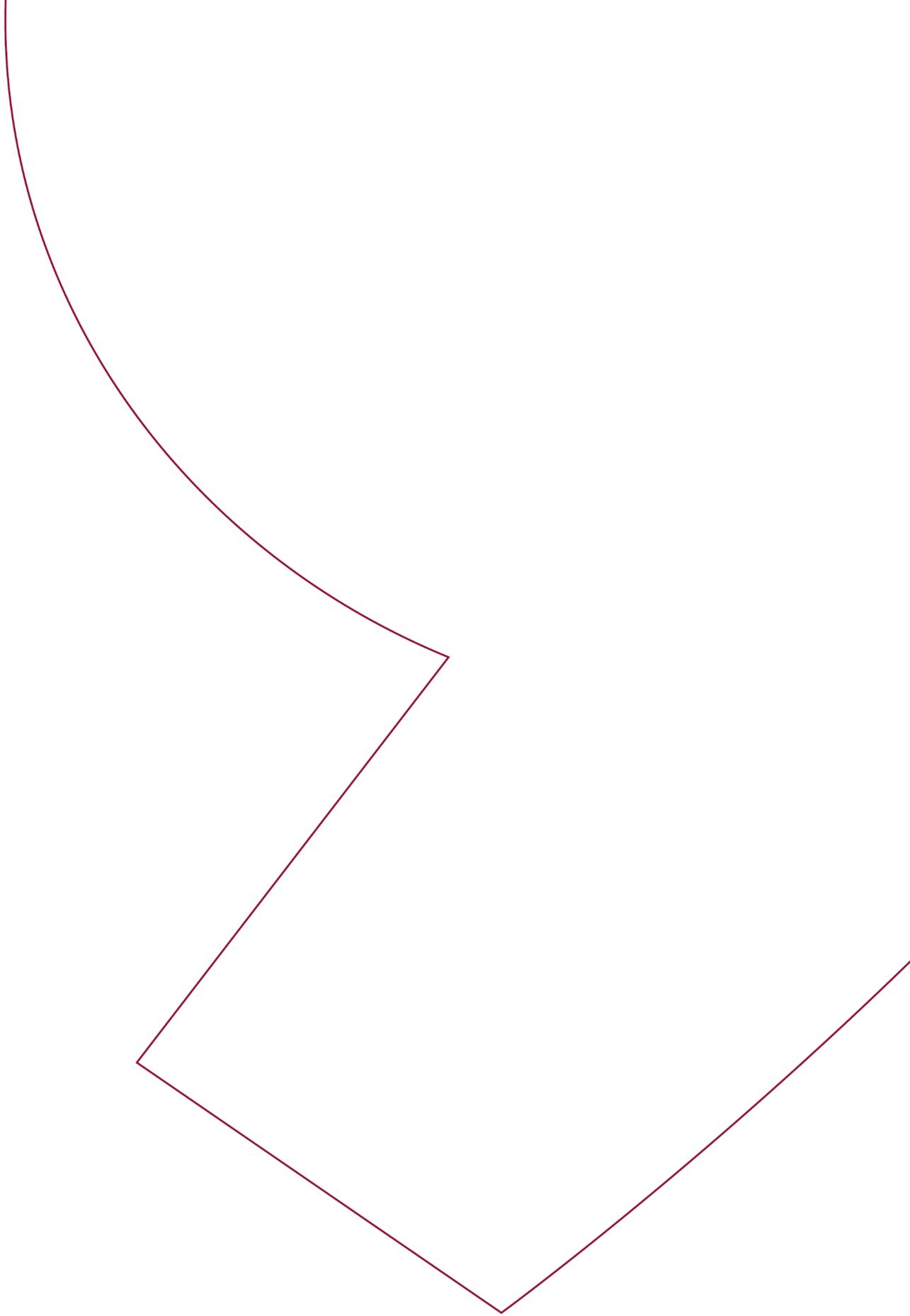


ASSESSMENT REPORT

Assessment after three years
Toets na drie jaar

Bachelor programme Business Psychology
full-time

SRH Haarlem University of Applied Sciences



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Bachelor programme Business Psychology
full-time

SRH Haarlem University of Applied Sciences
(programme formerly part of Global School
for Entrepreneurship Foundation)

Rio registration: 39311

Hobéon Certificering & Accreditatie
22 October 2024

Audit Panel

V. Bartelds

Dr. E.R. Osagie PhD

K. Demouge

A. Westerlaken MSc

C. Daniel BEc (student member)

Secretary

Drs. P. Gertenaar

CONTENTS

1.	GENERAL DATA	1
2.	INTRODUCTION	2
3.	FINDINGS AND JUDGMENTS PER STANDARD	4
4.	OVERALL CONCLUSION	9
5.	RECOMMENDATIONS	10
ANNEX I	Agenda of the site-visit	11
ANNEX II	List of documents examined	12
ANNEX III	Composition of the panel	13

1. GENERAL DATA

NAME INSTITUTION	SRH Haarlem University of Applied Sciences
Status	not funded
Outcome of Institutional Quality Assessment	n.a.
Name of programme in Central Register of Higher Professional Education (CROHO)	B Business Psychology
ISAT-code CROHO	39311
Domain / sector	Economics
Orientation and level	Hbo bachelor
Degree	Bachelor of Science
Tracks	n.a.
Number of credits	240 EC
Location	Haarlem
Mode of study	Full-time
Joint programme	n.a.
Language	English
Date site visit	05-09-2024

2. INTRODUCTION

This assessment report results from an 'Assessment after three years' of the Business Psychology Bachelor Programme of the SRH Haarlem University of Applied Sciences. At the time of this assessment, the programme was transferred from the Global School for Entrepreneurship Foundation to the Haarlem Institute for Higher Education B.V., which uses the name SRH Haarlem University of Applied Sciences in all its communication. Therefore, the name SRH Haarlem University, or SRH for short, is used in this report.

The initial accreditation of the Bachelor Programme in Business Psychology took place on 21 February 2022 (online). On 11 May 2022, SRH Haarlem University of Applied Sciences received a positive accreditation decision for the programme from the Dutch-Flemish Accreditation Organisation (NVAO). Because SRH Haarlem University of Applied Sciences did not undergo an institutional audit, a mid-term assessment must be carried out after three years. This evaluation after three years focuses on testing and assessment (standard 10) and the level achieved (standard 11). This midterm assessment took place on 5 September 2024.

The panel members consisting of independent experts (see Annex III for an explanation) were partly the same as the panel of the Initial Accreditation. The panel used the 2018 framework of the NVAO for its assessment.

This report deals successively with the panel's findings, considerations, and conclusions regarding the NVAO quality standards 'assessment' and 'achieved learning outcomes.'

The Institute

The SRH Haarlem Campus is part of SRH, a German-based foundation active in education and health. SRH is one of the oldest and largest private universities in Germany. There are six universities in Germany, one in Paraguay, and one in Haarlem. In the different locations, students can choose from more than 40 innovative degree programmes in the areas of computer science, media and design, business administration, engineering and architecture, social sciences, law, therapy, and psychology. Together, the institute covers over 150 degree programmes with over 20.000 students.

The organization and didactic approaches are based on the Competence-Orientated Research and Education principles CORE-, developed by the German institute. In 2019, the German accreditation organization ZEvA formally validated and accredited the CORE principle.

The Haarlem Campus offers three bachelor's degrees and one master's programme for a very international group of 200+ students. The Institute integrates entrepreneurship, digitalization, ethics, social awareness, and intercultural communication in all three bachelor programmes. Education is highly personalised and interactive and has a competence-orientated didactic approach. The programmes are delivered by a team of Dutch and international professors and lecturers, in conjunction with guest lecturers from the work field.

Characteristics of the programme

The Bachelor programme in Business Psychology prepares students to contribute to human-centred human resources management, change management processes, and marketing. Students develop a good understanding of business processes and strategies, digital technologies as well as professional training in psychology. In addition, graduates will have differentiating competencies in entrepreneurship, digitalisation, and international social awareness, ethics, and intercultural communications.

The CORE study model is based on a constructivist learning approach. These CORE competencies are based on a summary of 21st-century skills and form the four objectives of the programme:

- Specialist competencies related to the Dublin descriptors and NLQF indicators of Context, Knowledge, and Applied Knowledge;
- Methodological competencies are aligned with the competencies of information and problem solving indicated by the Dublin descriptors and NLQF indicators;
- Social competencies related to the communication skills of the Dublin descriptors and NLQF frameworks;
- Personal competencies focus on learning skills and autonomy and responsibility described in the Dublin descriptors and NLQF indicators.

These four programme objectives have been translated into programme outcomes. The panel was provided with an overview of how the individual modules contribute to the overall objectives and outcomes of the programme, as well as a table of the assessment of the competence levels per phase of the study programme.

To reach the required competencies, the study programme is built on three consecutive development learning phases: Introduction, Development, and Specialization phase. The first semester consists of the Introduction Phase, the second to fourth semesters comprise the Development Phase and the fifth to eighth semesters are the Specialization Phase. In the early stages of the programme, students work with limited levels of complexity and are given structured assignments and case studies. Gradually, the programme will increase the complexity of assignments, with less guidance, so students work more independently.

The start of the programme was intended for the year 2021-2022, but had to be postponed. Due to COVID-19 restrictions, international students were unable to travel to Haarlem. This explains why at the time of the site visit, the most advanced students were just starting their third year, semester 5, just starting the Specialization Phase.

3. FINDINGS AND JUDGMENTS PER STANDARD

3.1. Student assessment

Standard 10: The programme has an adequate system of student assessment in place.

Explanation NVAO: The student assessments are valid, reliable, and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

Findings

Assessment system

The assessment policy aims to measure competencies and knowledge and to make the assessment actively contribute to the student's learning process through continuous feedback and self-reflection. The learning outcomes of each module are described in terms of the academic, methodological, personal, and social competencies based on CORE requirements. In addition, an entrepreneurial mindset is encouraged.

The panel noticed that for every module, up to four end products are assessed and wondered how this fits in with the holistic vision on education and the workload for both students and staff. The programme clarified that each module is scheduled for five weeks and that all four CORE competencies are assessed during that time. At least two summative forms of assessment take place in every module, to help students with their learning and to prevent a peak in workload. The panel thinks that the assessment system is based on a valid design. The panel recommends creating an overview of all assessments and their contribution to the intended learning outcomes of each of the CORE competencies. The panel believes this will increase the constructive alignment between all courses and could enhance the holistic assessment the programme is working towards.

The students that the panel spoke to seemed very aware of the programme's CORE principles. They chose the programme because they did not want to study the traditional way. Students value the variety of assessments, such as debates, case studies, presentations, and group work. Summative feedback is appreciated by students, they feel challenged to improve, and lecturers help them to achieve better results. In general, the students were satisfied with the way they were assessed and how the programme acted on their feedback and made improvements. However, the panel believes that the commitment of lecturers to students and small groups poses a risk of a less objective assessment. The panel advises the programme to minimize this risk by applying the four-eyes principle in grading and by regular calibration of grades.

The panel noticed that some modules had average scores between 7.5 and 8 points out of ten. The panel discussed with the lecturers whether these assessments were reviewed and learnt that this was usually done on request of the lecturers themselves, or on suggestion by the Exam Office. Such reviews have led to adjustments in the phrasing of ambiguous questions or other alterations. The panel suggests considering whether some courses could set the bar higher. The panel noted some minor errors in the student work samples, such as incorrect summation or different percentages recorded in the documents regarding the weighting of the various parts of the assessment. The panel discussed this with the programme and advises that thorough checks are in place and course materials are reviewed prior to the start of the module. Additionally, the panel suggests establishing a protocol to review assignments or exams with a very high or very low average grade.

As part of quality control, the programme has made some changes to the assessment system. For example, assessments were improved by installing an 'Exam Office'. The Exam Office supports examiners and helps in standardizing the execution of assessments, for instance concerning documentation and the evaluation of grading.

Another topic that the programme recently addressed is free-riding behaviour in group work. Course evaluations raised this issue, and staff and students discussed improvements. Free-riding

behaviour is discouraged by grading students individually for their contribution and by evaluating group work. Students also receive grades for cooperation, including handling classmates who do not put in enough effort. The panel is pleased to see that adequate measures are taken to improve the system of assessment.

Transparency, reliability, and validity

The programme uses various tools to ensure transparency, reliability, and validity. The panel was pleased with the extensive reflection and evaluations on these aspects in the documents provided to the panel. All assessments are prepared by examiners, who are appointed by the Examination Board. The examiners are experienced lecturers. Lecturers from the work field, who bring in a lot of practical knowledge, are guided by examiners and supporting materials. New lecturers receive an onboarding programme, that emphasizes the CORE- vision, and the execution of formative and summative assessments.

At the start of the programme, the assessments were evaluated by the Examination Board, student surveys, programme committee, and student representative body. As the number of students and staff is growing, new procedures were implemented to ensure the quality of the assessment. In 2023, an academic officer was appointed, who plays an important role in the assessment, e.g. by checking the rubrics and supervising the examiners. The rubrics and the four-eyes principle guarantee the basis for reliability and validity.

The handbook or syllabus informs students about the objectives, assessments, and criteria of each module and is distributed and discussed at the beginning of each module. The students confirmed to the panel that they are clear on the assessment criteria. These can be found in the online portal and are explained at the start of each course. The panel thinks that transparency at the start of the modules is well embedded. However, according to the panel, the procedure for reviewing exams can be improved. During the site visit, the panel learnt that students can request to see their graded work. The panel feels that this places quite a high hurdle for students, especially students from non-Western cultures. The panel recommends that all exams are always reviewed and discussed with students, to support their learning.

Graduation

The panel was informed about the general graduation process and examined the first draft of the graduation protocol. At the time of the site visit, there were only students in the first, second, and third years. The fourth year of the Business Psychology programme consists of an internship and the submission of a 'final work'. This final work will cover all four programme objectives. In the current structure, students complete the graduation with the following build-up of grades:

1. Research work (40%)
2. Development and implementation of a product or service (40%)
3. Portfolio of studies (10%)
4. Reflective interview (10%).

Students must pass each of these four parts to graduate. The panel discussed whether the written research work should be a substantial part of the final grade. The panel feels that an interview is a more suitable type of assessment for the Business Psychology work field. Also, the development of AI makes it increasingly difficult to identify whether students truly master the learning outcomes, especially in written work. The panel suggests that the programme reconsiders the distribution of the grades of the four components of the final work.

Although, understandably, the start of the new programme has asked for most of the available time and energy, the panel feels that the first design of the graduation protocol needs to be finished with some urgency. Students who are starting their third year at the time of the site visit told the panel that they would be informed about the graduation process in the first semester of 2024-2025. The panel feels that these students need more than a generic protocol for the graduation process. A more detailed elaboration, tailored for the Business Psychology programme, is needed. The panel recommends that the programme complete the graduation protocol soon so that students can prepare for their research topic and find a suitable internship on time.

The panel was pleased to hear that SRH is establishing relationships with industries and universities in various countries to provide students with international internship and graduate opportunities in their final year.

Examination Board

SRH has a joint Examination Board covering the various degree courses at the Haarlem campus. The Examination Board consists of two external members, including the chair. There are also members from Digital Transformation Management, Creative Media, and the Master Programme Applied Sustainability Management.

Since the start of the programmes, the Examination Board has undergone several personnel changes. Members have resigned due to new positions within or outside SRH. The panel was informed that SRH is considering establishing separate Examination Boards for each of its programmes when the student numbers grow in the next years.

The Examination Board has several measures in place to ensure the validity of the assessment. Members of the Examination Board review samples of completed assessments and discuss their findings with the lecturer and programme director.

Additionally, the Examination Board meets regularly with the Institution Board and advises them on policies and procedures, such as the use of rubrics, the graduation protocol, the update of the Assessment Policy, and the use of AI. The panel encourages the Examination Board to continue its efforts to draw up clear guidelines and practices, for instance, on documenting the required qualifications and appointment of examiners.

At the start of the new programme, the members of the Examination Board worked closely with the lecturers, programme directors, and the Institutional Board to develop guidelines and processes related to assessment. During the site visit, the panel was informed that all parties agreed that it is now time for the Examination Board to take up a more independent position to safeguard assessment practice and quality. The panel supports this development and feels that the Examination Board is well aware of its role and responsibilities.

Considerations and Judgement

The panel thinks that the programme has established a sound base for the assessment system. The programme has a clear vision on assessment and has worked hard to put this into practice. Students receive ample feedback from lecturers and their peers and the learning objectives and criteria are clear to them. The rubrics support both staff and students and help to verify the validity and reliability of the assessments. After each course, grading should be evaluated with students to support their learning.

The panel is content that lecturers, management, and the Examination Board are all aware of the points of attention concerning assessment. The panel concludes that adequate measures are taken to further improve the evaluation and assessment cycle.

The panel believes that the preparation of the students for the final work is sufficient, although the panel has some concerns about the timely arrival of the graduation protocol. However, the panel is confident that lecturers, management, and other stakeholders will collaborate to develop this in time for the first students who start their graduation.

The panel concludes that the programme meets standard 10.

3.2. Achieved learning outcomes

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

Explanation NVAO: The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.

Findings

How graduates function in professional practice

The panel could not assess the performance of alumni in professional practice or further education, as there are no graduates yet. The first students are expected to begin their graduation phase by May 2026.

The panel feels somewhat limited in its assessment of the achieved learning outcomes because the programme has only been running for two years. Due to the belated start of the programme, the first group of students is starting their third year in 2024-2025, which had only just started at the time of the site visit.

However, the panel believes that in two years, graduates will be well prepared for the work field. The modules and assessments align with the programme's competencies, which focus on developing professional, methodological, social, and personal skills. The structure of the graduation or Integration phase allows students to demonstrate the intended learning outcomes through various suitable assessments. The students that the panel spoke with indicated that compared to other universities, SRH prepares its students for the work field in a very practical and personal manner. This made them feel confident about their performance in an internship and future jobs. At the site visit, the panel learned that several students are already employed (part-time) in junior positions in their future work fields. Others use the knowledge and skills acquired in personal entrepreneurship. This indicates to the panel that the programme is aligned with the needs and expectations of the work field.

Panel's own assessment of achieved learning outcomes

Since SRH only launched the Business Psychology program in 2022, there were no final works available during the site visit. Instead, the panel reviewed the students' work from the first two years to assess whether the expected level of competence was achieved.

In preparation for the site visit, the panel studied a selection of student work from the academic year 2023-2024 and their assessment forms. The panel studied samples, or all the available work, from up to twelve students and six modules: Finance & Accounting for Business, Global Challenges, Cognitive Psychology: Learning and motivation, Applied Research Methods, Personality Psychology and Consumer behaviour.

These courses showcased various assessment methods, such as written exams, presentations, group assignments, reflective journals, and interviews. The panel had access to video recordings of the presentations and reviewed the syllabi, assessment matrices, rubrics, and grading forms for each course.

Although the results varied quite a bit between some of the reviewed courses, overall the panel was happy with the level of achievement of the first and second-year students. Some modules had quite high grades, which is a promising observation in terms of the desired level at graduation. Based upon the display of achievement of first and second year students, the preparations for the final study phase and the efforts and development of the programme, the audit panel judges the required bachelor level to be wholly achievable. The panel noticed that in some written work, such as papers, students could choose general topics to explore. The panel suggests bringing business-related content into these assignments, to steer students' thoughts and reflections into the context of the future work field.

Considerations and Judgement

The panel concludes that in two years, the programme graduates will be prepared for the (international) job market.

In some courses, assignments and assessments can be more directed toward the professional context, but on the whole, the programme is aligned with the demands of the work field. Not only the panel but also staff and students share this opinion.

The panel concludes that the programme meets standard 11.

4. OVERALL CONCLUSION

The SRH programme Business Psychology is run by an energetic team who are very committed to their profession and the students. The panel noted an iterative approach to the build-up of the programme, where staff continually reflect on developments, and there is room for alterations and new ideas. In general, the students are very positive about all aspects of the programme and their ideas are taken seriously.

The panel endorses the team's reflective culture, which was tangible in the documents provided and the on-site discussions. All key staff members are aware of the further developments that are needed, and the management is supportive and facilitates the necessary investments. The panel trusts the programme to improve in the marked areas of attention.

The Business Psychology programme has a valid, transparent, and reliable assessment system in place, guaranteeing that the students are assessed on all intended learning outcomes throughout the courses. The BoE is in control and has a proactive role in the quality assurance of assessment in the programmes.

The student files that were examined and the discussions during the site visit convinced the panel that students are progressing toward the desired graduation level.

The panel finds that the Bachelor programme in Business Psychology offered by SRH Haarlem University of Applied Science in Haarlem meets the requirements of standards 10 and 11 of the NVAO framework for extensive programme accreditation.

5. RECOMMENDATIONS

Apart from the suggestions that are mentioned in the above chapters, the panel advises the programme to energetically take up the following recommendations :

- Create an overview of all assessments and their contribution to the intended learning outcomes of each of the CORE competencies to help increase the constructive alignment between all courses.
- After a course, discuss the grading of all student work with students to support their learning.
- Complete the graduation protocol for the Business Psychology programme so that students can prepare for their research topic and find a suitable internship in time.

ANNEX I Agenda of the site-visit

Business Psychology

The site-visit took place on 5 September 2024

Time	Activity
08.30 - 09.00	Arrival and welcome of the audit panel
09.00 – 09.30	Meeting with the Institutional Board
09.30 – 10.30	Meeting with teaching staff
10.30 – 10.45	Consultation panel
10.45 – 11.45	Meeting with students ¹
11.45 – 12.30	Meeting with the Examination Board
12.30 – 13.15	Review additional student work and consultation panel
13.15 – 13.30	Feedback from panel
13.30 – 14.30	Lunch

Working methods

This is an assessment after three years. The focus of this assessment is on the progress made after the initial accreditation, more specifically on the way of examining and on the final level achieved, i.e., standards 10 'Testing and assessment' and 11 'Achieved learning outcomes'.

Selection of auditees

In compliance with the NVAO regulations, the audit panel before the audit decided on the composition of the auditees' delegations in consultation with the programme management and based on the points of attention that arose from the panel's analysis of the provided documentation.

Auditing process

The following procedure was adopted. The panel studied the documents regarding the programme (see Annex Documents reviewed), as well as midterm assessments and project results. The panel secretary organized input from all auditors and distributed the preliminary findings among the panel members before the audit. An online preparatory meeting with all panel members took place before the site visit on 3 September 2024.

The panel formulated its preliminary assessments per theme and standard immediately after the site visit. These were based on the findings of the site visit and built on the evaluation of the programme documents.

The first version of the assessment report was drafted by the secretary and circulated among all members of the panel. They all reviewed the draft report and gave their comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies. The panel finalized the report on October 22th 2024.

Assessment rules

According to the NVAO assessment rules, a programme can meet, partially meet, or not meet the requirements of each standard. Hobéon applied the decision rules for the limited programme assessment, as listed in the "Assessment Framework for higher education accreditation system Netherlands, September 2018".

¹ The names of the auditees are not included in this report due to privacy concerns. The names of the auditees are known to the secretary of the panel.

ANNEX II List of documents examined

- Midterm assessment report
- Appendix A - Educational Profile Business Psychology
- Appendix B - Mapping of Learning Outcomes
- Appendix C - Integrated Management Syllabus
- Appendix D - Assessment Policy
- Appendix E - Introduction to CORE
- Appendix F - Lecturer Workshops 2023-2024
- Appendix G - Module Handbook Business Psychology
- Appendix H - Exam Board Report 2022-2023
- Appendix I - Grading Sheet Template
- Appendix J - Exam Board Report 2021-2022
- Appendix K - Draft graduation protocol
- Appendix L - Teaching staff onboarding document
- Appendix M - Slidedeck Exam Board Training
- Appendix N - Education and Examination Regulations 2023-2024
- Appendix O - Reflection Summary - Assessments & realizing Intended Learning Outcomes
- The use and function of a rubric- Haarlem Campus
- Rubric on rubrics
- Recording of Faculty Meeting on rubrics
- Haarlem Campus Education intro-video for staff
- Samples of student work, course rubric, and grading forms of the following courses:
 - i) Cognitive Psychology: learning & motivation
 - ii) Finance & Accounting for Business
 - iii) Global Challenges
 - iv) Applied Research Methods
 - v) Consumer Behaviour
 - vi) Personality Psychology

The panel reviewed student work including papers, presentations, interviews, and reflective journals of six modules from the first and second years. (see above for course titles). For privacy reasons, the names of the students and their student numbers are not included in this report. The names and student numbers are known to the secretary of the audit panel.

ANNEX III Composition of the panel

On 16 August 2024 the NVAO endorsed the composition of the panel to assess the bachelor Business Psychology of the SRH Haarlem University of Applied Sciences (case number PA-2014).

Name visitation group	Not applicable
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Below a short overview of the panel is listed.

Name	Succinct CV's
Vladimir Bartelds	Education advisor and interim management, chair and secretary of accreditation panels
Dr. Eghenayahiore Osagie, Ph.D.	Senior Lecturer, Researcher HAN University of Applied Sciences
Koen Demouge	Quality Assurance, Avans University of Applied Sciences
Anneke Westerlaken, MSc	Chairperson of ActiZ, branch association for elderly care
Cali Daniel Bec, student member	Master's degree student
Drs. P. (Pien) Gertenaar	Independent NVAO registered secretary

Prior to the audit, all panel members signed a declaration of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not currently maintain or have not maintained for the last five years any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the institution in question, which could affect a fully independent judgment regarding the quality of the programme in either a positive or negative sense.



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