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BSc International 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: BSc International Business Administration
Site: Enschede
Mode: fulltime
ISAT-number: 50952

Assessment panel

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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 Bachelor of Science (BSc) in International Business Administration (IBA) according to the NVAO framework for limited programme assessment. The panel also assessed the entrepreneurship dimension of the IBA 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 BSc IBA is a three-year full-time 180 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. 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. Combining and integrating business administration with international, technological and entrepreneurial dimensions, the programme instils in its students an international, intercultural and entrepreneurial mindset. 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 bachelor IBA 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 module contents. The resulting curriculum continues to do justice to the specific programme profile and its respective entrepreneurial, technological, international and intercultural dimensions. The module learning goals are aligned with the learning outcomes at programme level and allow IBA students to achieve the end qualifications. The yearly intake has been fluctuating between 160 and 225 students, half of whom are international and about 30% are female. The programme's didactic concept follows the Twente Educational Model and befits the international dimension of the IBA programme. Its teaching staff is well qualified to apply these educational principles to the substance of their courses 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 IBA 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 thus concludes that the programme **meets** this standard.

Student assessment

The bachelor IBA 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 module 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 bachelor IBA. The IBA thesis review demonstrated that the evaluation form is useful, and the scoring is consistent. The panel thus concludes that the programme **meets** this standard.

Achieved learning outcomes

Students who graduate from the bachelor IBA have effectively acquired all intended learning outcomes. The selected and reviewed IBA theses meet the quality expectations for a final project of academic orientation at bachelor level. Upon graduation, moreover, IBA graduates enter a relevant follow-up master programme and find suitable employment right after. 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 bachelor programme International Business Administration, where it is visible in its profile and objectives, its curriculum modules, its assessment formats and in the labour market profile of its graduates. All students who enrol on the IBA 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 BSc IBA **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 within four years;
- pay more attention in the thesis projects to the learning outcomes Design and Organise;
- improve the thesis evaluation form, and organise another thesis carousel once the changes have been implemented;
- 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 bachelor International 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 Dooms
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 Bachelor of Science (BSc) in International Business Administration (IBA) is a three-year fulltime 180 EC programme taught in English. As UT is the only technical university in the Netherlands offering business administration, its IBA 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/IBA students make an impact on regional and (inter)national businesses.

The IBA 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. The yearly intake has been fluctuating between 160 and 225 students, half of whom are international and about 30% are female. Since 2020, IBA students can pursue a double degree "IBA – Learning Across Borders" in cooperation with the BSc Business Administration at the University of Münster.

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, CeQuInt. 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 (CeQuInt) 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 CeQuInt framework.

The BSc IBA 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 connection 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 BSc IBA 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 BSc IBA 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. It also refers to the Twente Education Model for undergraduate education, which rests on three pillars: 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 BSc IBA as an inherent part of modern businesses, while human aspects are an integral part of any technological innovation: the bachelor 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 BSc IBA students to engage with start-ups and UT spin-offs: by learning entrepreneurial skills and attitudes and developing an entrepreneurial mindset, BSc IBA students make an impact on regional and (inter)national businesses. Hence, BSc IBA 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, BSc IBA 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 IBA 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 IBA programme at UT lies in its combination and integration of the business administration domain with international, technology and entrepreneurship dimensions. This approach, moreover, is 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 IBA programme.

Furthermore, the panel noticed that the programme is very clear in its indications towards students, graduates and the professional field / labour market as to what they can expect from this BSc IBA programme. Students and alumni are effectively aware of the specific profile of the bachelor 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 noticed that several students eventually 'landed' at IBA after a first attempt at another (more beta-oriented) study and now praise the breadth of the study, as well as its social and societal components: they appreciate the strong international composition of the student body, the opportunities to collaborate (both during the programme and afterwards in the labour market) with people from diverse backgrounds, and they have the feeling that through this study they can make a difference to society. The representatives of the professional field seconded these points and added that the underpinning themes are very present in the curriculum and (will) make a positive difference on the labour market. Employers look forward to recruiting fresh graduates who not only have domain-specific know-how, but also international and intercultural competences, an entrepreneurial mindset and a strong familiarity with technology.

Intended learning outcomes

The programme's intended learning outcomes constitute a set of 11 statements, which are organised in three clusters/roles: research, design and organise. These roles coincide with three pillars of the Twente Educational Model: "Research" is about answering descriptive and explanatory questions; "Design" is about selecting and designing solutions to problems and challenges; and "Organise" refers to managerial and organisational skills in Human Tech Human Touch contexts.

The panel found that the learning outcomes address all elements that were prominently present in the programme profile: international business, intercultural skills, 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.

Furthermore, the learning outcomes have been mapped against several sets of criteria (e.g. the Dutch National Qualification Framework, or the EQUAL Guidelines in general business and management) 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 competences 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 IBA programme at UT stands out for its combination of research and design.

All in all, the panel thought the learning outcomes were comprehensive and made perfect sense for an international business administration programme that focuses on entrepreneur-

ship, technology and interculturality. Furthermore, the panel noticed that the exit qualifications were formulated at the appropriate bachelor 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 IBA 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. As a result, the programme is now organising negotiation training for its students. 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 IBA 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 bachelor programme. Combining and integrating business administration with international, technological and entrepreneurial dimensions, it instils in its students an international, intercultural and entrepreneurial mindset. Moreover, this specific profile is effectively communicated as students often choose for IBA 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 IBA learning outcomes are relevant for the domain and also unique for its combined attention to research and design.

Furthermore, the IBA programme can rely on a comprehensive network of alumni and professional 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 IBA programme is offered as a three-year full-time 180 EC programme. In line with the Twente Educational Model (TEM), the curriculum consists of 12 ten-week modules of 15 EC each: 6 mandatory modules, 2 restricted electives, a minor (30 EC – size of two modules) and a graduation phase including the bachelor thesis (15 EC). Within and across some of these modules, students undertake an international experience, develop business and career skills, and reflect on science, technology and society (RESTS). Students can dedicate (part of) their minor period to pursue a double degree with the University of Münster, follow a minor at BMS, UT or another Dutch university, or do an internship.

Since the previous accreditation, the curriculum has been adjusted in several ways and for different reasons: the university-wide evaluation of the first implementation round of TEM led to an overall reorganisation and integration of module components to avoid fragmentation. Other IBA-specific adjustments concern a new position in the curriculum for qualitative research methodology, more attention to business and career skills, a redesign of the entrepreneurship and technology module, and mandatory negotiation training. At the time of the site visit, moreover, the redesigned RESTS learning line was rolled out for the first time, in the framework of the graduation module 11.

The panel was informed that some of the IBA-specific adjustments were initiated following the previous accreditation report. This resulted among others in all students learning about ethical and responsible behaviour, in more students developing career and business skills, in students being better prepared for a bachelor thesis that requires qualitative research methods, and in the topic of sustainability becoming a 'popular' thesis topic. The panel welcomes the efforts of the programme. While it is not yet possible to establish the effectiveness and impact of each adjustment, the panel nonetheless has the impression that the changes are for the better.

The panel gathered from the student chapter and the discussion with IBA students and alumni on site that they are/were satisfied with the curriculum. They appreciate the combination of academic and practical components, including the coverage of actual and upcoming trends in the world, guest lectures, company visits and the curricular option to pursue an internship. They also think highly of the international profile and the intercultural dimension of the programme, which prepares them for a professional position in an international and intercultural environment. Similarly, students informed the panel that their expectations were fully met in terms of the entrepreneurial dimension, opportunities and facilities. Finally, students feel heard when they raise concerns, notably in and through the Programme Committee, and notice that there is 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 modules. Moreover, students expressed their appreciation in the student chapter for 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. 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 there could be more attention to multidisciplinary cooperation across UT programmes, more specialist options in the bachelor programme, and more support for technical / quantitative courses. Students also found that the choice they currently have in the two elective modules 7 and 8 is too restricted, and could be extended to include other relevant topics. The panel shared these suggestions with the programme team, who indicated that they were aware of this 'wish list' and are looking to incorporate at least some of these pertinent expectations in due course.

In order to further enhance their international and intercultural experience, students who successfully finish the first year can enrol in the double degree IBA-LAB, following 1.75 years at UT and 1.25 years at the University of Münster. In this way they combine the innovative entrepreneurial and technological design approach at Twente with the in-depth approach of Münster featuring specific expertise in Economics, Finance, Accounting and Marketing. While the panel welcomes the initiative, the double degree was still too young at the time of the site visit to assess its popularity or impact.

Looking at the extensive materials on the IBA modules and discussing the (revised) curriculum contents with students, staff and alumni, the panel gathered that the programme continues to do justice to the specific programme profile and the respective entrepreneurial, technological and international/intercultural dimensions. The panel, moreover, established that the course/module learning goals are aligned with the learning outcomes at programme level, and welcomes the plans of the programme team to better communicate this connection between learning goals and learning outcomes to students.

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 competences to function in international academic and business environments. By teaching in English, graduates are equipped with the necessary language skills and competences 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/IBA 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 IBA 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 IBA programme in English was very effective: over the years, the programme has been attracting an increasingly diverse student audience, approximately half of which nowadays is non-Dutch. 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 in the bachelor 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 BSc IBA is motivated properly at the levels of the university, the faculty and the programme. Moreover, the international and intercultural dimensions are embedded in its profile and vision, and substantiated in the day-to-day delivery of the IBA contents, the didactic principles, and the composition of the student cohorts. According to the panel, the IBA programme is truly international – and intercultural – 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 IBA programme are well embedded in the university's vision on education and its model for undergraduate 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 IBA programme, theoretical and practical learning support each other through the Twente Educational Model, which structures education in modules, in which various sub-disciplines, skills education, methods training and project work are integrated. Modules 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. IBA students acquire knowledge, skills, competences, habits and insights not only through memorisation, lectures and observation but foremost through practical, active engagement with relevant, real-life issues in their natural and social environments. Many courses in the programme, therefore, employ problem-based learning and require students to learn collaboratively and in teams of international students. IBA 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 didactic 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.

Prior to the visit, the panel had the impression that the educational concept was rather complex, featuring abstract frameworks and principles at university, faculty and programme level. However, during the discussions on site, the panel understood that the didactic concept is far more than a theoretical construct: in fact, these educational approaches stand for several concrete initiatives and (good) practices that are implemented in the day-to-day delivery of the IBA bachelor programme. Moreover, IBA staff gave some very concrete examples of how they are modelling their teaching practice to befit the integrated approach of the TEM modules, the diverse audience and the international classroom setting. Moreover, several teaching staff obtained project funding through a government initiative to develop innovative activities in their courses and modules. Students from their side emphasised that the innovative content in courses, the integrated nature of the modules, and the initiatives at university and faculty level to enhance the integration of international students work out nicely in the day-to-day context of the IBA programme. Taking all these elements together, the panel is convinced that the didactic principles are well embedded in the curriculum and befit the programme profile.

Student admission, intake and success rate

The IBA programme at UT does not operate a selection procedure or a numerus fixus. All students holding a Dutch pre-university secondary school (VWO) diploma with mathematics A or B are eligible for admission; international students with an equivalent diploma, proof of sufficient English, as well as proficiency in Mathematics can also be admitted.

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 160 and 230 students. While the intake peaked in 2019 and again in 2021, the number of first-year students is now back at pre-COVID levels. During this period, the total number of students enrolled in IBA has been relatively stable at around 650. After many years of a near-perfect balance between Dutch and non-Dutch students, the share of non-Dutch students in 2023 was somewhat lower (45%). On average 10-15% of the students are non-European, but since 2021 these numbers have also gone slightly down. The share of female students has been very consistent: between 27% and 31%. The panel gathered from this data that the high share 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 roughly one third of the students complete the programme in the nominal duration of three years, while around 60% do so after four years. According to the programme team, these figures are comparable to other bachelor programmes at UT/BMS. During

the visit, students indicated to the panel that the modules 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 the panel understands the analysis behind the success rate outcomes, it advises the programme team to look for ways to increase the share of students graduating within four years.

Learning environment

While the panel had already noticed in the written materials prior to the visit that IBA 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;
- 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 IBA 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;
- New IBA students are assigned a student coach, who acts as a buddy and supports them in their project groups;
- The programme regularly organises information sessions on topics such as the binding study advice, elective courses, study abroad opportunities, and the thesis.

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 comments 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 IBA 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 IBA at BMS/UT. Hence, the panel commends the programme (representatives) for taking good care of the IBA students.

Staff

The panel gathered from the written materials that about 70 staff are involved in the IBA 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 IBA 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 IBA 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 IBA 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 bachelor IBA 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 IBA 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 module contents in line with the recommendations of the previous accreditation report. The resulting curriculum continues to do justice to the specific programme profile and its respective entrepreneurial, technological and international/intercultural dimensions. The course/module learning goals are aligned with the learning outcomes at programme level and allow IBA 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 international dimension of the IBA 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 IBA programme and the UT ecosystem, featuring an impressive set of initiatives and services from management, staff, students, study and alumni associations to offer IBA 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 IBA 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 four 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 BSc IBA programme is organised in a comprehensive and systematic way, and well embedded in visions, policies and documents at the level of UT, BMS and IBA. The vision on assessment is integrated in the vision on education, and both components are consistently related. In the Rules and Regulations 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 BSc IBA 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 IBA 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 IBA. The Assessment Plan offers a comprehensive overview of all courses within the IBA 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, module 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 IBA. 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 in 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 module 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 IBA 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 BSc IBA is using various assessment methods across the modules: multiple choice exams, open question exams or combined exams, oral exams, individual assignments, individual presentations, group assignments and group presentations. The exact formats are determined by the teachers as they know best how to assess the competences of their specific module. 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. The panel was informed that this approach has helped clarify for instance a situation where students found that there were too many multiple choice (MC) exams in the first year of the programme. While management agreed that a substantial portion of these exams indeed contained a MC component, it also pointed to the number of written exams containing open-ended questions as well.

Looking at the IBA Assessment Plan, the panel noticed that six assessment methods are used – there are no oral exams and only one individual presentation – and that every module consists of several assessments and assessment formats. Following a recommendation in the previous accreditation report, the programme team has sought to somewhat reduce the number of assessments in modules. However, the programme team also emphasised that integrated modules of 15 EC require a different approach to assessment than 5 EC courses, and that all learning outcomes need to be assessed according to the rules of constructive alignment. Nonetheless, the panel advises the programme team to investigate whether more reductions are possible; as the large modules should be integrated units, there should be ways to come up with more integrated assessments.

Thesis assessment

The twelfth and final module is dedicated to the bachelor thesis. 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, such as the greenlight moment and final assessment. Both examiners

assess the thesis independently and are required to fill out the assessment rubric separately; the final grade is decided by consensus.

As part of its external assessment, the panel reviewed a representative sample of 15 IBA bachelor theses, as well as the corresponding completed evaluation forms. The selected theses were submitted in the academic year 2023-2024. The quality of the IBA theses will be addressed under the next standard. In so far as thesis assessment is concerned, the panel noticed that the evaluation form is useful and the rubrics are clear. The criteria relate to the different sections of the thesis, as well as to style, independence and presentation. A shorter but similarly designed form is available to assess on a pass/fail basis the thesis research proposal. Moreover, assessors are expected to provide written feedback to explain the final score. With regard to the completion of the evaluation forms, panel members agreed on all final scores provided by the assessors. Moreover, they found that in many cases the assessors had provided insightful feedback motivating their final score. In a few cases though, this feedback was limited.

As for areas of concern, the panel indicated that the size of the feedback box on the form is rather small, and it only invites comments on the final score. According to the panel, the relative attention to feedback (compared to the assessment matrix with rubrics) in the evaluation form could be increased, with assessors commenting also on (at least) a few key criteria in addition to the final score. Another concern was that the forms that were sent to the panel did only contain the consolidated version, which does not allow to ascertain whether both assessors have really been involved in the thesis, what their individual appreciations were, and how the final consolidated score had come about. This is all the more important, according to the panel, as the programme clearly stipulates that assessors are expected to complete the form separately. Finally, it was not clear from the form if there is a (mathematical) link between the criteria scores and the final scores, if certain weights are allocated to individual criteria, and if fail scores on criteria can be compensated.

The panel was informed that following the previous accreditation report, the thesis evaluation form was adjusted and all assessors were asked to provide qualitative feedback on the form. The panel welcomed these changes and noticed their effect in its own thesis review. However, the panel also noticed that more fundamental efforts have been undertaken recently with regard to the master thesis evaluation form. It acknowledges the 'plans in progress' of the IBA programme team to undertake a similar exercise for the bachelor thesis, and advises the team to also consider the above-mentioned concerns in the adjustment process.

In November 2023, the programme management initiated and conducted a thesis carousel for the IBA bachelor 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 IBA bachelor 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 after the first run of the new evaluation form. In addition to establishing consistency in scoring, the carousel may also want to look at the availability of individual assessments per

examiner and the level of insightful written feedback on the respective criteria.

Quality assurance

The panel gathered from the written materials that the quality of assessment in the IBA 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 the Centre of Expertise in Learning and Teaching (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.

Based on the written materials and the discussions on site, the panel found that safeguarding assessment quality is well arranged at UT, BMS and IBA. 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 IBA 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 BSc IBA 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, module 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 IBA programme is safeguarded properly through the Examination Board Management Sciences.

The panel's review of the IBA bachelor theses demonstrated that in terms of assessment, the evaluation form is useful: it covers important criteria and allows assessors to score the thesis through a comprehensive assessment matrix with clear rubrics. Moreover, the panel thinks highly of the consistency in scoring among the assessors, and between assessors and panel members. While endorsing the changes that have been made to IBA thesis evaluation since the previous accreditation, the panel thinks that further adjustments would make both the form and the assessment even more effective. It therefore supports the plans of the programme management in that regard and invites the Examination Board to organise another thesis carousel once the new form has been implemented.

Further to its findings on the bachelor thesis assessment, 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 IBA programme culminates in the bachelor thesis, an individual research project where students demonstrate all learning outcomes. The thesis process is organised in circles per topic and follows a strict timing to ensure that students do not incur (additional) study delay. In module 10, students can choose among a range of thesis topics or opt for an in-company thesis. In module 11, they develop a research proposal, which is then executed in module 12. The panel noticed that there is plenty of information available for students and supervisors, including a detailed thesis manual. The circle meetings foster a supportive learning environment, facilitate peer learning and peer feedback, as well as formative feedback from the supervisor. Upon submission of the final product, students defend their thesis at a thesis conference. 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 bachelor theses, which were representative in terms of final scores. The panel found that each thesis fulfilled the minimum standards of what can be expected of a final product of academic orientation and at bachelor level. Moreover, several theses were of good quality: the panel liked the variety of interesting, actual and relevant topics, as well as the different research methods – qualitative, quantitative, mixed - that were adopted across the sample. In their thesis, students address ethical considerations and report asking approval to the ethics committee before collecting primary data. Hence, it is fair to conclude according to the panel that students who successfully pass the bachelor thesis have effectively acquired all learning outcomes.

The panel also noted two concerns, that some topics had a general business character, while others also reflected the entrepreneurial dimension; and second, that there was not much attention to Design and Organise in the bachelor thesis sample, although this was a request/suggestion in the previous accreditation report. During the discussion on site the programme team indicated that students do not always want to pursue an entrepreneurship related topic in their thesis and have the opportunity to pick a more general business oriented topic. According to the panel, this is a fair approach.

In so far as Design and Organise is concerned, the panel was informed that this is still an area for further development in the bachelor programme/thesis, as the programme has focused until now on integrating the suggestions of the previous accreditation panel in the master programme. In line with its findings on bachelor thesis assessment, the panel strongly encourages the IBA programme team to adjust the bachelor thesis process based on the experiences with the revised master thesis and taking on board the recommendations of the previous and the current panel.

Performance of graduates

The panel gathered from the written materials and the discussions on site that the bachelor IBA provides a strong undergraduate degree, which students use as a foundation for the next step in their career. In most cases, this next step is to pursue a master degree, as only a few students directly enter the labour market.

The alumni the panel spoke to highlighted the advantages of an undergraduate programme that combines business with technical, international and entrepreneurial dimensions. 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 was somewhat surprised to hear that less than half of the IBA graduates stay at UT to continue the MSc BA (38%) or another master degree (6%). In order to counter this trend, study advisers are holding information sessions on the MSc BA programme, while the BMS faculty organised a recruitment fair for bachelor students. At the time of the site visit, it was too early to see if these actions had been impactful.

The panel noticed with satisfaction that the programme keeps track of its alumni. Recent graduates and more senior alumni invariably indicate in surveys that the programme has laid the foundations for a master study and a relevant job afterwards. The survey results and the discussions on site demonstrate convincingly, according to the panel, that IBA 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 bachelor IBA have effectively acquired all intended learning outcomes. According to the panel, the selected and reviewed IBA theses meet the quality expectations for a final project of academic orientation at bachelor level. Upon graduation, moreover, IBA graduates enter a relevant follow-up master programme and find suitable employment right after.

In addition to these positive considerations, the panel urges the IBA programme team to pay more attention in the thesis projects to the intended learning outcomes regarding design and organise.

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 BSc International Business Administration (IBA) 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 IBA programme according to three new standards: distinctive character, specification, and relevance. In case of a positive conclusion, the IBA 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 International 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 IBA 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, International 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 IBA 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 IBA 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 International 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.

Four out of eleven learning outcomes are directly related to entrepreneurship and address the entrepreneurship competences: (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 learning outcomes are addressed in several curriculum components/modules. Exposure to the business world starts already in the first module (Technology, Organisations and People), while all students follow the sixth module (15 EC) on Innovation and Entrepreneurship, which aims to "integrate key theories and collect relevant additional theories to design a unique solution to solve empirical problems related to entrepreneurship." Moreover, entrepreneurial skills and attitudes are trained in most modules based on either case materials or input from companies participating in the programme. These skills include project management, planning, presentation, teamwork, decision-making, peer review, pitching, information search and creativity. For the last two years, students also get negotiation training as part of their IBA curriculum.

In line with the provisions of the assessment policy, the learning outcomes are individually assessed multiple times throughout the curriculum. The projects students work on during the modules form an important element of the assessment in the field of entrepreneurship. Two-thirds of the bachelor theses are written in collaboration with companies. When doing so, students engage with real business practices and get feedback from company representatives who share their reflections on the practical relevance and value of the thesis.

Upon completing the programme, IBA graduates are competent in the research, design, and organisational roles mentioned in intended learning outcomes. When they eventually join the labour market – usually after having completed a master degree – about 30% of the IBA graduates are employed in an entrepreneurial role, while 3% start their own company.

Based on the above-mentioned findings, the panel **considers** that notwithstanding its generic name, the BSc International Business Administration integrates entrepreneurship as a key dimension of the programme. This is visible in the profile and objectives of the programme, the curriculum modules, 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 IBA 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.

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 IBA at UT because of its extensive attention to entrepreneurship.

As the bachelor programme has a distinctive entrepreneurial character compared to relevant and similar programmes in Dutch higher education, the panel judges that the BSc IBA **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 IBA programme, it is very closely integrated in the respective assessment standards of the accreditation framework.

Vision and Policy

The vision for the IBA 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 IBA 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 IBA 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 IBA'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 IBA 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.

Learning outcomes
Entrepreneurship is an integral part of the intended learning outcomes of the BA master. Four out of twelve learning outcomes are directly related to entrepreneurship and address the three entrepreneurship competences: knowledge related to research and entrepreneurship, skills to design entrepreneurial solutions for business problems, and entrepreneurial attitude and behaviour to organise and manage High-Tech Human Touch business contexts.

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 bachelor 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-learning environment
The BSc IBA features a learning environment that actively supports the development of entrepreneurial competences. Entrepreneurship is addressed both explicitly and implicitly across the curriculum. The IBA curriculum contains several entrepreneurial components: a dedicated module, a restricted elective module, an optional innovation and entrepreneurship internship, and the opportunity to do an in-company thesis.

The educational philosophy underpinning the Twente Education Model, moreover, develops the entrepreneurial attitude of all IBA students. Through project work, which goes beyond the above-mentioned individual modules, students connect the acquired knowledge and skills with the real-life context, including the involvement of companies. Right from the first module, students are exposed to the business world. Afterwards they participate in role-play simulations, learn how to pitch, make presentations, negotiate, and interact with company representatives. In the Business and Career Skills unit, students write a Professional Development Plan on their envisaged business and professional skills and report on their achievements. Finally, the panel was satisfied to hear that students are introduced in class to funding instruments from the authorities that aim at boosting entrepreneurial activity in Dutch knowledge institutions.

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 IBA 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 (IBA) students develop their entrepreneurial ambitions. Moreover, IBA students often take part in the UT-wide Entrepreneurial Challenge, a competition where students pitch their business ideas.

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

Staff

IBA programme staff largely belongs 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 IBA 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 competences 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 IBA 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, module learning goals and programme learning outcomes. This system is also applied in so far as the assessment of entrepreneurial competences is concerned. As mentioned before, four 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 - research or project reports, business experience activities, presentations and reflection reports - are most suited for training and assessing the research, design and organising 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 BSc IBA 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 bachelor IBA have effectively acquired all intended learning outcomes. The theses invariably meet the quality expectations of a final bachelor product of academic orientation. Moreover, IBA graduates enter a relevant follow-up master programme and find suitable employment right after.

This positive conclusion is confirmed through specific data in the self-evaluation report: two-thirds of the bachelor theses are written in collaboration with companies, which means that the majority of IBA students engage in research with real business practice. Companies involved in the bachelor thesis, such as KPMG, Deloitte, or Novel-T, are satisfied with the quality of the thesis projects.

Looking at the LinkedIn profiles of 100 alumni, the programme noticed that 90% of the IBA graduates are employed in the private sector. These alumni very often work in the consultancy sector or in entrepreneurial roles such as business development, innovation functions, etc. About 3% started (or continued with) their own company after graduation.

The panel considers that the bachelor programme achieves the intended final qualifications in entrepreneurship and prepares students well for a follow-up master programme and for suitable employment (afterwards).

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

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

Relevance

The panel found that the IBA 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 international and entrepreneurial dimension makes the profile unique. As both dimensions, moreover, represent a sizable pillar in the programme, the panel fully understands that the BSc IBA programme did obtain – and seeks to prolong – formal recognition in the form of accreditation of both the quality of internationalisation and the entrepreneurship dimensions.

In so far as the importance of the entrepreneurial dimension is concerned, the panel noticed that the IBA 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 IBA programme has defined eight 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 IBA students very much appreciates the specific entrepreneurial dimension of the programme. The figures also indicate that the IBA programme is not a programme for entrepreneurs, but rather for business administration students who want to acquire entrepreneurial competences, think as an entrepreneur, and apply for jobs with an entrepreneurial dimension.

Another element that according to the panel confirms the importance of the entrepreneur-

ship 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 IBA 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 multidimensional 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 IBA 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 IBA programme, but is part of a much broader ecosystem at UT level.

On the other hand, the entrepreneurial dimension at IBA 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 bachelor programme and makes a relevant contribution to expanding and sharpening the choices available to students and the labour market, the panel judges that the BSc IBA **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 bachelor programme International 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 CeQuInt-auditor
Senior policy advisor at University of Groningen, CeQuInt-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 CeQuInt – 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 - Bachelor: To connect ERS (ethics, responsibility and sustainability) and relations between science, technology and society (ReSTS) more explicitly with the module content.
Actions: ERS and especially ethics and responsibility are taught in module 11 (Change Management, Corporate Governance, Business Ethics and Leadership, CHANGEL). The CHANGEL module has integrated the RESTS skills in this module and focuses on ethical behaviour and organisational decisions as well as responsible innovations that benefit various stakeholders and are inclusive. The topic of sustainability is mainly incorporated in the bachelor thesis. During the academic year 2022-2023 three circles were offered on the topic of sustainability and in 2023-2024 we offered four circles on this topic.
Results: All students have learned about ethical and responsible behaviours and business management and more and more students have chosen to write their bachelor thesis on the topic of sustainability.

Standard 2 - Bachelor: To attach credits to the career development portfolio.
Actions: The programme management has implemented the panel's suggestion. 3 ECTS are now dedicated to Career & Business Skills in the curriculum during years two and three. While adjustments were made to the study load of Module 11 in response to this curriculum review, it had been noted that students were still finding the study load challenging. In response to student feedback about the challenging study load, the teaching team plans to introduce a revised structure for the module in the academic year 2024-2025. This restructuring aims to achieve a more balanced study load for students. The impact of this change will be evaluated after the next iteration of the module.
Results: Students are more aware of the importance of the Career & Business Skills component in their programme and spend more time reflecting on their skills development during their second and third years in the programme.

Standard 2 - Bachelor: To develop the TEM for IBA further and continue monitoring eventually undesirable side effects of the pass/fail rules.
Actions: After the last accreditation, several corrective measures were implemented, allowing students to repair modules under certain conditions. In 2024, the programme management, in consultation with the programme committee, determined that these initial measures were insufficient. Consequently, a transition from integrated to coherent modules was implemented to mitigate study delay for students, decrease the number of resits, and reduce the workload of teaching and support staff. The programme is carefully monitoring the implementation of this change to ensure it will not impact the integrated nature of the modules as a whole.
Results: As of academic year 2024-2025, all modules in the IBA programme have become coherent. This change and its implications were clearly communicated to students via multiple channels in preparation for its implementation. Students already benefitted from this change in semester two of 2023-2024.

Standard 2 - Bachelor: To include professionalisation of staff in the workload model.
Actions: In the BMS faculty, the faculty funding model includes an allocation of 24 hours for staff professionalisation to departments. At the same time, norms were developed for research, education and management tasks. Based on these norms, the University of Twente developed a capacity management model, which is designed for line managers to discuss the plans and development of employees. Professionalisation should be included in this model. At the same time, many line managers already make use of work allocation models to manage the time for education and professionalisation of employees in their department.
Results: Work allocation models are used by line managers in the faculty to manage the tasks of their employees, including their professionalisation. At the university level, a capacity management model has been developed which will now be piloted by the BMS faculty.

Standard 3 - Bachelor: To reconsider the number of assessments per module.
Actions/Results: Structuring the curriculum according to 15 ECTS TEM modules results in more assessments in a module than in a 5 ECTS course. We do not believe that the number of assessments in modules is generally too high, since all ILOs need to be assessed according to the rules of constructive alignment. However, we have carefully reflected on the number of assessments in our modules and have reduced the numbers where possible to decrease teacher and student stress levels. For example, in Module 11 (CHANGEL) we reduced the number of individual assessments from six to four by re-designing the assessment policy.

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 - Bachelor: To pay more attention in thesis projects to intended learning outcomes regarding design and organise.

Actions: The above-mentioned re-designed master thesis assessment rubric is based on the design science approach of Denyer, Tranfield & Aken (2008) and thus aligns with the Design ILOs at the programme level. This approach provides more room for the development of solution-oriented or prescriptive knowledge. For example, in the new rubric examiners are also asked to evaluate the quality of a design question and the contributions of the design should this be required. The process part of the master thesis assessment rubric is aligned with the Organise ILOs at the programme level and requires the examiner to evaluate e.g., the professional skills of the student.

Results: The new master thesis assessment rubric is more strongly aligned with the ILOs at the programme level to provide space to evaluate Design and Organise ILOs.

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 – CeQuInt (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 bachelor theses and their assessment forms, selected among students graduating the BSc IBA programme in 2023-2024. The selection was representative in terms of final scores and thesis circles. Names and student numbers are available with evaluation agency AeQui.

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