assessments, which are based on the course objectives. For each programme, the grading criteria are detailed in the programme's Rules & Regulations. The panel establishes that all programme intended learning outcomes are covered in the various courses in the curriculum. As a minor point, the panel notes that personal development is not included in the assessment overview of the PTMScM programme.

The new assessment policy resulted in a formalization of quality assurance procedures, such as a course outline and exam delivery chart and assessment checklist, as well as the introduction of two-yearly thesis calibration sessions amongst faculty to discuss assessment and grading, which ensure consistent evaluation standards.

In addition, Nyenrode has provided compulsory training for faculty on the assessment policy to ensure consistent usage of the rules and guidelines of the policy. During the site visit, staff members indicated to the panel that they appreciate the tools that have been provided, which have enhanced the assessment quality.

According to the panel, a thorough assessment policy has been established since the last visit, including criteria for examiners, the use of the four-eyes principle for the construction of exams and assessment, assessment matrices, peer review checklists, a plagiarism procedure, and a grading standard procedure. The panel notes that courses typically integrate multiple forms of assessment. This includes a mix of individual and group tasks as well as written exams, assignments and presentations. As a general guideline, the total individual assessment should constitute at least 50% of the final grade. Students receive their grades and possible feedback in their individual digital portfolios. Course assessment details are communicated to students in a transparent way.

Final assessment

The thesis is the final capstone project for the MDP programmes, demonstrating students' application of skills and knowledge. The thesis process is described in a thesis outline per programme. Students receive individual guidance throughout the thesis process, with support from a thesis supervisor and a second reader.

The panel is positive about the structured thesis process of both the BScBA and MScM

programmes. It is pleased that as of 2024-2025, the BScBA thesis process will include an oral defence to enhance assessment of learning objectives and academic skills, and add to the overall learning curve. The panel was informed that the oral defence is also meant to mitigate the use of AI, although the thesis process itself allows little opportunity for misuse, as students meet with their supervisor every two weeks, for a total of 12 times during the process. The bachelor's thesis process is found to be well-structured, with preset deadlines and meetings, and includes a group process with several feedback moments. A well-defined rubric is used to evaluate the bachelor's theses, with an additional grade for the process, assessed by the supervisor. Due to occasional discrepancies between the evaluations from the first and second readers, the calibration sessions for BSc theses have been improved, and include discussions about external review recommendations.

The master's thesis process is also described as well-structured, providing extensive instructions to both students and advisors to ensure timely completion as well as alignment of evaluation. Thus, risks of thesis delays are mitigated. For MScM students, there are thesis circles for collaborative learning. Thesis proposals must be approved before data collection begins, ensuring the quality of research. The presentation and defence before a supervisor and second reader that are part of the thesis process allow for an additional grade.

The panel establishes that the evaluation process of the bachelor's and master's theses is transparent, involving two independent evaluators that each provide their evaluation and their grade before finalizing the score, using standardized rubrics. In addition, annual independent reviews of several theses are conducted by two external reviewers, to assure quality monitoring

and inform programme management decisions, which appear to be very detailed.

Exam and Assessment Committee

The Exam Committee General Management (ECGM) is responsible for the quality assurance of exams and final examinations of the BScBA and MScM programmes, as well as the appointment of examiners. The Exam Committee is supported by the Assessment Committee, which offers Nyenrode faculty training courses on assessment issues. Based on the documentation and the interviews during the site visit, the panel concludes that the Exam Committee adequately safeguards the quality of assessment in the programmes. It proactively controls the quality of assessment in various ways, such as through analyses of exams, raising awareness around fraud and mitigating procedures, and facilitating peer reviews.

The panel observes that the Exam Committee periodically consults with programme management. Prior to graduation, the Exam Committee and programme management discuss grade averages and other relevant information about exams, and formulate possible future improvements.

The panel noted that the roles of the Exam and Assessment Committees are well-balanced. The Exam Committee has effectively established a system for peer reviews, with checks of the assessment quality for individual courses. The Assessment Committee has professionalized the peer review process with a checklist for assessment quality, ensuring thorough and consistent evaluations. Additionally, in 2022, a Basic Qualification Examination (BQE) programme has been introduced in collaboration with CITO, providing examiners with training in reliable and valid testing methods. Currently, the first BQE certificates have been issued. The panel

endorses this progress and encourages the programmes to proceed with the professionalization process, incorporating a Senior Qualification Examination (SQE) as a next step. Furthermore, numerous guidelines have been implemented, including those related to the use of rubrics, multiple-choice assessments, soft skills evaluation, and analysis both during and after the grading process. Peer reviews will be a key area of focus for the Exam Committee in the coming years as they are crucial in promoting collaboration among examiners. The panel commends the committee with its efforts. It views the assessment quality procedures positively, although it advises the programmes to stay alert to the risk of 'overformalization.'

Considerations

The BScBA and MScM programmes are well embedded in the assessment policies and procedures at Nyenrode. The panel considers the assessment system of both programmes to be well-designed and coherent, with assessment methods that are appropriate for the courses' learning goals. It appreciates the new assessment policy, the course outlines linked with the ILOs, and the balance and variety in assessment methods used. The panel observes that appro-

priate procedures are in place to ensure and enhance the quality of assessment. For example, examiners apply the four-eyes principle when constructing tests.

The panel is impressed with the significant advancements achieved in student assessment in recent years and praises the efforts of all involved. It particularly values the strong roles of the Exam and Assessment Committees in this process. The implementation of the new assessment policy has led to a more structured assessment system, with frequent calibration sessions, a course outline and exam delivery chart, a clear thesis process for both programmes and adequate attention to the professionalization of teaching staff regarding assessment. The focus on AI, which is pertinent, is also appreciated. The developments have, however, resulted in a multitude of procedures and guidelines, prompting the panel to advise that the programmes stay alert to the risk of 'overformalization.'

Taking these considerations into account, the panel assesses that the bachelor's programme in Business Administration and both the full-time and part-time variants of the master's programme in Management meet this standard.

Achieved learning outcomes

Standard 4: The programme demonstrates that the intended learning outcomes are achieved.

Findings

Theses

The concluding part of the BScBA programme is a 10 EC bachelor's thesis, in which students demonstrate that they achieved the programme's ILOs at an individual level. The individual thesis presents a research project in the area of business administration. The thesis must include empirical research and be connected to a societal issue. Students often collect data as a group, after which each student analyzes part of the data. The panel notes that while this method might help keep the process on schedule, it may also limit the contribution and individual creativity of each student.

The MScM programme concludes with a 15 EC master's thesis, where students showcase their attainment of the programme's ILOs on an individual basis. The thesis has the form of an academic journal article (research report). PTMScM students are encouraged to connect their research with their workplace. The panel notes a diverse range of thesis topics.

To form an opinion about the final level of the students, the panel read recent theses of a total of fifteen graduates per programme and viewed the assessments of these works. The selection included theses with a variety of topics and a distribution between lower and higher grades. Theses from all specializations were considered. The panel found that all theses attested to the bachelor's or master's level and their content matches the profiles of the programmes. Grades are largely in accordance with the panel's evaluations. In general, the panel is pleased with the

quality of the work. Adequate research ability is evident in all theses.

For all theses, the panel observes relatively minor variation in methodologies used, with finance students using external data while other students primarily rely on survey research, often collected as a group. In addition, it notes the absence of experiments, qualitative studies (with the exception of one master's thesis), or systematic literature reviews in the theses.

In addition to its positive findings, the panel advises the programmes to allow for greater differentiation in the theses. It believes that the standardized thesis procedures limit opportunities for individual creativity in study design, methodology and interpretations for students. The panel also suggests that the LES values could be more explicitly represented in the theses. In addition, the individuality, creativity and entrepreneurship of students with different backgrounds could be stimulated more optimally.

Professional field

The panel gathered from the written materials and the discussions on site that graduates end up in relevant positions that are connected to the specific profiles of the programmes, for example as manager, consultant, finance or IT professional, entrepreneur and researcher. Around 75% of BScBA graduates pursue master's degrees at various universities, including Nyenrode. Most FTMScM graduates secure appropriate positions within three months. PTMScM students, who are already employed, pursue the

programme for their personal and professional growth. Three years after graduation, 38% of MScM alumni hold management positions. As important assets of the programmes graduates report personal growth, career advancement, enhanced leadership skills, and the relevance for business in real life.

The panel is positive about the fact that alumni easily find professional positions that match the programmes' content and level. It particularly values the professional and social network that Nyenrode offers to both graduates and students, as this network appears to play a pivotal role for (recent) graduates in securing employment. The panel noticed that alumni are regularly involved in the programmes, for example as guest lecturer and advisory board member. However, this involvement seems to be largely limited to the Dutch context and has potential for greater international expansion.

During the visit, the panel spoke with alumni, who emphasised that the programme had been instrumental in acquiring the necessary competencies to pursue a professional career in the specific domain of their interest. They stressed that they "live and breathe" the LES values and head-heart-hands approach, which is a strong indicator that the essence of the programme is clear and only requires some further finetuning.

Considerations

The panel concludes that students who graduate the BScBA and MScM programmes have effectively acquired all intended learning outcomes. The level of the selected and reviewed theses is appropriate for an academic bachelor's and master's programme, respectively.

The documentation and interviews show that alumni are positive about the programmes and are well prepared to perform successfully in the professional field in the Netherlands and abroad, in positions that match the level and domain of their studies. The panel appreciates the active involvement of alumni in the programmes, and advises to broaden this engagement on an international scale.

Having established that the overall quality of the theses is adequate, the panel sees potential for greater individual differentiation in the theses, stimulating the creativity and individuality of students from diverse backgrounds, and effectively enhancing their entrepreneurial spirit. In addition, the panel suggests to incorporate the LES values more explicitly into the theses, in line with the programmes' vision and objectives.

Taking these considerations into account, the panel assesses that the bachelor's programme in Business Administration and both the full-time and part-time variants of the master's programme in Management meet this standard.

Facilities

Standard 5: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.

Findings

As mentioned before, the BScBA programme is offered in Breukelen and Amsterdam, as is the FTMScM programme; the PTMScM programme is only offered in Breukelen. The Breukelen campus houses multifunctional educational buildings that offer lecture rooms equipped with modern facilities for providing classical, hybrid and online lectures, as well as breakout rooms. The estate also offers, amongst others, a mensa, sports hall and a library with 100+ study places.

The Amsterdam campus is situated in a central location in the city. The teaching facilities are comparable to those in Breukelen, with lecture rooms equipped with the latest technology. These can be used as study spaces when there are no lectures. An important asset is the Nyenrode Incubator for start-ups. It supports entrepreneurs in setting up their early-stage ventures through a community of entrepreneurs, connected to Nyenrode. According to the programmes, the Incubator also contributes to various educational programmes on both campuses, with its hands-on experiences of entrepreneurs. Based on the discussions on site, the panel notes that students' awareness of the Incubator could be improved.

The panel notes that students are attracted to the safe, close-knit campus environment of the Breukelen campus, or the global environment and city life of Amsterdam. This plurality is seen as a unique selling point of the programmes by both the programme management and the panel. In addition, the panel is pleased with the

needs-based scholarships that are offered, increasing inclusivity. It supports the intended growth of these programmes as expressed by management during the visit.

The panel observes that the infrastructure available is adequate, encompassing sufficient equipment and computational resources for teaching and research, and is in line with the ILOs and the teaching-learning environment. The facilities available for students with disabilities are satisfactory. Nevertheless, the documents reference several outdated facilities.

The panel acknowledges that both programmes effectively provide information to students through the digital learning environment (Canvas, Orisis) in an accessible and timely manner.

Considerations

The panel views the facilities and services in both locations positively. They are easily accessible to the BScBA and MScM students, providing ample opportunities for the development of an academic community. The accommodations are of a high standard and match the teaching-learning environment, thus facilitating students to achieve the ILOs. The availability of two campuses is considered a distinct advantage of the programmes. As mentioned under standard 2, the panel encourages the programmes to explore ways in which the two campuses can further strengthen each other.

Taking these considerations into account, the panel assesses that the bachelor's programme

in Business Administration and both the full-time and part-time variants of the master's programme in Management meet this standard.

Quality assurance

Standard 6: The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

Findings

The self-evaluation report describes the formal mechanisms Nyenrode employs to maintain a consistent focus on quality and facilitate continuous enhancement of processes. The head of programme degree staff, in collaboration with a senior policy officer, is responsible for the programmes' quality assurance. The staff department integrates various components of the quality assurance system into a cohesive formal framework. The panel notes that the roles and responsibilities of all involved appear to be well-defined, including the roles of the Exam Committee, Programme Committees and Advisory Board.

Each programme (BScBA, PTMScM, FTMScM) has its own programme committee, composed of 3 faculty and 3 student members, which monitor the quality of the programmes and advise programme management. The panel appreciates that the role of the programme committees has been strengthened since the last visit. It establishes that formal procedures have been restructured into a cyclical PDCA-process, in close collaboration with programme management. Programme committees take a proactive role, for example in the curriculum redesign of the MScM programme, and actively collect input from both teaching staff (via academic responsables) and students.

A recommendation of the previous accreditation panel was to improve the documentation and realization of the formal arrangements for quality assurance, while maintaining the

advantages of the informal quality culture. The programmes informed the panel that feedback loops for educational quality improvement have been strengthened through the continuous evaluation efforts of the Student Representative Board (SRB) and the programme committees.

The panel observes that regular student course and exam evaluations as well as peer reviews contribute to the PDCA cycle on course and programme level. Findings are discussed with both lecturers and students and are used for improving the quality of the programmes. Also contributing to the PDCA cycle on a programme level are the annual National Student Survey (NSE) and the triennial alumni survey results. Students conveyed to the panel that they feel heard and that their feedback is promptly followed up by faculty and programme management.

The panel commends the programmes with their strong quality culture, facilitating open dialogue and constructive reflections. According to the panel, overall there is a good balance between formal procedures and the informal quality culture, contributing to quality assurance. It is positive that students are encouraged to address any issues informally with programme management or faculty members.

The panel applauds the efforts of the programme teams in considering the recommendations of the previous accreditation panel. According to the panel, clear steps have been taken in terms of quality assurance, amongst others regarding the assessment policy, peer

review process, UTQ trajectory, and the role of the Student Representative Board and programme committees. The programme teams are well aware of some remaining challenges, such as the further integration of the LES values into the curricula and enhancing the inclusiveness of the programmes. The panel supports the efforts of the programmes aimed at addressing these challenges, thereby further elevating the academic quality of the offerings.

Considerations

According to the panel, the quality assurance system is systematically set up and adequately designed. The programme quality is safeguarded by a proactive Exam Committee, dedicated Programme Committees of students and staff, and an Advisory Board who represents the professional field. The panel is positive about the periodic evaluations carried out among various stakeholders combined with the iterative, ad hoc approach that makes it possible to immediately implement adjustments where

necessary. The students assured the panel that the programmes actively collect their feedback and take action based on their input, although, as indicated under standard 2, they would like to receive more feedback on the follow-up of their suggestions.

According to the panel, the programmes demonstrate a strong, improvement-oriented quality culture and reflective attitude, and in general, have realized an effective balance between formal procedures and the informal quality culture. The panel appreciates how the curricula are continuously updated in response to developments in the professional and academic fields.

Taking these considerations into account, the panel assesses that the bachelor's programme in Business Administration and both the full-time and part-time variants of the master's programme in Management meet this standard.

Attachment 1: assessment panel

Eric Dooms, chair

Associate Professor, expert in strategy and accreditation, Academic Director at TIAS School.

Ale Smidts

Neuromarketing researcher, professor, curriculum developer and panel member Cluster Business Administration.

Dirk Buyens

Professor of HRM, management expert, internationally active in accreditation processes.

Karen Taselaar, student member

Student in International Business Administration at the University of Twente.

The panel was supported by Carlijn Braam, certified secretary.

All panel members have completed and signed a statement of independence and impartiality, and these have been submitted to NVAO.

Attachment 2: site visit program

Location: Nyenrode Business Universiteit, Straatweg 25, Breukelen

09:00 – 09:15	Welcome & preparation panel
09:15 – 10:15	Session 1: Executive Board, Program Director, Program Management Rector Magnificus Management Degree Program Director Academic Responsible MScM and Academic Responsible BScBA Head of Program MScM and Head of Program BScBA Head of Staff Management Degree Program Manager FT MScM
10:15 – 10:30	Coffee break
10:30 – 11:00	Campus tour
11:00 – 12:00	Session 2: Teaching Staff Professor Sustainable Entrepreneurship and Stewardship Assistant Professor Strategy Professor Strategic Human Resource Management Assistant Professor Finance Associate professor Sustainability Associate Professor Marketing Professor Corporate Reporting
12:00 – 13:00	Lunch and internal meeting
13:00 – 13:45	Session 3: Students & Alumni MScM Student FT MScM Global track – thesis writing Student FT MScM Digital track – thesis writing Student PT MScM Program 3 alumni MScM Program (2 FT MScM, 1 PT MScM)
13:45 -14:30	Session 4: Students & Alumni BScBA 2 students BScBA – second year 2 students BScBA – third year 2 alumni BScBA
14:30 – 14:45	Short break
14:45 – 15:30	Session 5: Program Committees and Exam Committee Chair Program Committee and student member FT MScM Faculty member and student member Program Committee PT MScM Chair Exam Committee General Management Chair Program Committee BScBA Chair Assessment Committee
15:30 – 16:45	Internal panel deliberation
16:45 – 17:15	Brief feedback panel findings

The names of the participants are available with evaluation agency AeQui.

Attachment 3: Recommendations from previous assessment

Developments within the BScBA based on previous accreditation recommendations

- *To integrate the LES values, soft skills development (as in the PLDJ) and the head, heart & hands educational philosophy more explicitly in the ILO's.*

The BScBA Intended Learning Outcomes (ILOs) have been revised starting in academic year 2022-2023. The LES values are made explicit, and emphasis is on both academic knowledge, practical application, and personal development.

- *To strengthen the role and position of the program committee, and to be more accountable and transparent to students about decisions made by program management.*

The program committees (PCs) are now key to the quality assurance cycle, with increased input and support from a senior policy officer. The student representative board improves accountability and transparency by communicating program management decisions to students ensuring that students are informed, and their voices are heard in the decision-making process.

- *To incorporate the individual elements of the quality assurance system into a more structured, embedded and connected system, while finding a proper balance between a formal and informal culture.*

The staff-team is dedicated to improving student support and streamlining policies and procedures across the MDP cluster. Furthermore, implementation of the assessment policy 2021 resulted in a more structured and connected system.

- *To carefully monitor the learning experiences of students of the Amsterdam campus. Whereas the campus in Breukelen offers a whole experience for students, including campus life and sports, this seems to be much less the case in Amsterdam.*

We acknowledge the differences in learning experiences between the Amsterdam and Breukelen campuses, which were a conscious choice when setting up the BScBA program in Amsterdam in 2020. While the COVID-19 pandemic highlighted some challenges, particularly in sports and campus life for Amsterdam students, we are actively investigating solutions to enhance the Amsterdam Nyenrode Experience and foster a stronger connection with sports activities.

- *To intensify efforts to become more diverse, international and inclusive as a program.*

In line with the Nyenrode DEI developments, the program made several efforts such as organizing activities with specific focus on integration between international and Dutch students and including more international faculty. Although the percentage of international students has not yet significantly increased, our recalibrated recruitment strategy is expected to yield results within two to three years.

- *To carefully monitor the impact of growth on the overall learning experiences of students, and on the need for formalization of quality assurance procedures.*

We have maintained the program's small scale and informal character due to a minor increase in student influx. To manage growth, we will limit plenary groups to 30 students and smaller interactive sessions to 15 students. The staff-team has contributed to improving student support and streamlining policies and procedures across the MDP cluster.

Developments within the MScM based on previous accreditation recommendations

- *Prioritize and plan educational innovations more coherently and carefully.*
In anticipation of curriculum developments, we conducted a baseline measurement for the MScM program. We are now exploring opportunities for a curriculum redesign, focusing on aligning soft skill competencies with Nyenrode's core values and course outcomes. Assurance of Learning aims to integrate these ideas, including the LES values and ILOs, into the curriculum.
- *Increase educational support for expertise among faculty and introduce senior UTQ arrangements.*
The UTQ trajectory at Nyenrode has continuously improved and the Assessment Committee and Teaching and Learning Center offer various workshops to faculty. Nyenrode is exploring collaborations with other universities to establish a Senior Teaching Qualification (STQ) trajectory for eligible faculty members.
- *Give priority to further improvement of testing and assessment practices and mobilize some extra expertise and assistance in doing so.*
The new assessment policy resulted in formalization of quality assurance procedures like the course and exam delivery chart and assessment checklist, and introducing two-yearly thesis calibration sessions amongst faculty to discuss assessment and grading.
- *Include literature from and references to recent international peer-reviewed scientific literature in courses.*
From the first course, students learn to use high-quality journal articles for their assignments. Faculty combines international peer-reviewed literature, relevant reference books, and popular literature to develop both academic and practical skills.
- *Improve the documentation and realization of the formal arrangements for quality assurance, while maintaining the advantages of the informal quality culture (e.g. in the thesis evaluation and grading).*
Feedback loops for educational quality improvement have been strengthened through the continuous evaluation efforts of the Student Representative Board (SRB) and the Program Committee. Additionally, the Assessment Committee has professionalized the peer review process with a checklist for assessment quality, ensuring thorough and consistent evaluations.

Attachment 4: reviewed documents

Self-evaluation report

- Bachelor of Science in Business Administration and Master of Science in Management, 2024
 - o Introduction including SWOT analysis
 - o Intended learning outcomes
 - o Educational learning environment
 - o Assessment
 - o Realized learning outcomes
 - o Facilities and services
 - o Quality assurance
 - o Student chapter

Appendices

- Nyenrode strategy document 2020-2024
- Nyenrode educational vision
- Nyenrode organizational chart
- Algemeen statuut 2023-2024
- Algemene voorwaarden onderwijs 2020
- Annual Report 2022-2023 Nyenrode Foundation
- Overview of the BScBA ILOs in relation to the Dublin Descriptors
- Overview of the MScM ILOs in relation to the Dublin Descriptors
- BScBA, FTMScM and PTMScM ILOs and courses matrix
- Benchmark FTMScM, marketing plan FTMScM
- Curriculum BScBA, FTMScM, PTMScM
- Selection of courses BScBA, MScM (including assessment, evaluations, course outline, peer review)
- Study Guide BScBA
- Attendance procedure
- Overview delivery methods BScBA, MScM
- Overview assessment methods BScBA, FTMScM, PTMScM
- Composition BScBA and MScM Teaching Staff
- Course outline delivery chart
- BKO Handboek 2024 NL
- Klachtenregeling wetenschappelijke integriteit
- Nyenrode AI policy
- Nyenrode Code of Conduct
- Nyenrode Internationalization Policy 2020-2024
- Nyenrode programme charter Diversity & Inclusion
- Nyenrode Taalbeleid
- List of international partner universities

- Admissions process
- National Student Survey (NSE) 2024
- Assurance of Learning (AoL) policy (June 2024)
- Assessment policy
- Rules & Regulations BScBA, FTMSc and PTMSc 2023-2024
- Regulations of the Appeal Committee
- Grading Standard Procedure
- Peer review checklist and schedules
- Assessment programme process and checklist (September 2023)
- Assessment Guidelines for rubrics, MC Questions, written assignments, assessment analysis, and changing an assessment
- Assessment Quality Checklist
- Course and exam delivery chart
- Overview assessment methods BScBA
- Flowchart thesis procedure
- Thesis guidelines BScBA
- Course outline thesis
- Thesis outline FTMScM, PTMScM
- Thesis flowchart procedure
- Nyenrode alumni survey 2024
- Alumni evaluation MSc30
- Nyenrode alumni survey 2024
- Nyenrode Experience Tree
- Composition and Rules & Regulations for Program Committees
- Minutes program committees BScBA, FTMScM and PTMScM
- Annual report Central Exam Committee (CEC)
- Handbook for Exam Committees, minutes policy meetings
- Composition and Regulations Advisory Board, minutes Advisory Board
- Information on the International Advisory Board (IAB)

Additional materials

- Overview BScBA, FTMScM and PTMScM student population
- Overview BScBA and MScM Teaching Staff 23-24
- Campus Tour Nyenrode Amsterdam

Thesis review

- A representative sample of 15 recent graduation works from each programme and their assessment forms:
 - o BScBA: 15 works
 - o MScM: 11 fulltime students and 4 parttime students

