



Postbus 5050  
NL-3502 JB Utrecht  
+31 30 87 820 87  
[www.AeQui.nl](http://www.AeQui.nl)  
[info@AeQui.nl](mailto:info@AeQui.nl)

BSc Bedrijfskunde

Vrije Universiteit Amsterdam

Advisory report of the assessment of the existing programme  
Site visit: 12 – 14 November 2024

## Colophon

### Institution and programme

Vrije Universiteit Amsterdam  
Amsterdam  
Institutional Audit: yes

Programme: BSc Bedrijfskunde  
Site: Amsterdam  
Mode: fulltime  
ISAT-number: 50645

### Assessment panel

Eric Dooms, chair  
Johanna Vanderstraeten, expert  
Albert Boonstra, expert  
Karen Taselaar, student-member  
Mark Delmartino, secretary

AeQui Nederland  
PO Box 5050  
3502 JB Utrecht  
The Netherlands  
[www.AeQui.nl](http://www.AeQui.nl)

## Summary

From 12 to 14 November 2024 an assessment panel of AeQui visited the School of Business and Economics (SBE) at VU Amsterdam to perform a quality assessment of eight 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 Bedrijfskunde (BK) according to the NVAO framework for limited programme assessment. The panel's overall judgement is [positive](#).

### Intended learning outcomes

The bachelor BK has a clear and distinctive profile, features proper learning outcomes, and is well connected to the professional field. The BSc BK is a three-year full-time 180 EC programme. Starting from foundational knowledge on different business administration disciplines, students learn to analyse business processes and develop solutions from a multidisciplinary perspective taking into account academic criteria such as objectivity, argumentation, critical analysis and reflection. Its profile and learning goals are very much in line with the mission and educational vision of the university and the school. The programme is successful in communicating its distinctive elements – broad offer, freedom of choice, and Dutch language – to (potential) students. The formulation of the intended learning outcomes is adequate and reflects the domain, the level and the orientation of the programme. The learning goals that are specific to VU/SBE - broadening horizons, social and professional skills, and self-awareness – are operationalised properly. The programme involves the professional field in different ways, thereby enhancing the learning experience of its students and maintaining the relevance of its profile and (learning) objectives. The newly re-established Advisory Board and the contacts with alumni ensure a structural connection to the world of work. The panel concludes that the BSc BK **meets** this standard.

### Teaching-learning environment

The bachelor BK has a strong teaching-learning environment featuring a coherent curriculum, a befitting didactic concept, a diverse student audience and well-qualified teaching staff. The curriculum consists of mandatory courses, electives and a disciplinary specialisation. For their minor, students can either spend a semester abroad, pursue an internship, or enrol for one of the many minor programmes at SBE or VU. All first and second-year courses are in Dutch, while most third-year courses are in English to prepare students for a follow-up English-language master programme. Since the previous accreditation, the programme team enhanced the curriculum. The current curriculum reflects even better than before the programme profile and objective, and underlines the unique features of the BK programme at VU. Moreover, the course objectives in the curriculum are clearly aligned with the programme learning outcomes. The BK programme has an elaborate didactic concept, which befits its profile and objectives and at the same time reflects the educational vision of both VU and SBE. Moreover, the teaching staff is well qualified to apply these educational principles to the substance of their courses, the different teaching formats and the diverse group of students. First-year students are supported quite intensively to facilitate the transition from secondary school to university. Since the previous accreditation, the intake has increased by 78% to 644 students in September 2024.

Notwithstanding its size, the BK programme has a positive vibe: the programme management created a community of students with different backgrounds and interests who are taught and supported by an equally competent and enthusiastic staff team. The panel concludes that the BSc BK **meets** this standard.

#### Student assessment

The bachelor BK can rely on a robust system of assessment. Both course and thesis assessments are embedded in well-established policies and frameworks at the level of the university and the school, while the BK assessment plan safeguards that course learning goals are assessed adequately and cover the programme objectives. Course and thesis assessments have undergone several changes since the previous accreditation round, and these adjustments are for the better. The Examination Board has the capacity and competency to assume a variety of assessment tasks, and assures the assessment quality of the bachelor BK. The BK thesis review demonstrated that in terms of assessment, the scoring is appropriate and the thesis evaluation form is relevant and mostly completed in an insightful way. The panel thus concludes that the BSc BK **meets** this standard.

#### Achieved learning outcomes

Students who graduate from the bachelor BK have effectively acquired all intended learning outcomes. In the BK thesis (12 EC), students do a systematic literature review or empirical research on a topic of personal interest in the chosen specialisation. The selected and reviewed BK theses meet the quality expectations for a final project of academic orientation at bachelor level. Upon graduation, moreover, BK graduates enter a relevant follow-up master programme and find suitable employment that is in line with the level and domain of their studies. The panel concludes that the BSc BK **meets** this standard.

#### Recommendations

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

- enhance the role of the Advisory Board regarding programme objectives and curriculum relevance;
- use the new thesis trajectory as a tool to avoid further study delay and thus enhance the student success rate after four years;
- disseminate the results of educational innovations and experiments across the school;
- strengthen the connection in the thesis evaluation form between individual criteria scores and the overall thesis result;
- tighten the cooperation with the study association.

All standards of the NVAO framework have been positively assessed. On this basis, the panel provides a [positive recommendation](#) regarding the accreditation of the BSc Bedrijfskunde.

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

Eric Dooms  
Chair

Mark Delmartino  
Secretary

## Introduction

### Institution

Vrije Universiteit (VU) Amsterdam is a university with nine faculties. Since its foundation in 1880, VU Amsterdam has stood for scientific and value-driven education, research, and knowledge transfer. Its education and research are closely linked and have a strong social orientation. All education is provided on one campus in the heart of the Zuidas Knowledge District.

The School of Business and Economics (SBE) is one of VU's faculties and offers five BSc, ten MSc, and 15 postgraduate programmes in economics and business administration. Since its establishment in 1948, SBE has evolved into a school with over 9,000 students and over 500 academic and non-academic staff members.

The school is governed by the SBE faculty board under the leadership of the dean. The academic staff is divided in departments; each head of department assigns the teaching, research, and administrative tasks. SBE has a well-established system of quality assurance of teaching and assessment, which is based on the VU Manual for Quality Assurance of Teaching and Learning and to which all programmes adhere. SBE has three examination boards: one governing all government-funded programmes, one for accredited postgraduate programmes, and one joint board with the University of Amsterdam for the master Entrepreneurship. Since the last accreditation in 2018-2019, the school obtained both AACSB and EQUIS accreditation, which has further improved the quality assurance process.

Each degree programme has a dedicated programme director who is responsible for content, organisation and quality assurance. The director ensures that the curriculum is adjusted to the

intended learning outcomes and that the learning environment meets the quality requirements of SBE. In the bachelor and larger master programmes, a programme coordinator assists the director. Each degree programme has a programme committee comprising of an equal number of students and lecturers, appointed by the SBE faculty board.

### Programme

The Bachelor of Science (BSc) in Bedrijfskunde (BK) is a three-year full-time 180 EC programme. Notwithstanding its positive result in the previous accreditation, the programme implemented several changes since to further enhance its quality. Over the years, the student intake has increased from 361 (in 2018-2019) to 644 students (in 2024-2025). While the programme is offered in Dutch, a growing number of courses were being taught in English. Since the previous accreditation, the Dutch-language character of the programme was enhanced: all first and second-year courses are now entirely in Dutch; most third-year courses are in English to prepare students for a follow-up English-language master programme.

### 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. VU Amsterdam has commissioned AeQui to carry out the assessment. At VU, the cluster assessment features eight bachelor, master and post-experience (executive) master programmes.

In the run-up to the visit, a preparatory meeting was held with representatives of SBE to exchange information and plan the dates and programme of the site visit. In collaboration with

the programme, AeQui assembled an independent and knowledgeable panel (see Attachment 1). The panel explicitly oriented itself to the cluster in which the programme is placed. The visit was carried out from 12 until 14 November 2024 according to the programme presented in Attachment 2.

The assessment was conducted based on the Accreditation Framework for Higher Education in the Netherlands. VU Amsterdam 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.

The BSc BK programme put at disposition many relevant materials, which served as background information before and during the visit. An overview of these materials is listed in Attachment 4. In the run-up to the site visit, the panel studied the programme's self-evaluation report 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 7 November 2024, and guided 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, nobody used the opportunity to speak individually and confidentially with the panel. At the initiative of VU Amsterdam, a Development Dialogue will take place in Spring 2025. The results of this meeting will not affect the assessment presented in this report.

The panel conducted the assessment independently. At the end of the visit, the chair informed the programme and institutional representatives about the panel findings, considerations and conclusions. A draft version of the underlying report was sent to the programme, 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 bachelor programme Bedrijfskunde (BK) aims to prepare students for their future roles as academic, professional and citizen. Starting from the foundational knowledge that is offered on different business administration disciplines, students learn to analyse business processes and develop solutions from a multidisciplinary perspective taking into account academic criteria such as objectivity, argumentation, critical analysis and reflection. Throughout the programme students acquire social and professional skills and have plenty of opportunities to discover a specialisation of their interest within the broad domain of business administration. Furthermore, students are trained to identify relevant arguments, consider the societal, ecological and ethical implications of their actions, and make balanced decisions when they are/will be confronted with professional/business dilemmas.

The panel gathered from the written materials that the aspirations of the BK programme are directly derived from the educational vision of both VU and SBE. This vision is formulated along two axes: (1) the behavioural component is firmly embedded in the core values Responsible, Personal and Open of the VU; and (2) the content component consists of the roles Academic, Professional, and Citizen. During the discussions on site, the panel noticed that these components are not mere theoretical constructs on paper, but are effectively underpinning the profile, design and implementation of the BK programme. Hence, the panel endorses that

integrating the academic, professional and citizen roles with the behavioural components responsible, personal and open creates a unique profile for both SBE and for the bachelor students that graduate from the BK programme.

The panel noticed during the discussions on-site that this unique profile of the BK programme is known to (potential) students. Having reviewed (some of) the comparable programmes at other Dutch universities, BK students indicated to the panel that they eventually decided to come to VU because of the breadth of the disciplinary offer, the possibility to develop an individual learning path through electives, minors, and specialisations, and the Dutch language of instruction.

The panel was furthermore informed that the programme undertook considerable efforts in recent years to clarify its positioning around three points – broad offer, freedom of choice, and Dutch language – and adjusted its communication accordingly to potential students. The panel acknowledges the motivation behind these decisions: because high school graduates often choose BK because they do not yet have a clear view of their competencies and interests, the programme at VU offers them the opportunity to explore a broad range of domains before making a specialisation choice. Moreover, the emphasis in communication towards potential students is now less on promotion and more on factual information to help them make a conscious and befitting choice of study. In so far as the language of instruction is concerned, the programme realised that many potential students (in the Netherlands in general and the

Amsterdam area in particular) are reluctant to enter a bachelor programme that is taught entirely in English. Hence the decision of the programme to offer all courses in the first two years in Dutch, while smoothly introducing English language sources/materials in these courses. The courses in the third year are mostly in English in order to prepare students for an English-language master programme. The students emphasised both in their written contribution and during the site visit that they appreciate the current positioning, as well as the reliable information and communication on the programme and its language of instruction.

### **Intended learning outcomes**

The panel gathered from the written materials and the discussions on site that SBE has developed a single – and according to the panel relevant – framework to guide the formulation of the learning outcomes of its degree programmes. The intended learning outcomes of the bachelor BK consist of learning goals and learning objectives: the goals refer to what graduates are or have and are set SBE-wide; the objectives refer to what graduates can do or make and are specific to the BK programme. The panel observed that there is a direct link between the respective goals and objectives, and that both goals and objectives are clustered around five dimensions: academic and research skills, bridging theory and practice, social and professional skills, broadening your horizon, and self-awareness.

The BK programme features five learning goals and seven learning objectives. While their formulation essentially remained the same, the intended learning outcomes have been reorganised in view of the initial AACSB accreditation in 2022: the Association to Advance Collegiate Schools of Business is a highly reputed accreditation body whose international quality

standard SBE managed to obtain in 2022. The panel has studied the intended learning outcomes and noticed that they are aligned with the Dublin Descriptors, formulated at the appropriate bachelor level and reflect the academic orientation of the programme.

During the visit, the programme management indicated that the operationalisation of the new set of learning outcomes has taken some time and effort. While the first two learning goals cover the disciplinary knowledge and skills of the SBE student and are addressed in most courses throughout the curriculum, the team undertook several steps to systematically embed also the three other learning goals in the programme. The integration course at the end of the first year is an important moment to broaden the horizon of students, while the core disciplinary courses also pay attention to the world beyond the discipline. The Social and Professional Skills and Self-Awareness goals are currently addressed in several courses, but will get specific attention as of 2025-2026 in a dedicated first-year course featuring online modules on communication, cooperation, presentation, self-awareness, learn to learn, and taking perspective. The panel welcomes the way the programme is operationalising the respective learning goals and encourages the team to pursue its plans for the future.

### **Professional Field**

The panel noticed that all degree programmes under review adopt a similar yet programme-specific approach in their structural connections to the professional world. These contacts invariably serve to improve the learning experience of students, to understand the needs of corporations and organisations, and to enhance the quality and relevance of the respective programmes. The contacts of the BK programme with the professional field have led to the

involvement of companies in several courses through guest lectures, assignments and cases. In the second year for instance, students provide advice to a company, which is based on both qualitative and quantitative research, which they acquire and apply in the courses Qualitative Research Skills, Quantitative Research Skills, and Research and Advice. In addition, the BK programme obtains useful input from internship supervisors, from staff that is also active in the professional field and from organisations who eventually employ BK graduates.

Furthermore, the panel was informed that a dedicated Advisory Board was set up in 2021-2022. It currently consists of five members – all BK alumni who are active in the corporate world - and the idea is to complement the board with an educational expert. Since its establishment, the board has provided valuable advice on the language of instruction and its consequences for the employability of BK students, and on how the programme can anticipate on the use of Artificial Intelligence (AI) in the professional field. The panel welcomes the creation of an Advisory Board as a structural tool to monitor the continued relevance of the BK programme. The panel sees room for a more precise task description for the Advisory Board, notably with regard to its advisory role in safeguarding the programme objectives and the curriculum relevance. At the time of the site visit, it was not clear to the panel which (type of) advice had already been requested or provided.

Finally, the panel noticed that the school is conducting systematic research among its alumni, while programme management also keeps track of the professional whereabouts of its graduates. These efforts ensure that there is ample contact between the programme and its alumni,

who in turn provide BK students with a glimpse of their professional future.

### Considerations

Based on the above-mentioned findings, the panel thinks highly of the overarching way in which the mission and educational vision of the university and the school are underpinning the profile and the learning goals of all degree programmes under review. This common approach, which is also visible in the contacts with the professional world, ensures consistency and recognition across programmes.

In this regard, the panel considers that the BK programme has a clear and distinctive profile, features proper learning outcomes, and is well connected to the professional field. The panel welcomes the successful efforts of the programme to emphasise the core elements of the BK programme at VU - broad offer, freedom of choice, and Dutch language – and to adjust its communication towards potential students.

The panel endorses the way the intended learning outcomes have been adjusted since the previous visit. Their formulation in both learning goals and learning objectives is adequate and reflects the domain (bedrijfskunde/business administration), the level (bachelor) and orientation (academic) of the programme. The panel applauds in particular the efforts of the team to operationalise the learning goals that are specific to VU/SBE: broadening horizons, social and professional skills, and self-awareness.

The panel appreciates the different ways in which the BK programme is involving the professional field. By doing so, it enhances the learning experience of its students and maintains the relevance of its profile and (learning) objectives. According to the panel, the recently established Advisory Board and the efforts to

keep track of alumni constitute important steps for the programme to ensure a structural connection to the world of work. In this regard, the role of the Advisory Board regarding programme objectives and curriculum relevance could be enhanced.

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 bachelor Bedrijfskunde is a three-year full-time programme. The first three semesters consist of mandatory foundational courses in business administration, as well as introductory courses in academic reasoning; in the fourth semester students follow research methods courses and electives to establish their individual interests; in the third year, BK students first follow a minor programme and then focus on their disciplinary specialisation in two courses and the thesis. For the minor, students can either spend a semester abroad, pursue an internship, or enrol for one of the many minor programmes at SBE or VU. In the BK thesis (12 EC), students do theoretical and empirical research on a topic of personal interest in the chosen specialisation.

The panel gathered from the written materials and the discussions on site that the programme team has worked hard to take on board the recommendations of the previous accreditation panel. In order to enhance the international dimension of the BK programme, students can follow the specialisation International Management since 2022, which prepares for the specialisation with the same name in the master Business Administration. Moreover, the programme emphasises in its communication to potential students that the BK programme also has an international character, with courses featuring international cases and students being encouraged to go on international exchange. Furthermore, the programme has developed a fully-fledged academic learning line featuring six courses and the bachelor thesis to ensure that

the learning goal Academic and Research Skills is properly addressed. While the courses existed before, the link between the course learning objectives is much stronger now with courses building further on the skills acquired previously. The panel acknowledges the efforts of the programme team and finds the curriculum in its current set-up integrated and coherent.

Since the previous accreditation, the programme team has also worked hard on the constructive alignment between programme learning outcomes, course learning goals and assessments. The preparations for the initial AACSB accreditation brought along a reorganisation of the intended learning outcomes at programme level, while the curriculum revision entailed changes in the course learning objectives. The curriculum map shows which learning objectives are addressed per course. The curriculum assessment connects the respective courses to the types of assessment. The BK assessment plan brings together all programme, course and assessment elements, which in turn allows to monitor and evaluate the level of constructive alignment in the programme. Students are informed about this connection / alignment in the course descriptions of their study guides. The materials and discussions demonstrated convincingly, according to the panel, that there is a clear connection between the BK programme learning outcomes and the BK course objectives.

The panel gathered from the student chapter and the discussion with BK students on site that they are overall satisfied with the curriculum. They like the breadth of the programme, as well

as the many opportunities to tailor the programme to their own interest: electives, minor period, specialisation. In so far as the organisation of courses is concerned, they like the practical cases, the room for cooperation, and the connection between theory and practice. Students also explicitly mentioned the nice campus atmosphere at VU. Moreover, students feel heard when they raise concerns, notably in and through the Programme Committee, and notice that there is willingness among the management and the staff to change/improve. When they were asked what can be improved, students indicated that the study association is very active but could operate with more support and in closer connection with the programme, the school and the university. Content-wise BK students mentioned that they would like more attention to sustainability in the curriculum. Moreover, all BK students take a Dutch entrance exam at the start and may have to follow Dutch language course, while this is not offered for English. Hence the suggestion of the students to offer English-language courses for interested BK students to prepare for the third year. The panel acknowledges the points raised by the students and, having discussed these with staff and programme management, encourages the team to look into the content-related suggestions and strengthen the ties with the study association.

To conclude, the efforts of the programme team has led to a BK programme that is even more balanced and coherent than before. The panel acknowledges the strengths mentioned in the benchmark exercise that the BK programme at VU stands out among comparable programmes in the Netherlands because of its broad offer, the wide range of specialisations, the room for students to identify their interests and capacities, and the explicit choice to offer most part of the programme in Dutch.

### Didactics

The BK programme features an elaborated educational concept, consisting of four pillars: (1) *knowledge activation* implies that students develop an ability to reproduce, apply, and synthesise knowledge. This mainly happens through lectures; (2) *community learning* means that interactions are an essential part of the learning experience, hence a focus on on-campus learning, which is organised in the physical classroom (primarily through small-scale teaching) but also beyond (through initiatives of the study advisers, the career centre and the study association); (3) *active-blended learning* reflects the vision of the university to develop online teaching tools with the ambition to combine on-campus teaching with technological opportunities that enhance teaching effectiveness; (4) *student guidance* is quite intensive in the first year, with more contact hours to help students transition from secondary school to university, and gradually reduces over time. The panel gathered from the discussions on site that the didactic concept is far more than a theoretical construct: in fact, each of these pillars stands for several concrete initiatives and (good) practices that are implemented in the day-to-day delivery of the BK bachelor programme. This is all the more impressive according to the panel given that the number of students has doubled in six years.

During the visit, staff indicated that many of the pillars and developments found their origin in the COVID-19 period and started from the assumption that it should be rewarding for both students and staff to come to campus for study and teaching. Hence, it is VU-wide policy to organise on-site lectures that are not live-streamed and where students can earn bonus points and get useful feedback if they hand in participation assignments. In this way, students are rewarded if they come to class rather than punished for not showing up. In their session

with the panel, BK students mentioned that most of their fellow students appreciate the new initiatives, while some continue to consider any form of obligatory attendance / participation reward as a limitation to their freedom and thus a mere continuation of high-school practice. The panel was impressed by the many initiatives for both staff and students, and welcomes in particular the bottom-up approach, the variety and the positive connotation (reward instead of punishment) of these practices.

#### **Student admission, intake and success rate**

The panel read in the self-evaluation report and the detailed appendix on student data that since the previous accreditation, the yearly intake has increased from 361 (in 2018-2019) to 644 students (in 2024-2025). The BK programme does not operate a selection procedure or a *numerus fixus*. The latter was abolished in 2018. All students holding a Dutch pre-university secondary school (VWO) diploma with mathematics A or B are eligible for admission, and this also goes for students with a hbo-propedeuse. Most students are male (70%) and about 40% of the intake was enrolled for another study before. The panel was informed that the growth in intake was foreseen, and wished for.

In the first year, students are required to earn at least 48 ECTS in order to obtain a positive Binding Study Advice (BSA). Due to the COVID-19 pandemic, these requirements were dropped or adjusted downwards in the academic years 2020-2021 and 2021-2022. According to the student data, the share of students dropping out during the first year is somewhat different yet also similar from pre-Corona times: while 72% of the students obtained their BSA in 2018-2019, this rate is now at 62%, while another 14% obtained a BSA extension. The panel was informed that there are three main reasons for students to quit the programme in their first

year: (1) they get distracted and eventually do not meet the BSA requirements, (2) they realise that this is not their preferred study, or (3) because of personal circumstances.

The BK programme adopts different measures to ensure that students choose the right study as early as possible. In order to make them aware of the programme and their fit, all incoming students fill out a mandatory Study Choice Check questionnaire during their registration process, which aims to clarify to potential students what is expected from them when they enter the programme. According to the programme team, however, this check has no significant impact as the result does not affect the study choice/student enrolment. Moreover, the programme stepped up its communication efforts to potential/new students as part of the curriculum revision: potential students are informed in a neutral rather than an advertising way what BK is about, what it means to study an academic programme in the business domain, and that the study requires familiarity with/interest in numbers. In addition, the first year courses are now designed in such a way that students get a feeling of what they can expect in the rest of the programme. At the time of the site visit, it was too early to tell if the new communication approach is effective. Furthermore, study advisers play an important role in guiding and supporting (first-year) students throughout their study. The BK students the panel spoke to during the visit indicated that the programme is living up to their expectations and that they make good use of the study advisers. Furthermore, the Student Academic Mentor programme (SAM) was set up in 2020-2021 to give first-year students at SBE a good start with their study. The focus is on the grounding and the well-being of students. All first-year students are assigned a mentor and become part of a mentor group led by third-year bachelor or

master students, who in turn are supervised and guided by BK tutors/lecturers. The panel gathered from the discussions that both students and staff/tutors are enthusiastic about SAM as it effectively reaches almost all students during their first year. Nonetheless, it is clear to the panel – and also to the programme team – that the high number of students and their differing levels of motivation and interest, requires ongoing attention.

In terms of success rate, student data indicate that the average study duration remains stable at 43 months: this means that students who pass the BSA tend to finish their three-year study with an average delay of 7 months. Recent information on the success rate of entire cohorts was quite limited and concerned mainly those students who started the programme during the COVID-19 pandemic. According to these figures about 30% of the BK students finish within the nominal duration of three years, while 70% do so in four years. Students indicated to the panel that the individual courses are feasible in their own right, but that the set-up of the programme in four blocks with many assignments and interim deadlines makes it tough to finish the entire programme within the nominal duration. Moreover, several students delay their studies on purpose because of extra-curricular opportunities, such as a board membership of the study association, a side job, or an internship. The panel was informed that the recently revised bachelor thesis trajectory may somewhat reduce the average study duration and increase the share of students who finish the programme in (less than) four years.

### Staff

The panel gathered from the self-evaluation report that all teaching is performed by academic staff belonging to one of the SBE Departments. According to the staff overview, the BK

programme features 84 teaching staff, ranging from 14 full professors over 30 assistant professors to 12 PhD students. About one third of the staff is female. The faculty members are active in research, hence they can guide students to the current academic research frontiers, help shape their conceptual skills, and prepare them to engage in research. In addition, several lecturers hold positions at SBE and in industry, and are thus well placed to support students in building bridges between science and practice. During the visit the panel established that staff dedicated to the BK programme has good research credentials.

Furthermore, the panel noticed that staff development is well organised at BK as it is embedded in policies and documents including 'SBE HRM educational policy', 'SBE BKO policy', and 'SBE Tenure Track procedure'. All academic staff are expected to have English language proficiency at level C1. Permanent staff members can pursue continuing education in specific fields such as active blended learning, mixed classrooms, activating work formats, examinations and assessments. Currently, 87% of the academic staff involved in BK holds a university teaching qualification (BKO) and eleven staff obtained also a senior qualification (SKO/LOL). The latter group is particularly active in course innovation, notably with regard to active blended learning in both teaching and assessment. During the visit, BK staff gave some very concrete examples of how they are adjusting their teaching practice to serve both large and small groups of students. Students from their side emphasised the expertise, didactic skills and commitment of the staff. Taking all these elements together, the panel is convinced that the BK staff is well qualified to teach a diverse student audience.

Prior to the visit, the panel wondered how a programme of this size can be managed and coordinated. Based on the written materials, it was clear that this is a challenging endeavour that requires ongoing consultation with the Department heads and the course coordinators. The discussions on site have shown that both the programme director and the programme coordinator are experienced and co-operate as a very effective team. The BK staff indicated to the panel that the BK management is very supportive and of crucial importance to help teaching staff to navigate across the different frameworks when designing, preparing and delivering the respective courses. Moreover, programme management goes at lengths to create a team spirit among staff who primarily belong to a department, through meetings, regular programme updates, and by improving the onboarding process of new staff. According to the panel, the BK programme is doing well because the management is good at facilitating the teaching staff to operate as a team.

### Considerations

Based on the above-mentioned findings, the panel considers that the bachelor Bedrijfskunde has a strong teaching-learning environment featuring a coherent curriculum, a befitting didactic concept and well-qualified teaching staff.

The panel thinks highly of the efforts of the programme team to enhance the curriculum in line with the recommendations of the previous accreditation panel and the internal developments at university and school level. The current curriculum reflects even better than before the profile and objective of the programme, and underlines the unique features of the BK programme

at VU. Moreover, the BK course objectives in the curriculum are clearly aligned with the programme learning outcomes.

The panel is impressed by the didactic concept that underlies the programme. Together the different components reflect the educational vision of both VU and SBE and benefit the specific profile and objectives of the BK programme. In addition, the teaching staff is well qualified to apply these educational principles to the substance of their courses, the different teaching formats and the diverse group of students.

During the site visit, the panel felt a positive vibe among all stakeholders it spoke to. The panel commends the programme management for creating in this programme a community of students with different backgrounds and interests who are taught and supported by an equally competent and enthusiastic staff team.

In addition to these positive considerations, the panel draws attention to three findings on which the programme may want to undertake action: first, to use the new thesis trajectory as a tool to avoid further study delay and thus enhance the student success rate after four years; second, to tighten the cooperation with the study association; and third, to not only facilitate educational innovations and experiments, but also disseminate their results among the programme/SBE staff.

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 gathers from the extensive written materials and the discussions on site that the BK programme operates an assessment system that complies with the assessment policy and procedures of SBE, which in turn are based on a university-wide policy on assessment quality. The programme has put at disposition both policy documents, the *Manual for Quality Assurance of Teaching and Learning – VU Assessment Framework* and the *SBE Policy Plan – Assessment Policy*. Moreover, every degree programme has a dedicated Assessment Plan, which is updated every year and describes the assessment vision, the programme and course objectives, the curriculum map and curriculum assessment, and the forms of testing. Both programme director and examination board use the assessment plan to control the relationship between the programme's intended learning outcomes, the course-level objectives and their assessment.

The panel has looked into the most recent Assessment Plan for the bachelor BK and established that the elaborate document does justice to both central policies and the specificity of the degree programme, ensuring constructive alignment between goals, objectives and assessment. The panel also noticed that for the BK programme, assessment is an integral part of learning. This means that in course tutorials, students are prepared for exams by discussing exercises and cases, sharing practice exams and organising Q&A sessions. Moreover, students receive feedback on their essays/assignments, which in turn deepens their understanding and prepares for upcoming assessments. It is pro-

gramme-wide policy that every course includes different forms of assessment and that at least 60% of the grade is based on an individual assessment component. In this regard, the panel was informed that a majority of course assessments feature a group component and that such assignments include safeguards against free-riding and/or individual reflections.

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. The Examination Board included regulations on the use of (Generative) AI in its Rules and Regulations, which have been further specified by the respective programme directors. Across the school/programmes, these regulations follow the principle that they should instigate awareness and action rather than punishment, and that they should foster autonomous and critical thinking while recognising that AI can also be a support for learning. Hence, all course coordinators address AI in their manuals and choose from a menu of AI usage options for assignments. These options range from AI not being allowed at all to AI being mandatory. Students from their side must sign an Own Work Declaration affirming the authenticity of their deliverables. Both staff and students indicated to the panel that the rules are clear at the level of the individual assessment/course. In addition, programme and SBE management mentioned that the university and the school are working on comprehensive policies, which are likely to affect the contents of the courses, the delivery of education, the organisation of assessment, and eventually the intended learning outcomes of the respective program-

mes. Currently, there is a focus on the acquisition of AI skills, which differs at bachelor and master level. This specific area of attention is very new, and its implementation differs per programme. The panel gathered from the discussion with the two bachelor programme directors that there is a good working relationship with the central level, that they belong to the early adopters, and that the size of their programmes allows to leverage/pilot new initiatives. In sum, the panel found that the BK 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.

#### **Course assessment**

At the level of individual courses, coordinators select the most appropriate assessment methods for testing the learning goals. They do so in close collaboration with the programme director who ensures that across the programme a variety of assessment methods is used. Each course has its assessment file. This file contains a test blueprint, the exam, resit exam and/or assignments, a model answer plus scoring guide, a test and item analysis, the results of the course evaluation, and a short reflection report by the examiner. Course coordinators are free to tailor the different exam components to the requirements of their course, provided they inform the programme management accordingly. The teaching staff is encouraged to experiment with innovative forms of teaching and testing; in every course, however, the individual student performance should be the decisive factor in the assessment. The panel agrees to the emphasis on individual exam components and the promotion of diversity and innovation in assessment formats. It welcomes the elaboration of

assessment files, which constitutes a good basis for the Examination Board to monitor the quality of assessment per course and disseminate the good practice examples they come across in their reviews.

The panel also noticed that SBE and BK uphold the four eyes principle in exam design: when constructing the exam, the examiner – who very often is also the course coordinator – takes the course objectives into account and the extent to which these are assessed by the exam. Every course coordinator appoints a co-reader with content knowledge to check the contents of the exam, thus ensuring that all draft exams are reviewed by at least one other member of staff. The panel welcomes this approach.

Furthermore, the panel gathered from the discussions on site that the BK programme has gone to lengths to implement the recommendations of the previous accreditation panel. The programme has introduced more multi-disciplinary elements in the examinations (for instance in the Integration Period and the second year Organisatie & Advies course), has raised the level of individualised feedback in group assignments (e.g. through the peer review function of Feedback Fruits in group assignments and the introduction of participation assignments), and has smoothed the transition from group assignments to the individual bachelor thesis project (by including among others participation assignments in tutorials). The BK students the panel spoke to indicated that they understand the importance of the different assessment methods and that communication on assessment is transparent. The panel, along with the students and staff, believes that the course assessment should be derived from the learning objectives of the course and should be varied. Moreover, each course must contain a good part of individual assessments, while other parts

can be done in groups. The panel was satisfied to hear that course assessment is varied and never based solely on an individual multiple-choice exam.

### **Assessment of graduation works**

The bachelor thesis is the culmination of the three-year BK programme. The thesis process is governed by clear rules and procedures, which are explained in an information session to students and in the thesis manual. The bachelor thesis is conceived as a course with learning goals and a detailed assessment grid. A BK thesis coordinator, who also coordinates the International Business Administration bachelor thesis, oversees the entire process. The panel noticed that the changes to the thesis process have allowed the programme to abolish the so-called 'Red Flag Decision', a go/no go decision prior to the final deadline, which had been questioned by the previous accreditation panel. Moreover, since the academic year 2023-2024, the BK programme and thesis supervisors/assessors have been using OnStage for support in guidance and assessment. The panel was informed that notwithstanding some teething problems, the overall experience with this new digital system has been positive. The panel acknowledges that the entire BK thesis process is well structured and includes a proper manual for students and an instruction for supervisors. Students from their side indicated that the thesis manual is comprehensive and the thesis process clear.

As part of its external assessment, the panel reviewed a representative sample of 15 BK 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 BK theses will be addressed under the next standard. In so far as thesis assessment is concerned, the panel

noticed that the thesis evaluation form is relevant as it contains a well-developed rubric that allows students to understand the assessors' appraisal of the different thesis components. Moreover, the panel found that the rubrics were being used by both assessors and that the final scores were very much in line with the respective appreciations of the panel members. The assessors seem well trained and guided on how to assess/score the BK theses and what can be expected of a 'good' or 'very good' thesis/criterion. In almost all cases the panel thought the evaluation forms had been completed in an insightful way. As points for attention the panel indicated that notwithstanding its appreciation, there is a lot of variation in the written feedback with which assessors (are expected to) motivate their scores. Moreover, it was not entirely clear how the scores on the various criteria lead to a final grade, nor how differences in grading between the assessors lead a joint assessment. Finally, the panel advises the programme to keep tracking the developments regarding (Generative) AI and their impact on the design and production of the bachelor thesis, and take appropriate action accordingly.

During the discussion on-site, the programme team indicated – and alumni confirmed – that students do get extensive and constructive feedback orally or by e-mail during the thesis trajectory and again after the final presentation. Moreover, the new online thesis trajectory platform should facilitate consistent qualitative feedback by the assessors, and allow (external) reviewers like the accreditation panel to also consult the individual assessments from both supervisor and co-assessor. The team indicated that across the different degree programmes or within the BK specialisations there is no fixed or calculated weighting of the evaluation criteria that automatically lead to a final score. Such decisions are left to the discretion of the program-

me director and/or the individual assessors. While it understands this argument, the panel nonetheless invites programme directors and Examination Board(s) to check if there are ways to link the sub-scores on evaluation to the overall score on the thesis. This is all the more important as some criteria cover several thesis components.

### Quality assurance

The panel gathered from the written materials that different stakeholders are involved in assuring the quality of assessment: there is first and foremost the Examination Board, but also the programme director and individual examiners play a role. The Examination Board supervises the examination process and carries final responsibility for safeguarding the quality control of assessment and examinations. It investigates systematically whether the process of assessment within SBE is carried out according to pre-defined criteria. These criteria are well established and include the reliability and validity of the tests. In the event that tests are not up to standard, the Examination Board reports to the programme director and the examiner and issues interventions for improvement.

During the site visit, the panel met with representatives of all three Examination Boards. It gathered from the written materials and the discussion that these Boards – there is one for all publicly funded degrees, one for privately funded programmes, and one joint Board for the joint programme with the University of Amsterdam – fulfil their legal tasks adequately and have relevant expertise regarding assessment, fraud and legal issues. The external member has extensive assessment expertise. It is a conscious decision of SBE to have several programmes supervised by one Examination Board as this leads to greater uniformity, clarity and authority.

Because the entire assessment process is a complex chain of processes, products, procedures, and agreements, the Examination Boards at SBE not only guard the quality of assessment, but also look into assessment policy, assessment plans, assessment construction, and organisation. The panel was informed that in 2022-2023, the Examination Board paid extra attention to the reliability and consistency of the thesis assessments. The reason for this was the previously observed inconsistency between thesis forms and the increasing doubts around the authenticity of some theses through the use of outside assistance or AI tools in writing the thesis. This endeavour resulted in recommendations for adjustment of the thesis process and thesis manuals. The discussion with representatives from all three Examination Boards demonstrated according to the panel that the board members are knowledgeable about the different degree programmes they monitor and committed to their quality assurance tasks. Moreover, the panel noticed with satisfaction that the external members are highly valued members of the respective boards because of their assessment expertise.

The Examination Board for publicly funded degree programmes is in charge of assuring the assessment in the BK programme. The panel noticed from the materials and discussions that the Examination Board follows-up attentively any issue that may pop up in the programme. On average the board selects two BK courses per year for further examination. Programme management is informed about this decision, supports course coordinators in submitting the dossier, and includes the received feedback in course coordinator conversations. According to the panel, the quality assurance of BK assessment is in competent hands with the Examination Board.

### Considerations

Based on the written materials and the discussions on-site, the panel considers that the bachelor BK 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 policies and frameworks at the level of the university and the school. The BK assessment plan, moreover, demonstrates that course learning goals are assessed adequately. This, in turn, ensures that the learning outcomes at programme level are covered.

Course and thesis assessments have undergone several changes since the previous accreditation round, and these adjustments are for the better, according to the panel. The panel is also positive about the capacity and competency of the Examination Boards, as is demonstrated by the variety of assessment tasks it is assuming. The panel is convinced that the Examination Board for publicly funded degree programmes is very

capable of assuring the assessment quality of the BSc BK programme.

The panel's review of the BK bachelor theses demonstrated that in terms of assessment, the evaluation form is relevant. Moreover, the panel agreed in all cases to the thesis scores and found almost all BK thesis evaluation forms to be completed in an insightful way. However, not all assessors are making optimum use of the form yet. The panel therefore welcomes the new online thesis trajectory platform, which is likely to facilitate a more consistent motivation of the respective criteria and the overall thesis scores. Given that some criteria cover several thesis components, the panel invites the BK programme to strengthen the connection between the individual criteria scores and the overall thesis result.

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 achievement of the intended learning outcomes is assessed by the cumulative results of the exams and the thesis. The BK bachelor thesis is the culmination of the programme and as such assesses most of the learning objectives. As part of its external review, the panel looked at a selection of 15 bachelor theses, which were representative in terms of final scores and programme specialisations.

The panel found that the BK theses covered interesting and actual topics, that they were systematically set up and clearly introduced, and that students demonstrated appropriate qualitative and quantitative methodological skills and were well-positioned in the literature. As points for attention, the panel noticed that students often have difficulties interpreting the results and bringing these to a higher level of analysis. Hence, the discussion part of the thesis was often of a lower quality than the introduction, the theory, and the methodology. Moreover, some students seemed to struggle with the formulation of a clear positioning of their thesis. The panel is confident that these elements can be addressed in the feedback moments that are part of the recently revised BK thesis process.

In sum, the panel is positive on the overall level of the BK bachelor theses as it reviewed several good research projects and only a few that were merely sufficient but still clearly beyond the pass/fail threshold. It is fair to conclude that through the bachelor thesis, BK students demonstrate that they have reached the (intended) learning goals and objectives.

#### Performance of graduates

The panel gathered from the written materials that the bachelor BK prepares for various career options, ranging from jobs at consultancy firms, multinationals, or financial institutions to positions in small and medium-sized enterprises. As the vast majority of students decides to proceed right-away to a master degree, only a few BK students enter the labour market directly.

The panel noticed with satisfaction that the BK programme keeps track of its alumni. Roughly two thirds of the BK graduates enter a master programme at VU, while over 10% do so at another Dutch university. The remaining 20% pursue a master programme abroad or enters the labour market. BK graduates who stay at VU often choose for the broad master programme in Business Administration, or the specialist master programmes in Finance or Marketing. The panel was informed that in principle, all BK graduates can enrol in any follow-up master programme at SBE/VU, although some programmes/specialisations expect some prior knowledge (notably on quantitative skills for Finance or Accounting) that should have been obtained in the bachelor specialisation courses.

The panel was informed that there are no specific data on bachelor graduates entering the

labour market right away. According to the National Alumni Survey, almost 80% of the master students in Business Administration found a job within six months after graduation in both general (traineeships, consulting, management) and disciplinary positions (marketing, business analytics). An internal survey by SBE in 2023 looked at the specific situation of MSc BA graduates with a bachelor degree in Bedrijfskunde and confirmed these results indicating that alumni do not only start their professional career in private companies but also join public organisations such as ministries and municipalities. The alumni the panel spoke to during the visit emphasised that BK graduates are well prepared for a follow-up master programme. Entering the labour market afterwards, they find a job that is commensurate with the level and domain of their specialist expertise. According to the panel, it is, therefore, reasonable to conclude that BK graduates are ready for the next step in their academic career, which in turn allows them

to enter the labour market with different types of employers and in a variety of jobs and industries.

### Considerations

Based on the above-mentioned findings, the panel considers that students who graduate from the bachelor BK have effectively acquired all intended learning outcomes. According to the panel, the selected and reviewed BK theses meet the quality expectations for a final project of academic orientation at bachelor level. Moreover, BK graduates are well prepared for a follow-up master programme and find suitable employment that is in line with the level and domain of their studies.

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

## Attachment 1: Assessment panel

**dr. Eric Dooms, chair**

Associate Professor of Strategy-TIAS

**dr. Johanna Vanderstraeten, expert**

Associate professor Entrepreneurship at University of Antwerp, Belgium

**prof.dr. Albert Boonstra, expert**

Professor Information Management, Faculty of Economics & Business at the University of Groningen

**Karen Taselaar, student-member**

Student BSc International Business Administration, University of Twente

The panel was supported by Mark Delmartino MA, 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: NU Building, VU campus, De Boelelaan 1111, Amsterdam

### **Tuesday 12 November 2024**

- 09.00 Arrival panel and internal meeting
- 10.00 Faculty Board
- 10.45 Programme Management BSc Bedrijfskunde & BSc International Business Administration
- 11.45 Students/Alumni BSc Bedrijfskunde & BSc International Business Administration
- 12.45 Lunch and internal meeting
- 13.30 Lecturers BSc Bedrijfskunde & BSc International Business Administration
- 14.30 Break
- 15.00 Programme Management MSc Digital Business and Innovation
- 15.35 Students/Alumni MSc Digital Business and Innovation
- 16.10 Lecturers MSc Digital Business and Innovation
- 16.40 Internal deliberations
- 17.45 Preliminary feedback programmes day 1
- 18.15 End of day 1

### **Wednesday 13 November 2024**

- 09.00 Arrival panel and internal meeting
- 09.30 Programme Management MSc Verandermanagement
- 10.05 Students/Alumni MSc Verandermanagement
- 10.40 Lecturers MSc Verandermanagement
- 11.10 Break
- 11.30 Examination Boards all programmes
- 12.30 Lunch and internal meeting
- 13.15 Programme Management MSc Business Administration fulltime
- 13.50 Programme Management MSc Business Administration parttime
- 14.25 Students/Alumni MSc Business Administration parttime
- 15.00 Lecturers MSc Business Administration parttime
- 15.30 Break
- 15.40 Students/Alumni MSc Business Administration fulltime
- 16.15 Lecturers MSc Business Administration fulltime
- 16.45 Internal deliberations
- 17.45 Preliminary feedback programmes day 2
- 19.00 End of day 2

### **Thursday 14 November 2024**

- 09.00 Arrival panel and internal meeting
- 09.30 Programme Management MSc Transport Supply Chain Management & MSc Entrepreneurship
- 10.30 Students/Alumni MSc Entrepreneurship
- 11.05 Lecturers MSc Entrepreneurship

- 11.35 Break
- 11.55 Students/Alumni MSc Transport & Supply Chain Management
- 12.30 Lecturers MSc Transport & Supply Chain Management
- 13.00 Lunch and internal meeting
- 14.30 Preliminary feedback programmes day 3
- 15.00 Internal deliberations
- 16.30 Plenary feedback all programmes
- 16.30 End of site visit

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

## Attachment 3: Recommendations from previous assessment

De BSc Bedrijfskunde is voor het laatst geaccrediteerd in het najaar van 2018. De opleiding kreeg een positieve beoordeling. Het visitatiepanel heeft de volgende aanbevelingen meegegeven:

***If considered, to address internationalization strategies for this programme in relation to internationalization strategies for the Bachelor programme International Business Administration.***

De opleiding heeft vanaf 2022 de specialisatie International Management opgenomen, zodat er ook aansluiting is op de gelijknamige specialisatie van de master Business Administration. Aanvullend maakt de opleiding in haar voorlichting duidelijk dat BK een internationaal karakter heeft: het is niet zo dat omdat Bedrijfskunde een Nederlandstalige opleiding is, BK daarmee op het binnenland is gericht. Vakken in BK gebruiken internationale cases en voorbeelden, en studenten worden in jaar 3 gestimuleerd om op een internationale uitwisseling te gaan. Om studenten goed voor te bereiden op de masterfase, worden in het derde jaar van BK de meeste vakken in het Engels gegeven. Studenten kunnen kiezen of ze hun scriptie in het Nederlands of in het Engels schrijven.

**To present scientific knowledge and skills more explicitly in the curriculum, maybe in the form of a separate teaching-learning trajectory.**

Het opleidingsmanagement heeft geïdentificeerd in welke vakken academische en onderzoeksvaardigheden expliciet aan bod komen. De curriculum map in het toetsplan is aangepast. Alleen vakken waar deze vaardigheden expliciet aan de orde zijn, worden aan de eindterm academische en onderzoeksvaardigheden gerelateerd. In aanvulling hierop is gewerkt aan de 'Academische Leerlijn': Academische Vaardigheden, Wiskunde, Statistiek, Kwalitatieve- en Kwantitatieve Onderzoeksmethoden, Onderzoek en Advies, en de scriptie. De opbouw tussen de vakken is verbeterd door in latere vakken een explicieter beroep te doen op de vaardigheden die bij eerdere vakken uit de Academische Leerlijn geleerd zijn. Een aantal vakken zijn expliciet geïntegreerd: bij de vakken Kwalitatieve Onderzoeksmethoden, Kwantitatieve Onderzoeksmethoden, en Onderzoek en Advies blijven de teams intact en werken ze aan dezelfde casus voor een opdrachtgever.

**To introduce more multi-disciplinary elements in the examinations.**

Het multidisciplinaire karakter van de opleiding zit enerzijds in de samenstelling van de vakken en anderzijds in het samenkomen van disciplines in de integratievakken aan het eind van jaar 1 (Integratieperiode) en jaar 2 (Onderzoek en Advies). Juist in deze integratievakken worden multidisciplinaire aspecten getoetst. Studenten moeten de kennis en vaardigheden van verschillende kennisgebieden uit voorgaande periodes toepassen op praktijkopdrachten.

**To smoothen the transition from group assignments to the individual Bachelor thesis project.**

De verplichte aanwezigheid bij werkcolleges is vervangen door participatieopdrachten. Groot voordeel vanuit het oogpunt van het maken van individuele opdrachten is dat in de participatieopdrachten studenten al vanaf jaar 1 worden aangesproken op hun individuele capaciteiten, omdat de participatieopdrachten in de regel individueel zijn. De aard verschilt per vak, maar de meerderheid van de vakken hanteert een of meerdere individuele participatieopdrachten die individueel moeten worden ingeleverd.

***To raise the level of individual feedback in the case of group assignments.***

Om meer individuele feedback bij groepsopdrachten te geven wordt gebruik gemaakt van de peer review functie van FeedbackFruits. Met deze tool leren studenten elkaar feedback te geven. Een ander initiatief om de individuele feedback te verhogen was het introduceren van de participatieopdrachten. Hierdoor is het aantal momenten dat studenten feedback ontvangen vergroot.

**To align the interpretations of the Red Flag Decision among supervisors and students.**

Het doel van de Red Flag Decision was om in een vroeg stadium te bepalen of er voldoende voortgang was om de scriptie succesvol af te ronden. Bij een Red Flag kreeg de student geen begeleiding meer in de laatste weken. Na de visitatie is de Red Flag Decision geëvalueerd. Uit de evaluatie bleek dat niet alle docenten de Red Flag Decision op dezelfde wijze toepasten, de interpretatie was niet altijd eenduidig en de Red Flag gaf studenten veel stress. Derhalve is de Red Flag Decision afgeschaft. Om duidelijke wederzijdse verwachtingen te scheppen wat betreft de begeleiding tijdens het schrijven van de scriptie, heeft elke student minimaal vijf afspraken met zijn of haar begeleider. Dit geeft de student en begeleider voldoende gelegenheid om de scriptie diepgaand te bespreken. Op deze begeleidingsmomenten wordt ook de voortgang besproken. Daarnaast wordt in de scriptiehandleiding zeer precies beschreven wat er in een scriptie moet komen te staan.

## Attachment 4: Reviewed documents

### Self-evaluation report

BSc Bedrijfskunde, Zelf-evaluatierapport NVAO-accreditatiecluster Bedrijfskunde, VU Amsterdam 2024.

- Administratieve gegevens
- Beoogde leerresultaten
- Onderwijsleeromgeving
- Toetsing
- Gerealiseerde leerresultaten
- Sterkte- en zwakteanalyse
- Studentenparagraaf

### Appendices

- Beoogde leerresultaten BSc BK 2023-2024
- Leden Raad van Advies
- Onderwijsprogramma 2023-2024
- Vakbeschrijvingen / Studiegids 2023-2024
- Toetsplan 2023-2024
- Scriptiehandleiding en -beoordelingsformulier 2023-2024
- SBE Toetsbeleid
- VU Toetskader
- Scriptiehandleiding voor specialisatiecoördinatoren en scriptiebegeleiders 2023-2024
- Onderwijs en Examen Reglement 2023-2024
- Regels en Richtlijnen voor examens/tentamens SBE 2023-2024
- Jaarverslag SBE Examencommissie 2023-2024
- Docentenoverzicht
- Overzicht van afgestudeerden 2022-2023 & 2023-2024
- Instroom, uitval en rendement
- AACSB Memorandum

### Additional materials

- Cluster bedrijfskunde – curriculumwijzigingen 2024-2025
- Cluster bedrijfskunde – instroom 2024-2025
- Beoogde leerresultaten Bachelor Bedrijfskunde 2024-2025
- Jaarschema Bachelor Bedrijfskunde 2024-2025

### Thesis review

A representative sample of 15 graduation works and their assessment forms, selected among students graduating the BSc Bedrijfskunde programme in 2023-2024. Names and student numbers are available with evaluation agency AeQui.

