



Postbus 5050
NL-3502 JB Utrecht
+31 30 87 820 87
www.AeQui.nl
info@AeQui.nl

MSc Business Administration

University of Twente

Advisory report of the assessment of the existing programme
3-4 December 2024

Colophon

Institution and programme

University of Twente

Enschede

Institutional Audit: yes

Programme: MSc Business Administration

Site: Enschede

Mode: fulltime

ISAT-number: 60644

Assessment panel

Eric Dooms, chair

Brian Harney, expert

Einar Agur Rasmussen, expert

Anita Veltmaat, expert

Anne van de Rijdt, student-member

Mark Delmartino, secretary

AeQui Nederland

PO Box 5050

3502 JB Utrecht

The Netherlands

www.AeQui.nl

Summary

On 3 and 4 December 2024 an assessment panel of AeQui visited the Faculty of Behavioural, Management and Social Sciences (BMS) at the University of Twente (UT) to perform a quality assessment of two degree programmes in Business Administration. This external assessment is part of a broader cluster evaluation of wo-bedrijfskunde programmes in the Netherlands. The underlying document reports on the panel assessment of the Master of Science (MSc) in Business Administration (BA) according to the NVAO framework for limited programme assessment. The panel also assessed the entrepreneurship dimension of the BA programme along the criteria of the special feature Entrepreneurship. The panel's overall judgement of the programme and its special feature is **positive**.

Intended learning outcomes

The MSc BA is a one-year full-time 60 EC programme taught in English. The programme has three key themes: internationalisation, enterprising skills and responsible management. Its overarching goal is to develop pioneering and curious graduates with an inclusive and entrepreneurial mindset, who are well-prepared to conduct research, devise solutions for business challenges, and possess managerial and organisational skills applicable in global, high-tech environments. Students choose for one of the following specialisations: (i) Digital Business and Analytics; (ii) Entrepreneurship, Innovation and Strategy; (iii) Financial Management; (iv) Human Resource Management; (v) International Management and Consultancy; (vi) Purchasing and Supply Management; and (vii) Strategic Marketing and Servitisation. The yearly intake has been fluctuating between 170 and 220 students: roughly 20% of the students are international and 36% are female. The IBA programme has a clear and distinctive profile, features proper learning outcomes, and is well connected to the professional field. Its profile is embedded in the vision, mission, strategy and ecosystem of the university and the faculty. The MSc BA combines and integrates international, technological and entrepreneurial dimensions in a business administration study. The intended learning outcomes reflect the programme's unique and comprehensive profile, and are formulated

properly in terms of domain, level and orientation. The programme can rely on a comprehensive network of alumni and professional field representatives. In the Practice Council, a representative group of alumni and employers advise on educational matters from different functional, sectoral and geographical perspectives. The panel thus concludes that the programme **meets** this standard.

Teaching-learning environment

The master BA has a strong teaching-learning environment featuring a coherent curriculum, a befitting didactic concept, a diverse student audience and well-qualified teaching staff. The panel endorses the decision to offer the programme in English, and approves of its English-language title. Since the previous accreditation, the programme team adjusted part of the course contents. The resulting curriculum continues to do justice to the specific programme profile, its specialisations, and its respective entrepreneurial, technological, international and intercultural dimensions. The course learning goals are aligned with the learning outcomes at programme level and allow BA students to achieve the end qualifications. The programme's didactic concept reflects the educational vision of UT and BMS and befits the unique profile of the BA programme. Its teaching staff is well qualified to apply these educational principles to the substance of their cour-

ses and the diverse group of students. The attention of UT and BMS for staff professionalisation contributes to an academic environment in which education is valued. The initiatives and services that are part of the programme learning environment and the UT ecosystem offer BA students 'the time of their life' in terms of study, wellbeing, leisure, culture, sports, and career development. The programme and the study association, moreover, foster an inclusive community of students from different cultures and countries. The panel concludes that the MSc BA meets this standard. The panel thus concludes that the programme **meets** this standard.

Student assessment

The master BA can rely on a robust system of assessment. Both course and thesis assessments are embedded in well-established assessment policies, plans and frameworks at the level of the university and the faculty, while the assessment plan safeguards that course learning goals are assessed adequately and cover the programme learning outcomes. The Examination Board has the capacity and competency to assume a variety of assessment tasks, and assures the assessment quality of the master BA. The IBA thesis review demonstrated that the evaluation form is highly appropriate, and the scoring is consistent. The panel concludes that the MSc BA meets this standard. The panel thus concludes that the programme **meets** this standard.

Achieved learning outcomes

Students who graduate from the master BA have effectively acquired all intended learning outcomes. The selected and reviewed BA theses meet the quality expectations for a final project of academic orientation at master level. Upon

graduation, moreover, BA graduates pursue a successful career in line with the level and domain of their study. The panel concludes that the MSc BA meets this standard. The panel thus concludes that the programme **meets** this standard.

Special Feature Entrepreneurship

Entrepreneurship takes up a prominent position in the strategy, mission, vision and ecosystem of the university. Although not mentioned in the title of the programme, entrepreneurship is very present in the master programme Business Administration, where it is visible in its profile and objectives, its curriculum courses, its assessment formats and in the labour market profile of its graduates. All students who enrol on the BA programme are exposed to entrepreneurship during their entire study, while those who wish to do so can build even more entrepreneurial activities in their individual study plan through electives, project topics, (in-company) thesis subjects, and extra-curricular on-campus activities. The panel concludes that the MSc BA **meets** the three standards of the special feature Entrepreneurship: distinctive character, specification, and relevance.

Recommendations

With an eye on the future, the panel offers the following points for development:

- look for ways to increase the number of students graduating in less than two years;
- monitor that all assessors motivate their thesis scores with insightful feedback;
- address more swiftly the recommendations of (internal and external) review panels.

All standards of the NVAO framework have been positively assessed. On this basis, the panel provides a [positive recommendation](#) regarding the accreditation of the master Business Administration. It also advises the NVAO to extend the programme's special feature Entrepreneurship.

On behalf of the entire site visit panel,

Utrecht, April 2025

Eric Doms
Chair

Mark Delmartino
Secretary

Introduction

Institution

The University of Twente (UT) was established in 1961 as the Twente Technological University of Applied Science (Technische Hogeschool Twente). Over the years the university has distinguished itself by integrating technology with social sciences and by its approach to education. According to its current mission, UT is “the ultimate people-first university of technology, empowering society through sustainable solutions”. UT attracts more than 12000 students and offers employment to over 4000 people.

The Faculty of Behavioural, Management and Social Sciences (BMS) is one of UT’s five faculties, and presents itself as “a bunch of tech-savvy social scientists eager to make the world a better place through academic education, fundamental science and societal problem-solving (...) In a high-tech world, we connect people and technology, ensuring that people matter to tech developers, while contributing to tech that matters to people”.

The staff involved in the two programmes under review work primarily in the faculty’s High-Tech Business and Entrepreneurship department, which positions itself at the interface between business, technology and social sciences. It conducts cross-disciplinary business research, supporting organisations in innovative and entrepreneurial management practices and decision-making. Programme support is provided by the Educational Service Centre of the BMS faculty, as well as by a range of complementary services at UT-level. Both programmes are led by one Programme Director, who is assisted by two coordinators, four programme study advisers, and a colleague of the student affairs and logistics office. The BSc IBA and the MSc BA programmes have a joint programme committee, while their

quality of assessment is safeguarded by the Examination Board for Management Sciences.

Programme

The Master of Science (MSc) in Business Administration (BA) is a one-year full-time 60 EC programme taught in English. As UT is the only technical university in the Netherlands offering business administration, its BA programme wants students to understand and explain the business implications of - and design smart business solutions for - new technologies such as digitalisation, AI or algorithms. Moreover, the university’s entrepreneurship ecosystem allows students to engage with start-ups and UT spin-offs: by learning entrepreneurial skills and attitudes and developing an entrepreneurial mindset, UT/BMS/BA students make an impact on regional and (inter)national businesses.

The BA programme has three key themes: internationalisation, enterprising skills and responsible management. Its overarching goal is to develop pioneering and curious graduates with an inclusive and entrepreneurial mindset, who are well-prepared to conduct research, devise solutions for business challenges, and possess managerial and organisational skills applicable in global, high-tech environments. It offers students the opportunity to advance their general business administration knowledge, and develop scientific expertise in one of the following specialisation profiles: (i) Digital Business and Analytics; (ii) Entrepreneurship, Innovation and Strategy; (iii) Financial Management; (iv) Human Resource Management; (v) International Management and Consultancy; (vi) Purchasing and Supply Management; and (vii) Strategic Marketing and Servitisation.

Depending on the chosen specialisations, BA students can pursue one of five double degree programmes with universities in Germany, Italy and Finland, or engage in joint education programmes in cooperation with fellow master programmes at UT. Since the previous accreditation visit, the yearly intake has been fluctuating between 170 and 220 students. The share of international students has decreased from almost 30% to less than 20%, while the number of female students has been stable around 36%.

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. The University of Twente has commissioned AeQui to carry out the assessment at UT featuring one bachelor and one master programme. Moreover, both programmes are holding the specific feature Entrepreneurship, which they have asked the panel to assess again in order to retain this quality label. In addition, the BSc IBA has a quality label on internationalisation, CeQulnt. Hence, the panel also looked into the five criteria connected to this distinctive feature.

In the run-up to the visit, a preparatory meeting was held with representatives of BMS to exchange information and plan the dates and programme of the site visit. Moreover, the programmes and AeQui agreed to produce three reports: one on the bachelor programme with the NVAO standards and including the special feature Entrepreneurship, one on the master programme with the same standards and feature, and a dedicated report on the quality of internationalisation (CeQulnt) of the BSc IBA.

In collaboration with the programmes, AeQui assembled an independent and knowledgeable panel (see Attachment 1) that combined

expertise in (international) business administration, entrepreneurship and internationalisation. Moreover, the panel explicitly oriented itself to the cluster in which these programmes are placed. The visit was carried out on 3 and 4 December 2024 according to the programme presented in Attachment 2.

On request of UT, the accreditation visit had a development-oriented character: the information dossier provided prior to the visit allowed the panel to have a detailed look at programme quality. In this way, the panel did not only focus on the programmes' compliance with assessment standards during the visit, but also looked explicitly at their plans for the future. These discussions and suggestions for development/improvement took central stage in two Development Point sessions – one on the bachelor and one on the master programme – where the hosts identified concrete topics for discussion and were in charge of taking minutes and producing a Development Dialogue report.

The assessment was conducted based on the Accreditation Framework for Higher Education in the Netherlands. UT has a positive institutional audit decision, and therefore the panel assessed four standards of the framework. During the previous accreditation round, the then panel made recommendations for further development. The actions taken in response by the programme are listed in Attachment 3. The panel has integrated this follow-up into its considerations for the current assessment. Furthermore, the panel evaluated the special feature Entrepreneurship according to the provisions established by the specific NVAO Protocol (September 2024), while the distinctive feature Internationalisation followed the criteria of the CeQulnt framework.

The MSc BA programme shared many relevant materials on a dedicated accreditation website, which served as background information before and during the visit. Staff should be commended for the presentation and ease of access to a wide range of materials. The portal was easy to navigate and clearly structured in line with key requirements. This greatly facilitated the independent review. An overview of the materials is listed in Attachment 4. In the run-up to the site visit, the panel studied the programme materials and reviewed a sample of 15 theses. Their first impressions on the report and the thesis (evaluations) formed the basis for discussion during an online preparatory meeting on 29 November 2024. The outcomes of this preparatory meeting were communicated to the UT prior to the visit and shaped the panel's questions during the visit.

An Open Consultation Hour for students, teaching and support staff was organised in connec-

tion with the preparatory meeting; eventually, three people signed up and spoke individually and confidentially with the panel.

The panel conducted the assessment independently. At the end of the visit, the chair informed the programme and faculty representatives about the panel findings, considerations and conclusions regarding the different frameworks. After the visit, the secretary drafted a first version of the advisory reports, which were sent to the panel members for review and feedback. Their input was integrated in a second version and validated by the panel chair. A draft version of the underlying report - which covers the assessment of the NVAO standards and the Special Feature Entrepreneurship in so far as the MSc BA programme is concerned - was then sent to the programme team, whose response was incorporated into this final version of the 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

Profile

The MSc BA programme aims to educate “pioneering and curious graduates, who can research, design and organise through internationally-oriented interdisciplinary learning and project work with a broad social and economic impact”. The panel noticed that this mission reflects the programme’s core values – pioneering, curious, inclusive and proud – as well as its key themes: internationalisation, enterprising skills and responsible management. Just as it is the case for the bachelor programme, the master BA rests on three pillars of competency, which structure the learning outcomes: research, design, and organise.

The panel also noticed that the programme is in line with the university’s motto of High-tech, Human Touch (HTHT): technology is acknowledged in the MSc BA as an inherent part of modern businesses, while human aspects are an integral part of any technological innovation: the master programme wants students to understand and explain the business implications of - and design smart business solutions for - new technologies such as digitalisation, AI or algorithms.

Furthermore, the university’s entrepreneurship ecosystem allows MSc BA students to engage with start-ups and UT spin-offs: by learning entrepreneurial skills and attitudes and developing an entrepreneurial mindset, MSc BA students make an impact on regional and (inter)national businesses. Hence, MSc BA students are trained as interdisciplinary T-shaped professionals: they not only possess in-depth knowledge in their

field of study but are also able to utilise their knowledge in a broader context, in partnership with other disciplines and wider society.

In line with the programme’s mission, values and themes, and embedded in the university’s motto and ecosystem, MSc BA students will be global citizens with entrepreneurial and open mindsets by the time they graduate: they are pioneers when it comes to using social and technological innovations, curious in developing smart solutions for business problems, inclusive through their collaboration with an international community and proud on what they have achieved through personal development.

Based on the written materials, the panel was impressed with the way the BA profile was reflected in a comprehensive and dedicated programme mission, vision and strategy, and embedded in faculty- and university-wide principles and frameworks. It acknowledges the clear vision, values and themes of the programme, as well as its alignment with UT’s (self-proclaimed) position as ‘most entrepreneurial university in the Netherlands’. Moreover, the panel gathered from the discussions on site that these values and themes are not mere marketing statements on paper, but are effectively incorporated by the programme and its stakeholders in the day-to-day delivery of the programme.

According to the panel, the unique selling proposition of the BA programme at UT has two components: first, its integration of the business administration domain with international, technology and entrepreneurship dimensions; and second, the combination of a general business administration degree with in-depth speciali-

sation opportunities that are tailored to the individual interests and ambitions of students. These components, moreover, are systematically communicated on the website and spelled out in programme information materials. The panel thinks that both the specific profile and its clarity in branding / communication are strong points of the BA programme.

The panel noticed, furthermore, that students, graduates and the professional field know what they can expect from this MSc BA programme. Students and alumni are effectively aware of the specific profile of the master programme and often decide to study at UT because of these distinctive elements: both in the student chapter and during the discussions on site, students and alumni mentioned that they appreciate(d) the international profile, the attention for entrepreneurship, and the focus on technology. The panel learned from the discussions on site that the master programme attracts a wide variety of students: some have completed the bachelor IBA and want to explore in depth the particular interest they identified during their undergraduate study; others compared the master offer at different (Dutch) universities and eventually settled for UT because of a particular track and its combination with technological innovation, entrepreneurship or leadership; and one student was attracted by the opportunity to combine his study with international sports activities. All students and alumni, moreover, emphasised the campus environment, the international and intercultural atmosphere, the small-scale and personalised approach, and the opportunities to tailor the study to individual interests and career ambitions as key strengths on which the master programme definitely delivers. The representatives of the professional field seconded these points and added that graduates with a Business Administration degree from UT (will) make a positive difference on the labour market, in

different ways: employers look forward to recruiting fresh graduates who combine general business administration know-how with specialist expertise, but also have international and intercultural competencies, an entrepreneurial mindset and a strong familiarity with technology.

Intended learning outcomes

The programme's intended learning outcomes constitute a set of 12 statements, which are organised in three roles: research, design and organise. Within global/international High-tech Human Touch business contexts, MSc BA graduates from UT are competent to: (i) deal with research issues based on an analytical and conceptual approach, and contribute to the body of knowledge; (ii) apply a design cycle to create innovative and research-based solutions to business problems; and (iii) organise, manage and lead in change processes using entrepreneurial business skills.

The panel found that the learning outcomes address all elements that were prominently present in the programme profile: international business, entrepreneurial competence, and High-tech Human Touch. Moreover, they refer to the different steps of the research cycle, to critical thinking, and to responsible, sustainable and ethical aspects of business. While the entire programme features one set of learning outcomes common for all tracks, the panel noticed that three statements under the research pillar refer explicitly to acquiring business administration competencies in the specific sub-discipline of the specialisation.

Furthermore, the learning outcomes have been mapped against several sets of criteria (such as the Dutch National Qualification Framework) and exit qualifications of similar competitor programmes abroad. The panel noticed with

interest that the intended learning outcomes were compared to the so-called Meijers criteria, seven areas of competence that characterise a university graduate. This scheme is also used by the technical universities of Delft and Eindhoven and focuses on competencies in scientific disciplines, research, design, scientific approach, intellectual skills, co-operation and communication, and the integration of temporal and social contexts. The comparison with benchmark institutions shows that apart from several common elements, the BA programme at UT stands out for its combined attention to research and design.

All in all, the panel thought the learning outcomes were comprehensive and made perfect sense for a business administration programme with several specialisations and a profile that encompasses international business, entrepreneurship and technology. Entrepreneurship and Internationalisation are explicitly incorporated in the learning outcomes, as well as the skills to operate in a High-tech Human Touch environment. In addition, the panel noticed that the learning outcomes complement those of the bachelor IBA, with more focus on the sub-disciplines and their HTHT context. The panel also established that the exit qualifications were formulated at the appropriate master level and reflected the academic orientation of the programme.

Professional Field

The panel gathered from the written materials and the discussions on site that the programme management seeks advice from a so-called Practice Council. This long-standing body consists of eight Dutch and non-Dutch members, some of whom are alumni of the IBA/BA programmes. Together they represent all subdisciplines of (international) business administration that are relevant to UT and look at the

programmes from different functional, sectoral and geographical perspectives.

To ensure that the programmes are geared towards the demands and expectations of the professional field, the Practice Council meets twice per year and advises on all educational matters, especially those that are relevant for the job market. The discussion on site with council representatives revealed that they looked at, and validated, the intended learning outcomes of the BA programme prior to the accreditation visit. Other topics for reflection and discussion were the business and career skills students should have acquired by the time they graduate. According to the panel, the programme can rely on a diverse group of relevant professional field representatives, who are invariably committed to the programme and its staff, students and graduates.

Considerations

Based on the above-mentioned findings, the panel considers that the BA programme has a clear and distinctive profile, features proper learning outcomes, and is well connected to the professional field. Moreover, the programme is well embedded in the vision, mission, strategy and ecosystem of the university and the faculty.

The panel thinks highly of the unique characteristics of this master programme: the integration of international, technological and entrepreneurial dimensions in a business administration study, the combination of a common business administration trunk with a variety of specialisation opportunities, and the freedom for students to tailor the study programme to their specific interests and ambitions. Moreover, the panel established that this specific profile is effectively communicated as students often choose for BA at UT because of these particular features.

The intended learning outcomes reflect the programme's unique and comprehensive profile, and are formulated properly in terms of domain, level and orientation. The panel appreciates the extensive mapping exercise, which demonstrates that the BA learning outcomes are relevant for the domain and also unique for its combined attention to research and design.

Furthermore, the BA programme can rely on a comprehensive network of alumni and profes-

sional field representatives. In the Practice Council, a representative group of alumni and employers formally and systematically advise on educational matters from different functional, sectoral and geographical perspectives.

Taking these considerations into account, the panel assesses that the programme **meets** 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

Programme

The BA programme is offered as a one-year full-time 60 EC programme. At the start of the programmes, students select one of seven specialisations and complete an Individual Learning Agreement detailing their chosen specialisation and elective courses. The curriculum consists of four common mandatory courses (15 EC), three specialist electives (15 EC), a free elective (5 EC) and a master thesis in the domain of their specialisation (25 EC: research proposal and research project).

The panel gathered from the written materials and the discussions on site that the programme provides a good balance of common and specialist courses, with each track constituting a well-elaborated specialisation in terms of contents and communication:

- *Digital Business & Analytics* helps students become digital-minded business leaders who can develop digital solutions to support organisational processes and strategically change businesses;
- *Entrepreneurship, Innovation & strategy* gives students a unique, high-tech angle on doing business to develop and roll out resilient strategies, accelerate innovation and recognise and capitalise on new opportunities;
- *Financial Management* turns students in rounded business experts with an entrepreneurial, finance-savvy mindset and expertise to tackle finance-related business challenges;
- *Human Resource Management* places HRM firmly in the context of international, high-

tech, innovative businesses and digital transformation, which is reportedly unique in the Netherlands.

- *International Management & Consultancy* allows students to help businesses operate internationally based on their acquired expertise in domains such as international entrepreneurship, change management and consulting, organisational behaviour, international strategizing, cross-cultural differences, and global supply chain management.
- *Purchasing & Supply Management* offers students in-depth understanding of purchasing management strategies in both the industrial and the public sector/healthcare procurement. This track is unique in its combination of both domains, while no other university in the Netherlands offers that many courses in the field of purchasing science.
- *Strategic Marketing & Servitisation* helps students develop business strategies for understanding, creating and delivering customer value from a service-dominant perspective.

In addition, students can pursue a double degree with one of five international partner universities or participate in a joint education programme with another programme at UT: either the MSc Philosophy of Science, Technology and Society or the MSc Communication Science. The panel gathered from the materials and the discussions on site that these double and joint degrees are equally well-elaborated and attract a few students every year. As part of its thesis review (see standards 3 and 4), the panel has looked at final research projects in all specialisa-

tions (7), double degree (3) and joint education programmes (2) that were represented in the thesis list of 2023-2024.

Since the previous accreditation, the BA programme has been developed in several ways: first, the programme invested in challenge-based learning with two courses being redesigned to integrate CBL methodology in which students work on real-life complex societal challenges with stakeholders from inside and outside the university. Second, the International Management & Consultancy specialisation is offering a new Double Degree programme with the University of Trento while the Strategic Marketing & Servitisation track set up a joint education programme at UT with the MSc in Communication Science to specialise in digital marketing. Third, BA students can participate in a mentoring programme led by alumni: since 2022, students and alumni are matched based on their interests and career plans and meet for a mentoring session three to four times during their study. Finally, the interdisciplinary dimension of the BA programme is being enlarged, among others by organising an interdisciplinary master thesis according to the principles of challenge-based learning in collaboration with the Philosophy of Science and Technology, the Environmental and Energy Management and the Communication Science programmes. The panel welcomes the efforts of the programme. While it is not yet possible to establish the effectiveness and impact of each and every adjustment, the panel nonetheless has the impression that the changes are for the better. It also demonstrates, according to the panel, that the programme team is keen to continue developing and continuously improve the education quality of the BA programme

The panel gathered from the student chapter and the discussion with BA students and alumni

on site that they are/were satisfied with the curriculum. They appreciate the wide range of tracks and electives, which allows them to really pursue an individual learning trajectory. And while they have to decide early on their individual study programme, students feel supported and guided during the year by the teaching staff and the study advisers. Moreover, they praised the international profile of the programme, which prepares them for a professional position in an international and intercultural environment. Students also valued the efforts of the programme to create a community where there is explicit attention to including the international students. In addition, the track-specific approach of the programme gives students a feeling of belonging in a relatively small community. Finally, students praised the open-door policy of the university, the opportunities to speak up and give an opinion, and for the encouragement to think as students with the programme team and improve the current student and study environment for future generations. This openness is present informally but also in a formal way as students feel heard when they raise their concerns in and through the Programme Committee. Students indicated to the panel that they notice a willingness among management and staff to change/improve. Student representatives in the programme committee provided several examples of how their input has made a change to the quality and feasibility of individual courses. If anything, students indicated that the programme could show more explicitly and systematically to (future) students how student feedback was implemented.

When asked to consider what could be improved, students indicated that the common courses are not always of direct relevance to the thesis and could contain more explicit hints / connections to the respective specialisations.

Moreover, the social/societal dimension within the different specialisations is an added value of this university yet could be leveraged more in the courses, also in view of possible professional careers in the future. Finally, students indicated to the panel that staff tends to be 'too nice' in granting extensions to deadlines. While there may be good reasons for students to incur delay and request an extension, the flexibility results in some students in the end taking much longer than envisaged to finish courses and graduate.

Looking at the extensive materials on the BA programme and discussing the curriculum contents with students, staff and alumni, the panel gathered that the programme does justice to the programme profile with its variety of specialisations and its entrepreneurial, technological and international dimensions. The panel, moreover, established that the course learning goals are aligned with the learning outcomes at programme level, which in turn ensures that the curriculum enables students to achieve all end qualifications at the end of their study. During the visit, the panel was informed that the programme team is currently redesigning the BA programme to make it more future-proof. The plans have been discussed extensively during one of the thematic sessions but have no immediate impact on the panel assessment in this accreditation report. The minutes of this session will be made available by the programme team as part of the development dialogue requirements.

Language of instruction

The language of instruction, as well as the name of the programme, is English. According to the programme team, it follows naturally that a programme taught in English should bear a title in English, reflecting its language of instruction and the global nature of its educational approach. The panel gathered from the written

materials and the discussions on site that the English language has been a conscious decision. This choice aligns with the commitment of not only the programme, but also the faculty and the university to foster an inclusive learning environment that educates global citizens and prepares students for success in an increasingly interconnected world. Teaching in English contributes to the development of graduate competencies to function in international academic and business environments. By teaching in English, graduates are equipped with the necessary language skills and competencies to operate in multinational corporations, international organisations, and global markets.

Furthermore, since 2018, the University of Twente has formally adopted English as the primary language for communication and instruction in most programmes. This strategic decision does not only prepare students for success in a globalised world but also reinforces UT's commitment to fostering a vibrant, diverse, and interconnected academic community. It also illustrates the UT/BMS/BA dedication to delivering high-quality education, which includes recruiting academic staff with diverse international backgrounds. English, as the medium of instruction, allows the university to attract and retain top-tier faculty from around the world. Hence, academic staff whose teaching is in English, as is the case for the BA programme, are required by university policy to demonstrate a proficiency level of C1 or C2 as defined in the Common European Framework of Reference for Languages (CEFR).

The panel noticed that the decision to offer the BA programme in English was effective: over the years, the programme has been attracting a diverse student audience. This diversity in turn has allowed the programme to make good use of the International Classroom, thereby enriching

the learning experience of all (Dutch and non-Dutch) students and enhancing the overall academic quality and relevance of the programme. However, the panel acknowledges the concern of the faculty management and the programme team that the recent developments in Dutch higher education are already impacting negatively on the number and share of international students enrolling on the master programme.

The written materials and the discussions on site have convinced the panel that the decision to use English as a language of instruction in the MSc BA is motivated properly at the levels of the university, the faculty and the programme. Moreover, the international dimension is embedded in its profile and vision, and substantiated in the day-to-day delivery of the BA contents, the didactic principles, and the composition of the student cohorts. According to the panel, the BA programme is international in several respects, not just in terms of language.

Didactics

The panel gathered from the written materials and the discussions that the didactic principles underlying the BA programme are well embedded in the university's vision on education. The UT Vision on Learning and Teaching offers guidance on how programmes can equip their students with 'more than a degree.' Taking the challenges of our time as a starting point, it places three goals at the heart of UT education: learning by doing, building inclusive communities, and self-development. These goals form a roadmap to achieve the mission of UT: to be a people-centred university of technology that empowers society through sustainable solutions.

In the BA programme, courses offer a solid foundation in theoretical concepts along with project assignments which are designed for

their practical application. These assignments are often based on real problems from practice, which provide a direct link with the professional field. Compared to their fellow bachelor students, master students tackle larger and more complex societal and business problems, or challenges that require different disciplines and intensive collaboration. To solve these challenges, students engage with students from different disciplines, as well as internal and external stakeholders. Some courses therefore employ challenge-based learning and require students to learn collaboratively. BA students are encouraged to think for themselves, make their own choices, try new things, take acceptable risks and learn from mistakes and feedback.

Another important educational feature is the use of the International Classroom, a didactic concept that accommodates a culturally and geographically diverse student group. It ensures that all students, regardless of their native language, can engage fully in the academic discourse, group projects, and classroom interactions. This not only promotes inclusivity but also prepares students to work in multicultural teams, which is a common scenario in the international business world.

The panel gathered from the discussions on site that the didactic concept is far more than a theoretical construct: in fact, the educational approaches stand for several concrete initiatives and (good) practices that are implemented in the day-to-day delivery of the BA master programme. In this regard, BA staff gave some very concrete examples of how they are modelling their teaching practice to benefit the diverse audience and the international classroom setting. Moreover, the panel was informed that several teaching staff obtained project funding through a government initiative to develop innovative activities in their modules and courses. Students

from their side emphasised the innovative content in courses, as well as the benefits and relevance of the international classroom. Taking all these elements together, the panel is convinced that the didactic principles are well embedded in the curriculum and benefit the programme profile.

Student admission, intake and success rate

The panel noticed that the programme attracts students with a variety of educational backgrounds. The information on the admission requirements and possible deficiency trajectories is extensive and listed on the programme website. Students and alumni indicated that they found the admission procedure clear and feasible. Further to a suggestion from the previous accreditation panel, the programme enlarged the range of GMAT tests students can take to proof their competencies: the admission committee now accepts not only the 'regular' GMAT test, but also the GMAT Home edition and the shorter business-oriented GMAT Focus edition. In this way it concurs with the concern of the previous panel that notably non-European students may be at a disadvantage to apply. The programme team indicated that it is of paramount importance that all applicants have a sufficient level of mathematics; since the implementation of the GMAT Focus test late 2023, all admitted students had a sufficient mathematical background.

Applicants who do not have a bachelor's degree in business administration or a related field but with deficiencies that can be addressed in 30 EC, can be admitted after successfully completing an individualised bridging programme or a (tailored) pre-master. Students and alumni who entered the BA programme after a deficiency programme indicated that this had helped them levelling up their domain knowledge and/or academic skills. Once they had been accepted to

the programme, they felt equally prepared for the BA study as their fellow students who enrolled directly.

The panel read in the extensive student data materials, generated by UT's data management system, that since the previous accreditation, the yearly intake has fluctuated between 170 and 220 students. The share of international students is going down, from 28% in 2018 to 18% in 2023, while the number of non-European has always been low (less than 10 per year). The share of female students has been very consistent at around 36%. The panel gathered from this data that the presence of international students contributes to the international objectives of the programme and allows all students to benefit from the International Classroom approach. It understands the concern of the programme that the recent decline in international student enrolments may be confirmed in the future given the recent developments in government policies.

Other data showed that generally less than 10% of the BA students drop out, although this figure was slightly higher during the COVID-19 pandemic. Roughly a quarter of the students complete the programme in the nominal duration of one year, while around 60% do so after two years. According to the programme team, these figures remain far below expectation, and constitute a major challenge as this has been a persistent trend for several years. Analysing the issue, the programme team identified the master thesis as an important stumbling block. Hence, as part of the above-mentioned BA redesign plan the programme team envisages including a more structured master thesis process to facilitate graduation on time. During the visit, students indicated to the panel that the courses are comprehensive but feasible, and that there are no particular stumbling blocks in the curriculum.

Their delay in graduating the programme has different reasons: many students want to undertake extracurricular projects, others have (political/volunteering) commitments, and still other students need to financially sustain themselves by taking side-jobs next to their study. While it understands the analysis behind the success rate outcomes, the panel was satisfied to hear – and discuss in the thematic session – the plans for a more structured master thesis process, which should at least contain further delays in programme completion and increase the share of students graduating in less than two years.

Learning environment

While the panel had already noticed in the written materials prior to the visit that BA students could rely on person-related, educational and extra-curricular services, the discussions on site revealed that there are several initiatives - organised at university, faculty and/or programme level - to support students during their study period at UT:

- The study advisor is the first contact point for students on study or personal issues, including the individual learning agreement;
- A dedicated student counsellor assists students with functional disabilities;
- Incoming students receive detailed information about their study programme well in advance of their arrival on campus;
- The Information Days at the start of the academic year provide students with essential information on their study, as well as on the support facilities;
- The BA programme and the study association Stress go to great lengths to create a community where all – Dutch and international – students meet and mingle;
- Stress also organises study afternoons, networking events and study trips;
- The alumni association BeKader links staff and students to the local and regional

business community, and prepares students for the working field;

- BA students are matched to a programme alumnus in the mentoring programme to discuss their professional plans for the future.

The panel was informed that some initiatives are long-standing, while others have been established or intensified during the COVID-19 pandemic. The panel acknowledges and commends the efforts of the programme to continue delivery and maintain standards during the pandemic. Students and alumni indicated to the panel that they very much appreciate(d) these activities, notably those aim(ed) at community building. Moreover, international students mentioned that they felt very welcome at UT and the BA programme, with Dutch teachers, staff and students making sure that they were as inclusive as possible of their international peers. Furthermore, students indicated that the study advisors are very knowledgeable, responsive, and concerned about their wellbeing. The information provision is good, and the study platform Canvas is easy to navigate. Finally, students emphasised the many extracurricular facilities at UT, such as sports or cultural associations, and the opportunities for students to take a paid student or teacher-assistant job. By the end of the site visit, the panel was convinced that from a student perspective it must be great to study BA at BMS/UT. Hence, the panel commends the programme (representatives) for taking good care of the BA students.

Staff

The panel gathered from the written materials that about 70 staff are involved in the BA programme as lecturer, tutorial leader or thesis supervisor. The teaching staff have expertise in different research areas and belong to one of three sections in the faculty's High-Tech Business and

Entrepreneurship department. All BA teachers have a background in research and are involved in ongoing research projects. Students are exposed in courses to the latest research outcomes of their teachers.

Almost all staff have obtained – or are in the process of obtaining - the university teaching qualification, while several staff in the meantime also pursued the senior qualification. Moreover, all staff teaching on the BA programme have an English language proficiency at level C1 or C2. Students and alumni indicated both in the student chapter and during the discussion on site that the teaching staff is knowledgeable, supportive, accessible and in most cases also didactically skilled. With regard to the latter point, the panel was informed that students notice a significant difference in teaching skills among teachers. According to the programme team, this point is currently addressed through the professional development initiatives at faculty and programme level.

In fact, the panel noticed in the materials and the discussions that the university, faculty and programme are paying a great deal of attention to staff development and professionalisation: since the previous accreditation visit, the BMS faculty funding model includes a yearly allocation of 24 hours for staff professionalisation. Moreover, a capacity management model has been developed at university level, which will be piloted by the BMS faculty and includes explicit provisions for staff professionalisation. Another initiative is the BMS Teaching Academy which supports and facilitates educational innovations and talent development.

In order to build a community among teaching staff, the BA management organises four Teaching and Learning meetings per year with the entire teaching team. These lunchtime sessions

foster collaboration among teachers and constitute opportunities for sharing and discussing best practices, innovative teaching methods, and planned changes in the curriculum. The panel welcomes these initiatives, which all seem to contribute to an academic environment in which education is valued and considered of importance.

Considerations

Based on the above-mentioned findings, the panel considers that the master BA has a strong teaching-learning environment featuring a coherent curriculum, a befitting didactic concept, a diverse student audience and well-qualified teaching staff. The panel moreover endorses the decision to offer the programme in English, and approves of its English-language title. According to the panel, the BA programme is truly international in several respects, not just in terms of language.

The panel acknowledges the efforts of the team to adjust part of the course contents in line with the recommendations of the previous accreditation report. The resulting curriculum continues to do justice to the specific programme profile, its specialisations and its respective entrepreneurial, technological and international/intercultural dimensions. The course learning goals are aligned with the learning outcomes at programme level and allow BA students to achieve the end qualifications.

The panel is impressed by the didactic concept that underlies the programme. Together the different components reflect the educational vision of both UT and BMS and befit the unique profile of the BA programme. In addition, the teaching staff is well qualified to apply these educational principles to the substance of their courses and the diverse group of students.

The panel thinks highly of the learning environment of the BA programme and the UT ecosystem, featuring an impressive set of initiatives and services from management, staff, students, study and alumni associations to offer BA students 'the time of their life' in terms of study, wellbeing, leisure, culture, sports, and career development. In this regard, the panel welcomes in particular the efforts of the programme and the study association to foster an inclusive community of students from different cultures and countries.

Furthermore, the panel commends the attention of UT and BMS to staff professionalisation, which contributes to an academic environment in which education is valued. Throughout the site visit, the panel felt a positive vibe among all stakeholders it spoke to: according to the panel, there is indeed a community of students with different nationalities, backgrounds and interests who are taught and supported by an equally competent and enthusiastic staff team.

Finally, the panel appreciates the efforts of the programme team, the faculty and the university to continue developing and improving the unique selling points of the BA programme. This attention for continuous quality improvement is visible in many domains, notably in the teaching and learning environment. According to the panel, this is part – and proof – of a widely shared quality culture.

The panel understands the analysis behind the success rate outcomes, yet advises the programme team to look for ways to increase the percentage of students graduating within one or two years.

Taking these considerations into account, the panel assesses that the programme **meets** 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 extensive written materials that assessment in the MSc BA programme is organised in a comprehensive and systematic way, and well embedded in visions, policies and documents at the level of UT, BMS and BA. The vision on assessment is integrated in the vision on education, and both components are consistently related. In the BMS Rules and Regulation of the Examination Boards, assessment is defined as “a systematic process for fostering, evaluating and certifying student learning. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student learning performance and students achievement of specific learning outcomes.”

The panel has looked into the MSc BA Assessment Policy (June 2024) and its Assessment Plan. The policy document constitutes a navigation tool for qualitative assessment to enhance student learning by supporting a coherent, consistent and challenging learning environment. It brings together all relevant components of BA assessment, such as assessment principles, mission and vision on education, framework for assessment, quality of assessment, and evaluation policy. At the same time it embeds this policy in higher-level provisions such as the Dutch Law on Higher Education, the UT quality assurance framework, the BMS Education and Exam Regulations. The panel found it a useful and comprehensive policy document that definitely delivers on its scope as a navigation tool for assessment.

In this policy document, the panel read with interest the different principles, 24 in total, that

are clustered in assessment principles, assessment plan principles, assessment design and organisation principles, and quality assurance principles of assessment. According to the panel these assessment principles do justice to the vision on education of both UT and BA. The Assessment Plan offers an overview of all common courses within the BA programme, indicating the alignment between course objectives and the intended learning outcomes of the programme. Additionally, it specifies the types of assessments used in each course. It constitutes an important tool to monitor the alignment between assessment formats, course learning goals and programme learning outcomes. The assessment plans and assessment policy are discussed with the Examination Board during Safeguarding Assessment Quality meetings, as well as with teachers during the before-mentioned lunchtime sessions. The panel understood from the discussions on site that these documents are effectively used by management, staff, educational and assessment experts.

During the visit, the panel discussed on several occasions and with different stakeholders the developments in the field of Artificial Intelligence (AI) and its impact on course delivery and assessment. At the initial stages of ChatGPT, early 2023, two Examination Board chairs developed ChatGPT Policy Recommendations, which were circulated among all UT Examination Boards. Moreover, the BMS Examination Boards investigated the threats and advantages of using Generative AI in education and assessment, and discussed these with the respective programmes, including BA. Currently a UT-wide policy on Generative AI is being created, among others by two examination board members from BMS. The panel understood that the

different stakeholders at UT are still looking for a balance between making use of generative AI in a productive way and aiming to detect irresponsible and non-allowed use of it, which comes down to fraud and academic misconduct. Currently staff, students and Examination Boards follow the provisions of the Rules and Regulations of the Examination Boards and the Student Charter that students need to submit their own, original work. This means that the use of AI would be fraudulent if not referred to. The students and teachers that the panel spoke to all seem to abide by this regulation, with individual course coordinators specifying per assignment what is allowed and what not. Moreover, an oral investigation protocol is being installed to help teachers ask students additional questions on their assignments.

The panel found that the BA programme is addressing issues of (Generative) AI in a mature and appropriate way. Nonetheless, it is clear to the panel – and the programme – that the developments regarding (Generative) AI require ongoing attention not only in terms of thesis writing and assessment, but also in didactics. In this regard, it is a comforting thought that the Examination Board included in its annual report that it “will keep a close eye on the latest developments regarding generative AI, and specifically on the possibilities to detect the non-allowed use of this software.”

Course assessment

In line with the assessment principles, the MSc BA is using various assessment methods across the courses, notably individual exams, as well as individual and group assignments. All common mandatory BA courses consists of an individual and a group assessment, whereby the individual component is weighted more. The exact formats are determined by the teachers as they know best how to assess the competences of their

specific course. The programme management monitors the balance between the assessment types (group versus individual work, written exams versus assignments), and ensures – together with the teachers – that students understand when, what and how they are assessed.

Further to the above findings, the panel was informed that the BA programme is already implementing several measures to contain the impact of Generative AI in summative assessment. For instance, the course Entrepreneurial Leadership & Responsible Organisational Design is replacing a written assignment with an individual written exam that evaluates the same learning objectives. The Qualitative Research and Business Skills course is now assessed through an individual assignment, where students develop a research question of their choice and create a qualitative design with a detailed method description and references. The panel welcomes these initiatives which ensure the quality of assessment, facilitate the learning process, and assess whether students meet the intended learning objectives.

Thesis assessment

The master thesis consists of two parts, the research proposal and the research project. Each thesis is assessed by two independent examiners: the daily supervisor who oversees the content and process of the thesis, and the second examiner who ensures quality control and is involved in key assessment stages of the thesis. Both examiners assess the thesis independently and are required to fill out the assessment rubric separately; the final grade is decided by consensus.

The panel gathered from the written materials and the discussions on site that the assessment of the master thesis has undergone considerable changes since the previous accreditation

report. The previous panel noticed that the rubric for the master thesis was too similar to the one for the bachelor thesis. Hence, the programme team revised, together with Centre for Expertise in Learning and Teaching (CELT), the master thesis rubric. The new form was introduced in 2023-2024 and consists of two separate Excel formats to ensure a truly independent assessment and includes more space than before to provide qualitative feedback on contents, process, and presentation. The current panel also learned that the feedback space on the new form was enlarged on request of the previous panel to ensure that the rationale behind the scores is justified.

As part of its external assessment, the panel reviewed a representative sample of 15 BA master theses, as well as the corresponding completed evaluation forms. The selected theses were submitted in the academic year 2023-2024. The quality of the BA theses will be addressed under the next standard. In so far as thesis assessment is concerned, the panel noticed that the new evaluation form is elaborate and useful. It contains a clear and standardised rubric with predefined answering categories. The eight criteria relate to the different sections of the thesis, as well as to writing structure/style, process and presentation. A clear weight is allocated to each criterion. A shorter but equally relevant form is available to assess on a pass/fail basis the thesis research proposal. With regard to the completion of the evaluation forms, panel members agreed on almost all final scores provided by the assessors. Moreover, they found that in many cases the assessors had provided insightful feedback motivating their final score.

Notwithstanding the good quality form, the panel noticed that not all comment boxes were filled in, and that the feedback provided was not always insightful. Acknowledging that the

evaluation forms it reviewed were used for the first time – and that some assessors did provide useful, qualitative and personalised feedback – the panel nonetheless advises the (programme to urge its) assessors to provide more qualitative and insightful feedback to motivate the criteria scores. Furthermore, the panel invites the programme team to check whether the combined weight for process and presentation (30%) does not lead to grade inflation.

In November 2023, the programme management initiated and conducted a thesis carousel for the BA master theses. This carousel aimed at verifying consistency in assessment, generating assessment data, and using this information to improve the thesis assessment process with supervisors. It seems this carousel was a good 'pilot exercise' in anticipation of the accreditation visit and the panel's thesis review, as the assessment quality of the BA master theses it reviewed less than a year later was particularly consistent, according to the panel. The panel therefore welcomes this thesis carousel and advises the programme team to organise another one in a few years' time. In addition to establishing consistency in scoring, the carousel may also want to look at the quality and size of the written feedback in the evaluation form.

Quality assurance

The panel gathered from the written materials that the quality of assessment in the BA programme is safeguarded by the Examination Board for Management Sciences, one of four examination boards in the BMS faculty. The board consists of four internal members, each representing a different degree programme, and one external member. Every board has a registrar. The external member works at the central UT Quality Assurance Team. During the visit the panel spoke with several Examination Board representatives, who were very experienced,

committed, and who felt sufficiently independent from programmes and management to fulfil their duties.

The panel noticed that there is a lot of exchange and cooperation among Examination Boards: the four BMS boards operate independently, but also collaborate in the so-called Chamber of Chairs, and through their registrars. Moreover, they publish a joint annual report on their activities. The panel has looked at the latest annual report and found it informative and comprehensive. The chairs of the Examination Boards share best practices at faculty level, and gather in the university-wide Assembly of Examination Board Chairs.

All Examination Boards at UT execute their duties on the basis of the Safeguarding Assessment Quality (SAQ) Protocol, which was created in 2017 and updated in 2023. This protocol guides the process of safeguarding assessment quality and sets - together with the programme management teams - the working agenda for the coming years. As part of the SAQ process, the Examination Board holds quarterly meetings with the programme management, and organises lunchtime meetings with teachers to discuss topics such as fraud, plagiarism, or the use of generative AI. The protocol is an interesting element within the assessment quality assurance, according to the panel, and underlines again the importance given to collaboration.

To safeguard the quality of assessment, specialists from CELT conduct an independent and expert screening of at least one course per programme each year, with every course being screened once per accreditation cycle. The final results of the screening are shared with the Examination Board, while the follow-up of concrete action points is monitored by programme management. The panel was informed that

these screening activities were made possible because the expert capacity at CELT increased recently, and will be further expanded in the current academic year 2024-2025. Moreover, the programme intends to conduct workshops on assessment review in cooperation with CELT. Similarly, the above-mentioned thesis carousel was part of the safeguarding tasks under the responsibility of the Examination Board. Looking at the examples provided in the materials, the panel thought these exercises were comprehensive, as well as professionally executed. Notwithstanding its support for these initiatives and its recognition of the quality boost it injects in assessment (quality assurance), the panel did wonder why it had to take such a long time before the new form was implemented and the additional capacity was made available. After all, the previous visit took place in 2018-2019, i.e. five years prior to launching the new evaluation form in only one programme.

Based on the written materials and the discussions on site, the panel found that safeguarding assessment quality is well arranged at UT, BMS and BA. This appreciation relates not only to policies and protocols but also to the individual Examination Board members who are experienced and committed to their tasks. According to the panel, the quality assurance of BA assessment is in competent hands with the Examination Board Management Sciences.

Considerations

Based on the written materials and the discussions on-site, the panel considers that the MSc BA can rely on a robust system of assessment. This appreciation is based first and foremost on the fact that both course and thesis assessments are embedded in well-established assessment policies, plans and frameworks at the level of the university and the faculty. Together these documents describe a balanced and cohesive system

of assessment, which is effectively implemented on a day to day basis by teaching staff, educational and assessment experts. The assessment plan, moreover, constitutes an important tool to register all assessments and to monitor the alignment between assessment formats, course learning goals and programme learning outcomes.

The panel is positive about the capacity and competency of the Examination Board and its members, and about the attention they pay to collaboration and exchange, also in the framework of the SAQ process. The panel welcomes the course screenings and thesis carousels as examples of good quality assurance practice. The discussion on site has convinced the panel that assessment quality in the BA programme is safeguarded properly through the Examination Board Management Sciences.

The panel's review of the BA master theses demonstrated that in terms of assessment, the newly introduced evaluation form is highly appropriate: it covers important criteria, allows assessors to score the thesis independently using

a comprehensive assessment matrix with clear rubrics and weighted criteria, and provides plenty of room for insightful feedback. Looking at the completed evaluation forms, the panel found that there is a good level of consistency in scoring among the assessors, and between assessors and panel members. While several assessors do a fine job in providing extensive and informative feedback, the programme team should urge – and monitor – all assessors to motivate their scores with insightful comments.

Acknowledging the efforts of the programme team and endorsing the quality of the outcomes, the panel does wonder why it has taken such a long time to address the recommendations of the previous panel. It therefore invites the current programme team to decide/take action in a swifter way on the recommendations that will come out of the underlying accreditation report.

Taking these considerations into account, the panel assesses that the programme **meets** this standard.

Achieved learning outcomes

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

Findings

There are two ways to establish whether the intended learning outcomes have been achieved: by reviewing the quality of the graduation projects and by looking at the professional whereabouts of the alumni after their graduation. The panel has looked at both elements when assessing the quality of the programme.

Quality of graduation projects

The BA programme culminates in the master thesis, which consists of a research proposal (10 EC) and a research project (15 EC) where students demonstrate all learning outcomes. The thesis trajectory is spread over the entire academic year. In the first quartile, track coordinators introduce research topics and supervisors, while students decide on a topic, identify a supervisor and decide whether to conduct their research in a company. In the next quartile, students work on their research proposal and follow courses on qualitative and quantitative research methodologies. Students then meet individually with their supervisor and in group sessions to facilitate peer feedback and collaborative learning, while they complete the research project in the final quartile. The panel noticed that there is plenty of information available for students and supervisors, including a thesis manual. On receiving a greenlight decision, students will present their thesis in an individual colloquium. Students and alumni indicated to the panel that they appreciate(d) the set-up of the thesis trajectory and were overall satisfied with the supervision provided.

As part of its external review, the panel looked at a selection of 15 master theses, which were representative in terms of final scores and

specialisations. The panel found that each thesis fulfilled the minimum standards of what can be expected of a final product of academic orientation at master level. Moreover, several theses were of good quality: across the sample, the panel liked the variety of interesting topics, the literature overviews, the data gathering and analysis, and the links between the theory and the empirical part. The panel noticed a net increase in level, quality and complexity of the master research projects compared to the bachelor theses. Hence, it is fair to conclude according to the panel that students who successfully pass the master thesis have effectively acquired all learning outcomes.

The panel also noted three concerns: (i) in some in-company theses, the balance between company and academic requirements was somewhat distorted; (ii) as research questions tended to be relatively broad and exploratory - and sometimes seem to have started from a practical need - the scientific research gaps could have received more attention; and notwithstanding the above positive comments, (iii) the research design could be better and data analysis more rigorous in some of the lower quality theses.

Performance of graduates

The panel gathered from the written materials and the discussions on site that students use the master BA as a foundation for the next step in their career. In most cases, this next step is to enter the labour market, as only a few students pursue an academic career and a PhD trajectory.

The alumni the panel spoke to highlighted the advantages of a graduate programme that combines business with technical, international

and entrepreneurial dimensions, and with a specialisation. The fact that they had been trained in a combination of elements gave them an advantage when they entered the labour market, a claim that was fully endorsed by senior alumni and employers. Moreover, they praised the programme for its down-to-earth mentality (which is reportedly typical for the Twente area) and the attention it gives to small and medium sized enterprises.

The panel noticed with satisfaction that the programme keeps track of its alumni. Moreover, the programme has taken several initiatives to develop and maintain an alumni network, in line with the recommendation of the previous panel. These efforts, in turn, resulted in a more effective and consistent connection with the alumni association Bekader.

The BA programme participates in the National Alumni Survey and asks graduates to complete an exit survey. Recent graduates and more senior alumni invariably indicate in surveys that the programme aligns with the needs of industry and provides the foundations for a relevant job afterwards. As a point for attention according to these surveys, the BA programme could do more in terms of practical experience, profes-

sional preparation and career information. Looking at the LinkedIn pages of the BA graduates, almost all alumni are employed in relevant fields, such as business consultancy (30%), project management (18%) and purchasing and supply management (15%). The survey results and the discussions on site demonstrate convincingly, according to the panel, that BA graduates have acquired all the necessary competences and exit qualifications to pursue a successful career in line with the level and domain of their studies.

Considerations

Based on the above-mentioned findings, the panel considers that students who graduate from the master BA have effectively acquired all intended learning outcomes. According to the panel, the selected and reviewed BA theses meet the quality expectations for a final project of academic orientation at master level. Upon graduation, moreover, BA graduates find suitable employment right after.

Taking these considerations into account, the panel assesses that the programme **meets** this standard.

Special feature Entrepreneurship

Higher education institutions can apply for the special feature Entrepreneurship during the accreditation of an existing programme. The NVAO adopts a broad interpretation of the concepts and criteria related to entrepreneurship in order to give institutions and programmes maximum flexibility to profile themselves on entrepreneurship-related topics and approaches of their own choice.

Introduction

At the previous accreditation round in 2018-2019, the MSc Business Administration (BA) was awarded the then Distinctive Quality Feature Entrepreneurship following a positive assessment on five standards: entrepreneurship vision and strategy, intended learning outcomes, teaching and learning environment, staff, and achieved learning outcomes. In the meantime the framework to assess this feature has changed. The NVAO now adopts a broad interpretation of the concepts and criteria related to entrepreneurship in order to give institutions and programmes maximum flexibility to profile themselves on entrepreneurship-related topics and approaches of their own choice. The current panel was therefore asked to look at the quality of the entrepreneurship dimension in the BA programme according to three new standards: distinctive character, specification, and relevance. In case of a positive conclusion, the BA programme would be awarded the now called Special Feature Entrepreneurship for the entire forthcoming accreditation period.

The programme team produced a self-evaluation report, structured around the four 'regular' standards of programme accreditation but focusing explicitly on the entrepreneurship dimension of the Business Administration programme. The panel studied this report, discussed internally its initial findings, and addressed the key entrepreneurship-specific topics during the different sessions of the site visit. While on campus, the panel was taken on a so-called entrepreneurial walk to visit some of the

facilities that are dedicated to entrepreneurship and are being used among others by BA students. The panel wants to thank the programme for this interesting and interactive initiative which served to demonstrate the entrepreneurial eco-system at UT.

The panel draws attention to a small linguistic/translation issue that was also mentioned in the self-evaluation report: in English reference is made to Entrepreneurship. In the self-evaluation report, entrepreneurship encompasses enterprising, entrepreneurial activities, attitudes and skills, and the like, aligning with the Dutch word "ondernemen", meaning to take initiative in its simplest form. All formal accreditation documentation on this feature also refers to "ondernemen" rather than "ondernemerschap". While referring to entrepreneurship in this English-language report, the panel acknowledges and adopts the broader definition of entrepreneurship in its assessment of the programme according to the three standards.

Distinctive character

The panel acknowledges that the name of the programme, Business Administration, does not contain a direct reference to entrepreneurship. However, entrepreneurship is a specific component of the programme profile, the learning outcomes and the curriculum. This is further detailed in the statements below.

The BA programme adopts a broad definition of entrepreneurship, which encompasses enterprising, entrepreneurial activities, attitudes and

skills, and the like, aligning with the Dutch word “ondernemen”, meaning to take initiative in its simplest form. The “entrepreneurship” of students is strengthened in three ways, through: (i) knowledge about entrepreneurship, innovation, and business development, (ii) entrepreneurial skills and attitudes; and (iii) opportunities for engagement with business.

The attention to entrepreneurship at BA programme level is embedded in the mission, vision and strategy of the University of Twente: UT has adopted a broad definition of entrepreneurship that incorporates enterprise skills and an entrepreneurial mindset. Education at UT, including the Business Administration programme, aims to develop these enterprise skills and an entrepreneurial mindset in students. Enterprise skills comprise the knowledge and ability of students to thrive in the business world in general, and specifically to drive entrepreneurship and innovation.

Six out of twelve learning outcomes relate to entrepreneurship and address entrepreneurship competencies. These competencies are addressed in several curriculum components. All BA students follow the compulsory course Entrepreneurial Leadership & Responsible Organisational Design (5 EC). Moreover, students can opt for the Entrepreneurship, Innovation & Strategy specialisation track (20 EC). Many BA students also conduct their master thesis research (15 EC) in a company and/or develop the thesis in line with their entrepreneurial ambitions.

In line with the provisions of the assessment policy, the learning outcomes are individually assessed multiple times throughout the curriculum. Students who work on an in-company master thesis get feedback from company represen-

tatives who share their reflections on the practical relevance and value of the thesis.

Upon completing the programme, BA graduates are competent in the research, design, and organisational roles mentioned in intended learning outcomes. When they join the labour market, about 24% of the BA graduates are employed in an entrepreneurial role, while 4% start their own company.

Based on the above-mentioned findings, the panel **considers** that notwithstanding its generic name, the MSc Business Administration integrates entrepreneurship as a key dimension of the programme. This is visible in the profile and objectives of the programme, the curriculum courses, the assessment formats and the labour market profile of its graduates.

An important element in the panel’s considerations on the distinctiveness of the entrepreneurship component is the fact that all students who enrol on the BA programme are exposed to entrepreneurship during their study, while those who wish to do so can opt for a specialist track in Entrepreneurship, Innovation & Strategy.

This entrepreneurial component is properly communicated to (potential) students in programme information materials. In this regard, the panel was very satisfied to hear from students that they often chose to study BA at UT because of its extensive attention to entrepreneurship.

As the master programme has a distinctive entrepreneurial character compared to relevant and similar programmes in Dutch higher education, the panel judges that the MSc BA **meets** this criterion.

Specification

Having read the self-evaluation report, the panel noticed that the entire document addresses the issue of specification: entrepreneurship being in the DNA of the university and the BA programme, it is very closely integrated in the respective assessment standards and assessment points of the accreditation framework.

Vision and Policy

The vision for the BA programme emphasises the development of entrepreneurial and open mindsets, while the mission highlights how student-driven learning fosters entrepreneurial attitudes. Moreover, the entrepreneurship theme is connected to the shared values of the BA programme: students/graduates are pioneering in utilising social and technological innovations, curious to embrace ambiguity, inclusive in their collaboration and in bringing about social impact, and proud of their entrepreneurial mindset and behaviour. In this way, the entrepreneurial values are part of the mission of the BA programme.

The programme's vision on entrepreneurship is embedded in the strategy of the university and the faculty. UT defines entrepreneurship broadly, as the ability to take initiative, develop solutions and create value - a definition that is operationalised in the BA's mission and curriculum. Entrepreneurship is one of the three core themes of the programme, alongside internationalisation and responsible management, and is explicitly linked to the university's strategic identity as "the most entrepreneurial university in the Netherlands". The vision of the programme (on entrepreneurship) is supported across the teaching team, student body and alumni network.

Furthermore, entrepreneurship is presented not just as a professional competence but as a

mindset that students are expected to develop during the programme. This perspective is visible in curriculum design, learning outcomes, assessment formats and extracurricular opportunities. The programme encourages students to engage critically with innovation challenges and to take initiative in shaping their learning and professional trajectories.

The entrepreneurial focus is supported by the university-wide ecosystem, including initiatives such as Novel-T, DesignLab, and the UT Challenge. The programme maintains active links with these partners and integrates their offerings into the student experience. Staff members involved in entrepreneurship education are also connected to these initiatives, ensuring coherence between institutional vision and educational practice.

The panel considers that the BA programme has established a strong, shared and well-evaluated vision on entrepreneurship, which is aligned with the institutional strategy and is operationalised in a targeted and systematic manner.

Intended Learning Outcomes

Entrepreneurship is an integral part of the intended learning outcomes of the BA master. Six out of twelve learning outcomes are related to entrepreneurship and address entrepreneurship competencies: (i) knowledge related to research and the specific entrepreneurship area, (ii) entrepreneurial skills to design solutions for business problems and challenges, and (iii) organise and manage by using professional skills and demonstrating entrepreneurial attitude and behaviour. These competencies are aligned with the programme's overall profile, which emphasises innovation, technology, and responsible business.

The learning outcomes reflect a progression from the bachelor phase, deepening students' understanding of entrepreneurship in strategic and applied contexts. Where the bachelor programme focuses on building awareness and foundational skills, the master programme expects students to critically assess and apply entrepreneurial theories to real-world situations, often in collaboration with external partners.

The entrepreneurship-related outcomes are embedded within a broader competence framework, including roles such as researcher, designer, and organiser. This ensures that entrepreneurship is an integral element of the academic and professional development of every master student.

The panel notes that the learning outcomes have been benchmarked against national and international standards, ensuring their academic relevance and applicability in professional practice. The outcomes provide a clear basis for curriculum development, assessment design and programme evaluation in the context of entrepreneurship.

The panel considers that the entrepreneurship-related intended learning outcomes are clearly formulated and effectively implemented in the curriculum.

Teaching and Learning Environment

The MSc BA features a learning environment that actively supports the development of entrepreneurial competencies. Entrepreneurship is addressed both explicitly and implicitly across the curriculum. All BA students follow the compulsory course Entrepreneurial Leadership & Responsible Organisational Design. Students can opt for the Entrepreneurship, Innovation & Strategy specialisation track, while students in other tracks can choose at least one entrepre-

neurship-related elective. Student-entrepreneurs can develop their master thesis in line with their entrepreneurial ambitions.

The didactic approach is consistent with the programme's definition of entrepreneurship as a mindset and behaviour. Students are coached rather than instructed, and are expected to take ownership of their learning. They engage in complex, open-ended assignments, and work in diverse teams - conditions that foster initiative, creativity and responsibility. The diversity of the student body, and the use of the international classroom, further contribute to the development of global entrepreneurial skills.

Entrepreneurial learning is further strengthened by the programme's strong links with practice. Students frequently collaborate with external organisations on assignments and research projects, including SMEs, start-ups, and larger companies. These collaborations expose students to real-life challenges and create opportunities for feedback and reflection.

The entrepreneurial walk showed that the BA programme is well connected to several entrepreneurial initiatives on the UT campus. The panel met for instance representatives from Novel-T, which supports high-growth startups and innovative entrepreneurs that spin out of the UT. The university's Novel-T incubator programme helps (BA) students develop their entrepreneurial ambitions. Moreover, BA students take part in the UT-wide Entrepreneurial Challenge, a competition where students pitch their business ideas. These platforms offer mentoring, networking, and funding opportunities and are well integrated with the educational experience. Students are encouraged to reflect on and connect these experiences to their academic development.

The panel considers that the BA programme offers a coherent and stimulating learning environment that enables and encourages entrepreneurial development within and beyond the curriculum.

Staff

Several BA programme staff belong to the Entrepreneurship and Technology Management section. This section is part of the BMS faculty and reportedly the only entrepreneurship research group at the university. Staff in this section offers entrepreneurship education across different programmes, including the High-tech Human Touch entrepreneurship minors and the honours programme.

While the previous panel indicated in its accreditation report that programme staff had limited professional experience, the current panel established that the overall familiarity of staff with entrepreneurship has increased considerably in the meantime. The programme team now includes several staff with academic expertise in entrepreneurship and innovation, while others also bring extensive practical experience gained through consultancy projects with industry, by running their own companies alongside their university positions, or by engaging in spin-offs or startups at UT. In addition, many teachers already had industry experience before entering academia, while others collaborate closely with industry partners on research projects. Finally, company staff contribute by way of guest lectures and internship supervision.

The panel found that the BA teaching staff possess the necessary competences to support entrepreneurship education. Staff act as facilitators and role models for entrepreneurial learning. They supervise project work, connect students with external stakeholders, and encourage initiative and risk-taking. Their didactic approach is

aligned with the programme's educational philosophy and contributes to a practice-oriented learning culture. In addition, several staff are involved in university-wide initiatives and maintain active links with the entrepreneurial ecosystem through Novel T, applied research and industry collaborations.

Professional development is actively supported. Staff have access to training through the university's Centre of Expertise in Learning and Teaching, and can apply for innovation grants to develop new entrepreneurship-focused teaching tools. If anything, the panel wonders to what extent the staff professionalisation arrangements can be – and are effectively – used to enhance the entrepreneurship competencies of the teaching staff.

The panel considers that the teaching staff are well qualified, engaged, and continuously supported in maintaining and expanding their entrepreneurship-related competences.

Assessment

The panel established, as part of the regular programme accreditation exercise, that the BA programme can rely on a robust assessment system that is embedded in policies, plans and frameworks. All assessments and their formats are registered in the assessment plan in order to monitor the alignment between assessments, course learning goals and programme learning outcomes. This system is also applied in so far as the assessment of entrepreneurial competencies is concerned. As mentioned before, six programme learning outcomes are directly related to entrepreneurship and these are assessed multiple times and in different ways throughout the programme.

In addition to standard assessment forms such as written exams and research or project

reports, the programme uses student presentations (such as pitches and/or videos) and reflection reports. These diverse assessment methods are suited for training and assessing the research, design and organise roles related to entrepreneurship and business. Furthermore, students provide practical recommendations and peer feedback in projects and thesis circles. When students work on an in-company thesis, the company representatives are usually invited to join the assessment committee.

The panel considers that the MSc BA programme has a robust system in place to assess the entrepreneurship components of the curriculum and the learning outcomes.

Achieved Learning Outcomes

The panel established, as part of the regular programme accreditation exercise, that students who graduate from the master BA have effectively acquired all intended learning outcomes. The theses invariably meet the quality expectations of a final master product of academic orientation. Moreover, BA graduates quickly find suitable employment.

This positive conclusion is confirmed through specific data in the self-evaluation report: between 70% and 80% of the master theses are written in collaboration with companies, which means that a qualified majority of BA students engage in research with real business practice. Companies involved in the master thesis, such as ASML, Thales, or The Netherlands Fire Services are satisfied with the quality of the thesis projects.

The programme monitors graduate outcomes through alumni surveys and informal feedback channels. These sources indicate that master graduates enter a wide range of positions where entrepreneurial behaviour is relevant, such as

business development, innovation management, and strategic consultancy. Some graduates have founded or joined start-ups, while others work in roles that require them to lead change, identify opportunities and design solutions within existing organisations.

The panel considers that the master programme achieves the intended final qualifications in entrepreneurship and prepares students well for diverse professional environments

Based on the above-mentioned findings, the panel **considers** that the entrepreneurship dimension is very present in the BA programme. Reflecting on the programme materials, the discussions and the entrepreneurial walk, the panel thinks highly of the unique characteristics of this master programme: BA combines business administration with international, technological and entrepreneurial dimensions; by integrating these elements, it instils in its students an international and entrepreneurial mindset.

In line with its findings on programme accreditation that all components – profile, objectives, curriculum, didactics, assessment and outcomes – are nicely integrated and aligned in the BA programme, the self-evaluation report and the discussions on site have demonstrated that this integration and operationalisation is also achieved at the level of (the individual dimension) entrepreneurship.

In line with its consideration on distinctiveness, the panel wants to commend the programme team for rolling out a programme with a specific entrepreneurial dimension for all students and throughout the entire study period. According to the panel, it is a major achievement that the different entrepreneurship elements in the operationalisation, as described in headlines in this criterion, apply to all BA students.

As the master programme has properly operationalised the distinctively entrepreneurial character in all four NVAO accreditation standards, standards, the panel judges that the MSc BA **meets** this criterion.

Relevance

The panel found that the BA programme combines business administration with international, technological and entrepreneurial dimensions. All these elements together give the programme a unique profile in the (Dutch) higher education landscape. According to the panel, the individual elements are important for the programme and the students in their own right, yet gain full potential in their integrated form. The panel understands that offering a 'regular' business administration programme in a technological university is already a very special endeavour. However, adding to this combination the entrepreneurial dimension makes the profile unique. As entrepreneurship represents a sizable pillar in the master programme, the panel fully understands that the BA programme did obtain – and seeks to prolong – formal recognition in the form of accreditation of its 'special feature' entrepreneurship.

In so far as the importance of the entrepreneurial dimension is concerned, the panel noticed that the BA programme is not acting on an individual basis, but the entrepreneurship component is embedded in the mission, vision and strategy of the University of Twente. In fact, the UT is emphasising the importance of developing an entrepreneurial mindset as a core strategic goal. In its vision on education, UT has adopted a broad definition of entrepreneurship that incorporates enterprise skills and an entrepreneurial mindset.

Furthermore, the BA programme has defined seven specific, measurable, ambitious, realistic

and time-bound entrepreneurship indicators with associated objectives that help monitor progress towards the entrepreneurial goals of the programme. These indicators are to be distinguished from the programme (intended) learning outcomes as they provide a means to determine progress towards the vision, values, and mission of the programme rather than the achievement of specific learning outcomes. According to the panel, these indicators emphasise first and foremost the importance of the entrepreneurship dimension to the programme. Some of its results, moreover, indicate that a large majority of BA students very much appreciate the specific entrepreneurial dimension of the programme. The figures also indicate that the BA programme is not a programme for entrepreneurs, but rather for business administration students who want to acquire entrepreneurial competencies, think as an entrepreneur, and apply for jobs with an entrepreneurial dimension.

Another element that according to the panel confirms the importance of the entrepreneurship dimension is the engagement with, and involvement of, businesses in the programme. First and foremost, the Practice Council constitutes the main formal way of aligning the needs of companies with the programme. As an advisory board consisting of professional field representatives, some of whom are also alumni of the programme, the Practice Council advises on all educational matters, especially those that are relevant for the job market. Similarly, the programme has a good relationship with the alumni association Bekader, which links staff and students to the local and regional business community, and prepares students for the working field. Finally, the study association Stress works closely with the BA programme management to organise career preparation workshops or company fairs. Stress has strong

ties to the business community as the current student members stay in contact with their long-time predecessors who now take up junior, mid-range and senior positions in industry. The panel gathered from the discussions with students, alumni and professional field representatives that they are highly committed to the programme and its staff, students and graduates.

Based on the above-mentioned findings, the panel **considers** that the entrepreneurship dimension is an important component in a multi-dimensional programme where the sum is bigger than its constituent parts.

The written materials and the discussions on site have demonstrated, according to the panel, that the importance of the entrepreneurship dimension in the BA programme can be connected on the one hand to the prominent position of entrepreneurship within the University of Twente. The entrepreneurial dimension has not been 'invented' by the single BA programme, but is part of a much broader ecosystem at UT level.

On the other hand, the entrepreneurial dimension at BA is important because it can rely on knowledgeable, professional and committed staff. These staff deliver high-quality education

to similarly enthusiastic students who often chose this programme and this university because of its entrepreneurial dimension.

Finally, the importance of the entrepreneurial dimension as a stand-alone component is nicely summarised in the SWOT-analysis at the end of the self-evaluation report. The panel subscribes to this analysis, featuring many strengths, quite a few opportunities, and two challenges.

As the entrepreneurial character is sufficiently recognisable in the master programme and makes a relevant contribution to expanding and sharpening the choices available to students and the labour market, the panel judges that the MSc BA **meets** this criterion.

Conclusion

Taking the above-mentioned findings and considerations into account, the panel assesses that the programme meets the three criteria of the special feature Entrepreneurship. Its overall assessment on the entrepreneurial character of the master programme Business Administration is therefore **positive**.

Attachment 1: assessment panel

Eric Dooms, chair

Associate Professor at TIAS, expert in strategy and innovation, experienced panel chair and academic director.

Brian Harney, expert

Professor at Dublin City University, expert in HRM and strategy, with extensive international teaching experience.

Einar Agur Rasmussen, expert

Professor at Nord University, expert in entrepreneurship and innovation, active in international academic collaboration

Anita Veltmaat, expert and CeQulnt-auditor

Senior policy advisor at University of Groningen, CeQulnt-certified, experienced in international education projects

Anne van de Rijdt, student-member

Recent MSc graduate from Utrecht University, with international internships in Czech Republic and Azerbaijan

The panel was supported by **Mark Delmartino**, certified secretary.

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

Attachment 2: site visit programme

Location: VIP Room, Ravelijn building, University of Twente

Tuesday 3 December 2024

- 12.00 Arrival of the panel, internal meeting with lunch
- 13.00 Session with Programme Management
- 13.45 Entrepreneurial walk on campus
- 14.45 Session with IBA (bachelor) students
- 15.45 Session with IBA teachers
- 16.45 Thematic session on IBA programme
- 17.45 Session with IBA and BA alumni and practice council
- 18.15 Internal deliberations
- 18.45 Wrap-up session day 1

Wednesday 4 December 2024

- 08.30 Internal panel meeting
- 09.00 Session on CeQulnt – internationalisation
- 10.15 Session with BA (master) students
- 11.15 Session with BA teachers
- 12.15 Thematic session on BA programme
- 13.00 Lunch and internal meeting
- 14.00 Session with Examination Board
- 15.00 Session with Programme Management
- 15.45 Internal deliberations
- 16.30 Plenary feedback
- 16.45 End of the site visit

Attachment 3: Recommendations from previous assessment

Drawing from the outcomes of the last accreditation visit in 2019, several improvements have been implemented. What follows is an outline of these points alongside the implemented improvements.

Standard 2 - Master: To extend the individual learning agreement to a tool that is more functional in a student's study career.

Actions: This recommendation was discussed and analysed by our study advisors. They have reviewed the form and the process of the individual learning agreement (ILA). The analysis and feedback from students showed that the existing ILA form is adequate for its purpose. It gives students the opportunity to adapt their study programme according to their own interests and career aspirations. This flexibility was appreciated by our students. However, we have digitalised the form and the new functionality includes the choice of a Double Degree or Joint Education Programme.

Results: The Individual Learning Agreement has been digitalised and now incorporates functionalities for the choice of a Double Degree or Joint Education Programme.

Standard 2 - Master: To rethink the entry requirements in relation to possible barriers for application of potential students

Actions: The admission committee has decided to accept the GMAT Home Edition, next to the original GMAT test, to make the test more accessible to non-European students. Also, the new GMAT Focus edition, which is a shorter test that has an increased focus on skills that are relevant to business schools. With the increased options, next to the already offered GRE test, the programme hopes to expand the possibilities for students to become admissible.

Results: The GMAT focus test was implemented from November 2023, and since then we have not dealt with applicants who did not have a sufficient mathematical background already or took the GMAT or GRE regardless.

Standard 3 – Master: To enlarge the capacity of the examination board in order to evaluate peer reviewing of testing and assessment within the tracks of the course.

Actions: The process of assessment screening is undertaken by independent experts from the Centre of Expertise in Learning and Teaching (CELT) upon the request of the Programme Director. In 2023-2024 two additional experts have been appointed within the BMS faculty to assist with assessment screening. The same year, a comprehensive review of the screening process was conducted to evaluate its effectiveness in safeguarding and enhancing the quality of assessment.

Results: As of the academic year 2024-2025, there will be expanded support capacity for assessment screening, offering various options to programmes. Among these options is a developmental approach, involving collaboration with a teacher during the setup phase of a course or module. The programme also intends to conduct workshop sessions dedicated to assessment review, with the support of CELT.

Standard 3 - Bachelor & Master: To provide more detailed qualitative feedback in the thesis rubric. This will ensure that the rationale behind the scores given is clearly justified.

Actions: As explained in the point below, in the master thesis rubric more space for qualitative feedback is provided. Teachers are now asked to explain the rationale for the assessment regarding the content,

the process and the colloquium of the master thesis. For the bachelor thesis, all teachers are asked to provide qualitative feedback by the programme management and the support office who sends out the assessment forms (BOZ).

Results: All bachelor and master thesis assessment rubrics should include qualitative feedback.

Standard 3 – Bachelor and Master: The rubric for the master thesis is too similar to the bachelor thesis. The differences between bachelor and master could be better specified and incorporated when using the Meijers criteria for bachelor and masters more explicitly in defining the rubrics.

Actions: The programme management, in collaboration with CELT, has revised the assessment rubric for the master's thesis. This redesign was thoroughly discussed with key stakeholders, including the programme committee, examination board, and thesis supervisors. Two Excel formats have been introduced to ensure the independence of the first- and second supervisors, as well as to provide clear instructions. Moreover, there is now increased space for qualitative feedback in each section (Content, Process, and Colloquium). The new rubric adheres to the Meijers criteria. A dedicated Teaching & Learning meeting was held to discuss the new rubric and provide guidance to supervisors. Plans are in progress to implement a similar approach for the bachelor's thesis rubric in the academic year 2024-2025..

Result: The new rubric has been used for the first time in the academic year 2023 2024. It will be evaluated during the second semester of the academic year 2024 2025.

Standard 4 - Master: To pay more attention to alumni policy, and in particular to the development and maintenance of an alumni-network.

Actions/Results: There were several actions taken to tackle this recommendation. First, the IBA/BA Practice Council was extended with alumni from the programme, representing views from various track specialisations. Second, to get a better and more consistent connection with our alumni and alumni organisation Bekader, the following points were agreed upon: (1) re-design of the Bekader board with an equal share of representation of alumni, High-tech Business and Entrepreneurship department (HBE) staff members, and members of the study association Stress, (2) more events for alumni (organised together with HBE and Stress), and (3) a clearer communication structure between the parties involved.

Entrepreneurship Bachelor & Master: The panel recommends concerning the distinctive quality feature Entrepreneurship to pay more attention to professionalising the faculty with regard to entrepreneurship, for example by organising 'staff internships' at companies.

Actions/Results: Many of our teachers have extensive practical experience, which they gathered through consultancy projects (in or with industry), having their own company next to their position at the University (being an entrepreneur), or are engaged in spin-offs or start-ups of the University of Twente. Many teachers also have practical experience through working in industry before working in academia. Next to this, many teachers regularly teach in executive programmes, organising workshops or seminars for practice for valorising and disseminating research outputs, or work closely together with partners in industry in research projects. Unfortunately, it is not possible to organise staff internships as they are too costly.

Attachment 4: reviewed documents

The programmes opted to make all materials available on a dedicated website.

This website included sections dedicated to:

- Introducing the BSc IBA and MSc BA programmes;
- organisation;
- facts and figures;
- future ambitions;
- recent developments;
- former panel reports and recommendations

The website also featured four sections dedicated to the NVAO assessment standards:

- Standard 1 - Intended Learning Outcomes
- Standard 2 - Teaching and Learning Environment
- Standard 3 - Student Assessment
- Standard 4 - Achieved Learning Outcomes

The sections dedicated to the special features included self-evaluation reports on:

- Entrepreneurship (BSc IBA and MSc BA)
- Internationalisation – CeQulnt (BSc IBA)

The section Student Chapter offered insights from the perspective of the bachelor and master students.

The section SWOT Analysis focused on the strengths, weaknesses, opportunities, and threats of the programmes from the perspective of the teaching staff, programme committee, examination board and programme management.

Thesis review

A sample of 15 master theses and their assessment forms, selected among students graduating the MSc BA programme in 2023-2024. The selection was representative in terms of final scores and specialisations. Names and student numbers are available with evaluation agency AeQui.

