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INITIAL ACCREDITATION

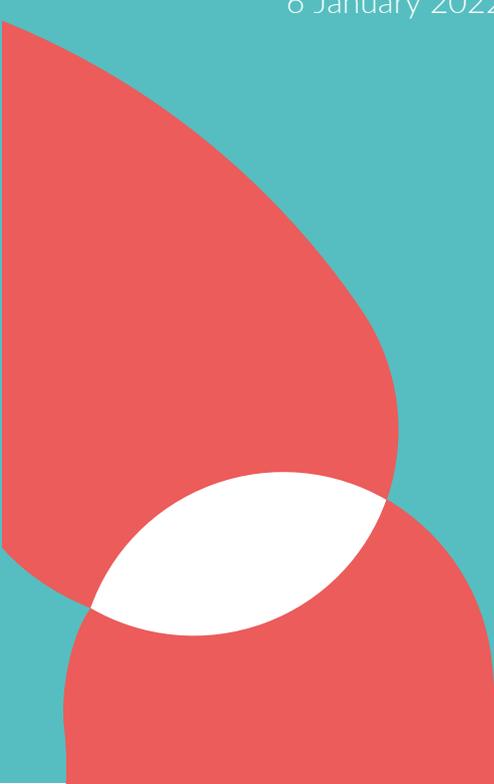
HBO-BACHELOR

DIGITAL TRANSFORMATION

MANAGEMENT

Global School for Entrepreneurship

FULL REPORT
6 January 2022



Content

- 1** Peer review3
- 2** New programme4
 - 2.1 General data4
 - 2.2 Profile4
 - 2.3 Panel4
- 3** Outcome5
- 4** Commendations6
- 5** Recommendations7
- 6** Assessment8
 - 6.1 Standard 1: Intended learning outcomes8
 - 6.2 Standard 2: Curriculum; orientation9
 - 6.3 Standard 3: Curriculum; content10
 - 6.4 Standard 4: Curriculum; learning environment11
 - 6.5 Standard 5: Intake12
 - 6.6 Standard 6: Staff12
 - 6.7 Standard 7: Facilities13
 - 6.8 Standard 8: Tutoring14
 - 6.9 Standard 9: Quality assurance15
 - 6.10 Standard 10: Student assessment16
 - 6.11 Degree and field of study17

1 Peer review

The Accreditation Organisation of the Netherlands and Flanders (NVAO) determines the quality of a new programme based on a peer review. This initial accreditation procedure is required when an institution wishes to award a recognised degree after the successful completion of a study programme.

The procedure for new programmes differs slightly from the approach to existing programmes that have already been accredited. Initial accreditation is in fact an ex-ante assessment of a programme. Once accredited the new programme becomes subject to the regular review process.

The quality of a new programme is assessed by means of peer review. A panel of independent peers including a student reviews the plans during a site visit to the institution. A discussion amongst peer experts is the basis for the panel's final judgement and the advisory report. The agenda for the panel visit and the documents reviewed are available from the NVAO office, upon request.

The outcome of this peer review is based on the standards described and published in the extensive NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2019, nr. 3198). Each standard is judged on a three-point scale: meets, does not meet or partially meets the standard. The panel will reach a conclusion about the quality of the programme, also on a three-point scale: positive, conditionally positive or negative.

This report contains the findings, analysis and judgements of the panel resulting from the peer review. It also details the commendations as well as recommendations for follow-up actions. A summary report with the main outcomes of the peer review is also available.

NVAO takes its accreditation decision based on a full report. The NVAO decision can be positive, conditionally positive or negative. Following a positive NVAO decision with or without conditions the institution can proceed to offer the new programme.

Both the full and summary reports of each peer review are published on NVAO's website www.nvao.net. There you can also find more information on NVAO and peer reviews of new programmes.

Because of COVID-19, temporary measures apply for this peer review.

2 New programme

2.1 General data

Institution	: Global School for Entrepreneurship
Programme	: Digital Transformation Management
Mode of study	: Full Time
Degree	: Bachelor of Science in Digital Transformation Management
Tracks	: Artificial Intelligence, Cybersecurity
Location	: Haarlem
Study load	: 240 EC ¹
Field of study	: Economics

2.2 Profile

The Bachelor's programme Digital Transformation Management focuses on the tangent of business and data. The programme aims to prepare students to become tomorrow's digital experts, who can translate business issues into data-driven solutions. Students who have completed the bachelor's degree can start working in positions such as consultant, project manager, ICT advisor, involved in ICT or data science solutions.

The study programme is developed in collaboration with the German partner SRH Gruppe in Heidelberg. The programme will be offered in the Haarlem Koepel Campus, the former prison of Haarlem. The programme consists of 29 modules, offered over a 4-year study period (240 EC). In the final year students can choose for a specialization in Artificial Intelligence or Cybersecurity.

2.3 Panel

Peer experts

1. Rob Koper (*chair*): professor at the Open University, focusing on educational innovation, educational sciences, ICT in education and data science;
2. Xiao Peng (*panel member*): researcher at the lectoraat Data Science, The Hague University of Applied Sciences and teacher in economics, statistics, mathematics and research methods in International Business;
3. Hans Mulder (*panel member*): director Venture Informatisering Adviesgroep, professor at the Department of Management Information Systems, University of Antwerp;
4. Nienke Wessel (*student member*): master's student Computing Science (Specialization Data Science) at Radboud University.

Assisting staff

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

Site visit (online)

Amsterdam, 3 december 2021

¹ European Credits

3 Outcome

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

The Bachelor's programme Digital Transformation Management focuses on the tangent of business and data. The programme aims to prepare students to become tomorrow's digital experts, who can translate business issues into data-driven solutions. Students who have completed the bachelor's degree can start working in positions such as consultant, project manager or advisor, involved in ICT or data science solutions.

The panel is positive about the content and design of the programme. The combination of business-related knowledge and digital expertise meets a clear need in the labour market. The programme has a wide variety of subjects, is internationally oriented and is geared to the wishes of the professional field.

The panel got to know an enthusiastic team of teachers who have a lot of international experience. The conversation with the Examination Board has also left a very positive impression. The testing is well spread over the programme and the requirements are clear and transparent. Another striking feature is the accommodation. The education programme will be taught from the former dome prison of Haarlem, De Koepel. For this purpose, De Koepel and the surrounding buildings will be converted into a business campus, which also includes SME companies, not for profit organisations and start-ups. The panel sees great potential in this project and is enthusiastic about the cooperation possibilities between education and companies.

The panel does find that the curriculum is still too broad and that the programme should focus more on digital skills, such as learning a programming language. In the opinion of the panel, the curriculum also pays too little attention to research skills. The panel advises the GSE to increase the focus on research methods and to elaborate a detailed set of learning outcomes and assessments with respect to research knowledge, skills and ethics. Finally, the panel is of the opinion that the GSE should take a closer look at the admission requirements. The panel concludes positively on the Bachelor's programme Digital Transformation Management.

Standard	Judgement
1 Intended learning outcomes	meets the standard
2 Curriculum; orientation	meets the standard
3 Curriculum; content	meets the standard
4 Curriculum; learning environment	meets the standard
5 Intake	meets the standard
6 Staff	meets the standard
7 Facilities	meets the standard
8 Tutoring	meets the standard
9 Quality assurance	meets the standard
10 Student assessment	meets the standard
Conclusion	positive

4 Commendations

The programme is commended for the following features.

1. **A varied programme** - The varied and comprehensive programme brings students in touch with many aspects of the professional field.
2. **Haarlem Campus** - The education programme takes place in the former dome prison of Haarlem: a unique learning and working environment with many opportunities for cooperation between education and the business community.
3. **Examination Board** - The members of the Examination Board have a lot of international experience and the board is clearly visible within the organisation. The assessment programme is clearly structured.
4. **Unique position** - The programme bridges the disciplines of business administration, ICT and data science and therefore occupies a rather unique position in the education market.

5 Recommendations

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

1. **Research skills** - Increase the focus on research knowledge, skills and ethics. Clarify step by step how research skills are learnt, practiced and assessed with different levels throughout the four year bachelor programme.
2. **Focus** - Bring more focus to the programme. Make sure that students learn at least one programming language thoroughly.
3. **Admission requirements** - Customise the admission requirements to establish that they are more in line with the programme.
4. **Profiling** - Present the Bachelor clearly as a business-oriented programme with digital transformation as its specialisation.

6 Assessment

6.1 Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Judgement

Meets the standard.

Findings, analysis and considerations

Digital transformation has become one of the most important drivers of changes in economy and business models. More and more companies are experiencing the need to transform themselves into data-centered organizations. In the labour market, therefore, there is a rapidly growing need for people who can bridge the two professional fields of business and ICT.

The Global School of Entrepreneurship (GSE) is responding to this need with an educational programme at the intersection of business and ICT. The Bachelor's programme Digital Transformation Management aims to prepare students to become tomorrow's digital experts, who can translate business issues into data-driven solutions. Future alumni start working in positions such as consultant, project manager, ICT advisor, involved in ICT or data science solutions.

The Digital Transformation Management programme builds on the key business and ICT elements of the Dutch Domain Description Bachelor ICT, including the key ICT and business competences (Domain Description Bachelor ICT, HBO-I Foundation, 2014). The programme also covers the main dimensions of the European E-competence Framework and is closely linked to the Dublin descriptors.

This programme is built around three pillars (Business, ICT and Data Science) and focuses on training T-shaped professionals who combine generic competencies in business and management with expert knowledge. Students who have completed the programme are able to analyze, advise and design ICT and data solutions, but also have in-depth knowledge of digital business-related issues, including business strategies and models, marketing, finance and accounting.

The learning outcomes focus on the acquisition of specialist, methodological, social and personal competencies. Both the content of the course and the graduation profile have been aligned with the professional field. The Global School for Entrepreneurship consulted experts and held exploratory talks with stakeholders such as the Municipality of Haarlem, the Spaarne Gasthuis, Elsevier and Tata Steel. Through network partners in the Haarlem Campus such as Endeavour Group, IAM Digital and RNW Media, the Global School for Entrepreneurship also made an inventory of the wishes and needs of a number of affiliated SME companies. Finally, representatives of the professional field in the Board of Inspiration thought about the composition and relevance of the programme.

The panel is convinced that the programme has added value for the current education offering and meets a clear need in the labour market. Digital transformation is having an increasing impact on society. As a result, both large and SME companies have a rapidly increasing need for professionals who can translate business-related issues into solutions in the area of ICT and data. The specialisations in Artificial Intelligence or Cybersecurity are also in line with current developments.

The panel, however, initially felt that the bachelor's programme presented itself too much as a programme in the field of data science and computer science. The original title of the bachelor, Business Informatics and Data Science, clearly pointed in this direction, but according to the panel this title created false expectations among both students and the field. In the opinion of the panel, most graduates will not have the knowledge to start working in specialist positions such as programmer, data analyst or data steward. The bachelor's programme management agreed with this view and decided to change the bachelor's name to Digital Transformation Management. The panel fully supports this new title.

In summary, the panel is of the opinion that the GSE offers a unique programme that distinguishes itself from other programmes and is in line with the labour market. The learning outcomes are in place and they are aligned with both the Dublin descriptors and the European Quality Framework. The working field has been sufficiently consulted while designing the programme framework. The panel therefore considers that the programme meets standard 1.

6.2 Standard 2: Curriculum; orientation

The curriculum enables the students to master appropriate (professional or academic) research and professional skills.

Judgement

Meets the standard.

Findings, analysis and considerations

The programme aims to provide the students with relevant knowledge, professional skills and academic skills. A great deal of attention is paid to the transfer of professional and methodological competence. Lectures including analysis of scientific and professional articles ensure that students get an overview of theory, concepts and methods in a particular study topic. The lectures are always combined with practical assignments in the form of practical project and case studies, which allows students to apply acquired knowledge and methods to practical situations, and assimilate theory, concepts and methods. Research skills are taught throughout the study programme as part of specific modules such as Business Informatics and Data Science, The Digital Future (Applied statistics and data analysis) and Data Analytics.

The panel appreciates the mix of theoretical and practical work forms. The panel does find that the programme should focus more on learning research skills, such as formulating research questions, consulting and comparing literature and analysing data. In their professional practice, future alumni must be able to analyse problems, but they must also be able to draw on various methods of research design and implementation. These research skills are covered throughout the programme, but according to the panel it is not always clear which research goals the GSE wants to teach, to what courses they belong and how the skills involved are tested in the rubrics.

The panel therefore advises the GSE to elaborate a detailed set of learning outcomes and assessments with respect to research knowledge, skills and ethics. The panel also recommends to make a clear distinction between research methodologies (such as design science research, action research, Delphi etc.) and methodologies for data analytics.

In summary, the panel believes that the programme offers an interesting mix of research skills and professional skills, but that research as a whole is underemphasized. The panel therefore recommends to increase the focus on research methods throughout the programme. With this recommendation the programme, in the view of the panel, meets standard 2.

6.3 Standard 3: Curriculum; content

The contents of the curriculum enable students to achieve the intended learning outcomes.

Judgement

Meets the standard.

Findings, analysis and considerations

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

In the Introduction Phase students will acquire competencies derived from the 21st century skills, including teamwork, social and intercultural awareness and an introduction to the digital future. In the Development Phase students focus on the identification and development of singular ICT or Data Science solutions. In the Integration Phase students finally learn to manage and control more complex business processes. This phase concentrates on the application and integration of more innovative and integrated ICT and data science on organisation level

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

In the final year students can choose for a specialisation in Artificial Intelligence or Cybersecurity. The specialisation will cover the full last year of study with a study load of 60 EC and includes an internship and applied research project.

The panel is enthusiastic about the versatile programme, which brings students in touch with many aspects of the professional field. The curriculum clearly builds up in complexity and responsibility. The broad range of courses offered fits in with the study programme's aim of delivering generalists who have a full overview of the field and who can grow into a more specialised position 'on the job'.

The panel does find, however, that the programme still lacks focus across the board. Although most future professionals will not be developing solutions in the field of ICT or Data Science themselves, the panel believes it is important that they are able to speak the language of specialists they will encounter in their professional practice. The introduction to one of the most common programming languages today, Python, is a step in the right direction. Nevertheless, the panel believes that learning a programming language should be given more weight in the programme.

The panel also noticed that more technical and exact subjects, such as programming and mathematics, are only dealt with in the second semester. This entails the risk that students find out relatively late whether the level and nature of the study suits them. The panel understood that the programme has deliberately opted for an exploratory first year, in which students with different backgrounds and nationalities can grow towards a common starting point and level, and agrees with this choice. Finally, the panel believes that the business aspect of the programme could be further strengthened by paying more attention to legal courses and human resource management.

In summary, the panel is of the opinion that the Global School of Entrepreneurship has realised a versatile and interesting curriculum, but that the school should bring more focus to

the programme. In particular, it recommends the GSE to provide students with thorough knowledge of at least one programming language. The panel assesses standard 3 positively.

6.4 Standard 4: Curriculum; learning environment

The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

Judgement

Meets the standard.

Findings, analysis and considerations

The study programme of the bachelor has a modular structure. The programme is offered in English and is organised on the basis of 4 modules of each 5 weeks per semester. In some semesters, the separate modules are combined with a semester-long modules such as mathematics or entrepreneurship. This way of working ensures that students do not have to divide their attention over a large number of subjects, and can dive deep into a subject each module. As a result, they can develop in their role as experts.

The programme is designed according to the Competence Oriented Research and Education (CORE). This didactic concept, developed by parent organisation SRH Heidelberg, is currently applied at six universities of Applied Sciences and one Research University in Germany. The CORE-concept is based on the assumption that students construct their own understanding and knowledge through experience and reflection. The CORE methodology is characterized by small groups and a highly personalized, interactive and competence oriented didactic approach.

The programme pays much attention to activating learning methods which are geared towards processing, reflection and application of the learning material. Examples of these learning methods are oral and video presentations, post term papers, group work, debates, a learning diary and reflective interviews.

The programme includes a great deal of input from professional practice. A network of organisations from the private and public sectors will support practical situations and projects, presentations in the classroom and advisory projects in the company. The partner companies and institutions involved in the Cupola in Haarlem also offer many opportunities and low-threshold access to internships.

The panel is positive about the design of the learning environment. The varied working methods ensure that students can actively participate in the learning process. The involvement of partner companies and their networks in the Haarlem Campus offers many opportunities to introduce students to the professional practice.

Initially, the panel wondered why the programme opts for an entirely sequential curriculum, but the panel can agree with the choice for the current structure. The successive modules ensure that students focus on two subjects at most in each module, which keeps the programme very transparent and studyable.

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

In summary, the panel is of the opinion that the learning environment of the Bachelor's programme is well designed, with a lot of variety and good access to the professional practice. The panel therefore judges standard 4 positively.

6.5 Standard 5: Intake

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

Judgement

Meets the standard.

Findings, analysis and considerations

The programme is accessible for students with a Dutch high school diploma (vwo, havo, mbo-4). Dutch students are strongly advised to have a secondary school diploma with an NT or NG profile. MBO-4 graduates are accepted if they have graduated from a business-oriented degree. Dutch prospective students with neither of these degrees can do a '21+ Plus test'. International students (and 21+ test students) are required to have an IELTS level of 6.0 before enrolling.

Apart from these specific entry requirements, students will also have to successfully complete an intake assessment. This assessment consists of, among other things, writing a motivation letter, a competence test and an interview.

The Global School for Entrepreneurship aims at an expected intake ratio of 60% foreign and 40% Dutch students. The school deems interculturality and inclusion very important. In its marketing communications, the GSE therefore deliberately presents a broad picture of the different students who may enrol. To prevent the programme from attracting almost exclusively male students - a common phenomenon in ICT-related programmes - the GSE explicitly tries to interest female students as well.

The panel sees that the school serves a broad group of domestic and foreign students with its training programme. The school seems to know fairly well which type of student suits the programme. The panel finds it positive that the GSE strives for a good cultural and gender balance.

The admission requirements of the programme, however, have in the opinion of the panel not yet been sufficiently thought through. The panel finds it inconsistent that the programme is accessible to MBO-4 graduates with a business degree, but not to MBO-4 graduates with an ICT-related diploma. The panel also wonders why the intake is limited to students with a secondary school education and a NT or NG profile. According to the panel, it would make sense to include Math B as a selection criterion instead. The Global School for Entrepreneurship agrees with the panel's criticism and will reconsider the admission requirements.

In summary, the panel finds that the programme matches the qualifications of the students. With the recommendation that the Global School for Entrepreneurship should take another critical look at the admission requirements, the panel is positive about standard 5.

6.6 Standard 6: Staff

The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.

Judgement

Meets the standard.

Findings, analysis and considerations

The programme is supported by a faculty team with extensive international academic and professional experience. The team has five lecturers with a Ph.D. study at universities in the Netherlands and in other European countries. Most of the lecturers have over 20 years of

professional experience in the area of big data, digital transformation, management and business. Most lecturers and learning coaches also have experience of teaching and learning processes based on the CORE principles. All faculty members must have sufficient English language proficiency at an academic level.

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

The panel got a positive impression of the staff. The lecturers bring a lot of experience and expertise and want to start the programme as soon as possible. Most of the lecturers have a BKO or an equivalent certification. The school is targeting that 90% of the lecturers will be certified by the end of 2020. The team of lecturers has gathered a lot of international knowledge and experience and their skills are well-suited to English-language education.

The panel does find that the team is relatively small, with a lot of teachers who are only part-time involved in programme. A specific point of concern is that no teachers have yet been found for subjects such as applied mathematics and informatics. Especially given the current shortage on the labour market, this deserves the school's attention.

In summary, the panel is positive about the quality of the teaching team. The lecturers are well qualified and have the necessary international experience. The vacancies for subjects such as applied mathematics and informatics are a point of concern, but the panel assumes that the GSE will be able to find the right lecturers within its international network in time. The panel is therefore positive about standard 6.

6.7 Standard 7: Facilities

The accommodation and material facilities are sufficient for the realisation of the curriculum.

Judgement

Meets the standard.

Findings, analysis and considerations

The Bachelor's programme is offered in a signature learning environment, the Koepel Campus Haarlem. At this campus, housed on the premises of the former city prison, the GSE works together with partners to realise a state-of-the-art campus for higher education.

With its plans for the campus, the GSE is explicitly striving to create an international learning community where education and professional practice meet, with room for business support services and start-ups. In order to build a community, students are required to live on the campus during the first three semesters of their study.

The study facilities are housed in the Koepel Prison, which has been converted into a four-storey multifunctional building for this purpose. The ground floor mainly houses public functions, such as cinemas, a restaurant and a small supermarket. The educational facilities on the Haarlem campus include 12 classrooms (for 25 students), 7 large (22 m²) meeting rooms/office rooms and 38 small (10 m²) flexible workstations. The dome does not have a central computer lab or classroom. Instead, the school has chosen to make use of a fibre optic

network and high-speed internet connection, allowing students to access cloud-based platforms and applications using a laptop and to use and store data sets in the cloud.

The panel is impressed by the way the programme is embedded in the campus and considers it a strong point that student housing is part of the plans. This creates a unique community where studying, living and working merge into one; students can gain experience, do an internship or get a job after their studies.

The panel had some doubts about whether a former prison was suitable as an educational environment. The GSE was able to dispel the panel's two main concerns - light and acoustics. The lack of direct incoming daylight was compensated for by installing huge LED daylight panels on the inside of the Koepel. Inside the building provisions have been made to reduce noise and reverberation.

The panel finds it positive that the GSE invests in internet speed and fast internet connections. The panel does urge the school to establish the necessary computer facilities to run data science-projects with a lot of data. The panel also recommends the school to pay extra attention to data security. Finally, the panel finds it unfortunate that the campus does not have its own library facilities.

In summary, the panel judges that the Koepel is a unique and inspiring learning environment. The panel must note, however, that it has not yet been able to visit the campus itself, because the renovation of the Koepel is still in full swing. Although the presentations, videos and artist impressions have left a good impression, the next panel in three years' time will have to judge whether the plans for accommodation have been properly implemented. For the time being, the panel assesses standard 7 positively.

6.8 Standard 8: Tutoring

The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.

Judgement

Meets the standard.

Findings, analysis and considerations

The programme aims to support students in the development of personal competences, including effectiveness, efficiency, resilience and perseverance. This means that students are expected to overcome setbacks in their study journey and are able to improve their performance. To achieve this, students receive active and personalised coaching, with an important role for the learning coach.

The learning coaches fulfil a dual role. The coaches help the students to 'translate' the knowledge they have acquired into a broad academic oversight. In addition, they provide support, motivation, and guidance in group dynamics, team building and the individual learning and professional development. In internships the learning coach guides the students through regular online meetings.

Students receive intensive tutoring during the first phase of their studies. In the course of the programme, students are increasingly asked to be independent and guidance gradually decreases from 15 contact hours per week in the first year to 1 or 2 hours per week during the final internship and applied research projects.

Students who experience personal problems during the bachelor can seek help from their coach, but can also contact a counsellor. The counsellor will keep any information provided

by students confidential and will only share relevant information after explicit permission of the student.

The campus is equipped for students who are wheelchair-dependent, but according to the information file, it can also take 'appropriate' action when students with a functional impairment, such as ASD, ADHD, visual or hearing impairment, enter the programme. However, the panel did not get a clear picture of the extent to which this guidance is structurally embedded in the policy of the GSE. The panel therefore asks the school to pay more attention to this aspect and to describe the procedure.

The panel is of the opinion that the tutoring has been implemented well. The GSE has translated experience from similar programmes in Germany and Paraguay in a good way to the Dutch situation and has thought well about the degree of guidance students need in each phase of their studies. The learning coach fulfils an important role in the study programme and is clearly visible within the programme.

In summary, the panel is of the opinion that the tutoring is well organized. Students are coached intensively in their first year with many contact hours. The learning coach is in place. In case of study and/or personal problems students know whom to turn to. The panel is therefore positive about standard 8.

6.9 Standard 9: Quality assurance

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

Judgement

Meets the standard.

Findings, analysis and considerations

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

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

The Education Board plays an important role in the long-term evaluation. This board meets at least 6 times a year to respond to requests, evaluate academic processes, the learning environment, the didactic approach and reflect on practice. The Board of Inspiration is also invited to review the programme bi-annually and provide feedback to management on the programme.

The panel finds that the Quality Assurance is well designed. The GSE is clearly aware that the programme is in its start-up phase. The programme is engaged in permanent quality analysis and improvement at all levels, and is particularly committed to quality improvement

by means of short cycles. The study programme continuously monitors student satisfaction on topics such as study load, curriculum and organisation and the Board of Inspiration is involved in the evaluations of the programme on a permanent basis.

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

6.10 Standard 10: Student assessment

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

Judgement

Meets the standard.

Findings, analysis and considerations

The assessment programme is an indispensable element of the educational programme. This programme consists of an overview of tests throughout the programme that have a clear connection to the various levels of learning throughout the programme.

The programme uses a variety of assessment methods, both formative and summative. The reflective teaching approach, where students and lecturers determine the student's baseline in the module, allows students to be formatively assessed during the modules. The modules include one or two summative assessments to complete the module. Because assessment is an integrated part of the modules, both students and school are constantly aware of how the learning process is progressing. As a result, the risk of learning delays or dropping out is relatively small and students do not experience peak loads in the form of examination weeks.

The translation of the learning objectives into measurable intended learning outcomes has resulted in the standardisation of the use of rubrics, that are used as feedback, feed-up and feedforward instruments. The rubrics are rather detailed, allowing students to understand their grades and prepare for their exams in a focused way.

The Examination Board consists of multiple internationally experienced assessors, with extensive experience in both education and international assessment. The board aims to keep improving the assurance of testing.

The panel finds that the assessment comes across as well thought-out and solid. The assessment programme is very varied and the continuous, spread assessment contributes to the studyability of the programme. All forms of assessment and feedback are well documented and the assessment criteria can be found in detailed rubrics.

The panel got a very positive impression of the Examination Board. The board has a clear position within the organisation and the members have extensive international experience, both in the field of content and in the field of examining.

Summarising, the panel is positive about the assessment programme. The continuous monitoring of study progress ensures that any problems students may have, are identified at an early stage by student and school. The Examination Board has a clearly defined vision.

The panel did notice that two members of this board hold a management role at another educational programme of the GSE. Although this is sometimes difficult to avoid in the start-

up phase, the panel considers this an undesirable situation. The panel assesses Standard 10 as positive.

6.11 Degree and field of study

The panel advises awarding the following degree to the new programme: Bachelor of Science in Digital Transformation Management.

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

Abbreviations

ADHD	Attention-Deficit / Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BKO	Basis Kwalificatie Onderwijs
CORE	Competence Based Research and Learning (CORE)
EC	European Credits (studiepunten)
GSE	Global School for Entrepreneurship
IELTS	International English Language Testing System
Ph.D	Doctor of Philosophy
SME	Small and medium-sized enterprises (mkb)
PDCA	Plan-Do-Check-Act

