

**BACHELOR OF SCIENCE IN
BUSINESS ADMINISTRATION
NYENRODE BUSINESS UNIVERSITEIT**

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This report was finalized on 12 April 2019.

REPORT ON THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION OF NYENRODE BUSINESS UNIVERSITEIT

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Bachelor of Science in Business Administration

Name of the programme:	B Business Administration
CROHO number:	50897
Level of the programme:	bachelor's
Orientation of the programme:	General Management
Number of credits:	180 EC
Location(s):	Breukelen
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	28 May 2021

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	Universiteit Nyenrode B.V.
Status of the institution:	legal body providing private higher education
Result institutional quality assurance assessment:	not requested

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 21 January 2019. The panel that assessed the Bachelor of Science in Business Administration consisted of:

- Prof. dr. J. (Joel) Branson, professor in Accounting and Auditing, dean of the Faculty of Social Sciences and member of the Board of Vrije Universiteit Brussel (België) [chair];
- Ing. S. (Steven) Molkenboer MBA, advisor at Kuniso Management Consultants (The Hague), and external auditor for NQA (Utrecht) and NVAO The Hague);
- Prof. dr. H. (Hester) van Herk, professor of Cross-Cultural Marketing Research, at the School of Business and Economics of Vrije Universiteit Amsterdam;
- F. (Fé) van Teeffelen BSc, alumna of the bachelor's programme International Business Administration (August 2018) of Radboud University [student-member].

Dr. M. (Marijn) Hollestelle, certified NVAO secretary, was project coordinator for QANU and acted as secretary during the site visit.

WORKING METHOD OF THE ASSESSMENT PANEL

On 6 March 2015, a panel visited the academic Bachelor of Science in Business Administration of Nyenrode Business Universiteit for an initial accreditation assessment within the extended NVAO framework of 2014. The NVAO took a positive decision on Nyenrode Business Universiteit's application for an initial accreditation of the academic bachelor's programme Business Administration (29 May 2015, NVAO/20151543/SL). According to this decision, a supplementary assessment has to take place after three years on the following aspects: A. The realised level, in perspective with what is internationally desirably and acceptable (corresponding with standard 11), and B. Soundness of

the assessment, testing and examination of the student work (corresponding with standard 10). With this aim, a new assessment panel was installed, including members of the initial assessment panel that performed the review in 2014 (Prof. dr. J. Branson and Ing. S. Molkenboer MBA were involved in the initial assessment of the bachelor's programme Business Administration). This new panel visited the programme on 4 March 2019. This report describes the findings and considerations of the panel regarding these standards. On behalf of Nyenrode Business Universiteit, quality assurance agency QANU was responsible for logistical support, panel guidance and the production of the report.

Preparation

On 22 January, the panel chair was briefed by QANU on his role, the assessment framework, the working method, and the planning of site visits and reports. The other panel members were also briefed in advance. The procedure on how to assess the particular standards for this supplementary assessment was discussed with the chair and the panel member with assessment expertise. Students have not yet started their bachelor's thesis in this case, so it was discussed how to proceed with assessing the realised level of the students. It was agreed that for the last part of the second year, the examinations the students took for seven key courses would be checked. A random selection of 15 students (of the in total 27 students) was made, of which 7 examinations of each student would be checked by the panel. Care was taken that the distribution of grades matched the distribution of grades of the seven key courses. A preparatory panel meeting was organised on 3 March 2019. During this meeting, the panel members discussed the way in which it would use the standards in the assessment framework. The panel also discussed their working method and the planning of the site visit and report.

The secretary composed a schedule for the site visit in consultation with the programme management. Prior to the site visit, the programme management selected representative partners for the various interviews. See Appendix 3 for the final schedule.

Before the site visit to Nyenrode Business Universiteit, QANU received the self-evaluation report of the programme, a selection of course examinations taken by the students, and the respective course outlines, and sent these to the panel.

After studying the self-evaluation report, examinations, course outlines and assessments, the panel members formulated their preliminary findings. The secretary collected all initial questions and remarks and distributed these amongst the panel members at the preparatory meeting. At the start of the site visit, the panel discussed its initial findings on the self-evaluation report and the selected examinations, as well as the division of tasks during the site visit.

Site visit

The site visit to Nyenrode Business Universiteit took place on 4 March 2019. Before and during the site visit, the panel studied the additional documents provided by the programme. An overview of these materials can be found in Appendix 4. The panel conducted interviews with representatives of the programme: students, staff members, the programme's management, and representatives of the Board of Examiners. It also offered students and staff members an opportunity for confidential discussion during a consultation hour. No requests for private consultation were received. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the panel's preliminary findings and general observations.

Report

After the site visit, the secretary wrote a draft report based on the panel's findings and submitted it to a colleague for peer assessment. Subsequently, the secretary sent the report to the panel. After processing the panel members' feedback, the secretary sent the draft report to the programme management in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel's chair and changes were implemented accordingly. The report was then finalised and sent to the Faculty and University Board.

Definition of judgements standards

In accordance with the NVAO's Assessment framework for extensive programme assessments 2014, and after deliberation with the NVAO bureau, the panel used the following definitions for the assessment of standard 11 and the programme as a whole:

Generic quality

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

Unsatisfactory

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

Satisfactory

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

Good

The programme systematically surpasses the current generic quality standard.

Excellent

The programme systematically well surpasses the current generic quality standard and is regarded as an international example.

In accordance with the NVAO's Assessment framework for extensive programme assessments 2014, and after deliberation with the NVAO bureau, the panel used the following definitions for the assessment of standard 10:

Meets the standard

The programme meets the generic quality standard.

Partially meets the standard

The programme meets the generic quality standard to a significant extent, but improvements are required in order to fully meet the standard (see Additional assessment rules regarding conditions).

Does not meet the standard

The programme does not meet the generic quality standard.

SUMMARY JUDGEMENT

The panel has obtained a complete and clear picture of the achieved level. It concludes that the subjects and exams studied are on the level of what can be (internationally) expected for students in the last phase of a bachelor in Business Administration. The panel assesses that the students have obtained a sufficient level that, taken into account the parts of the programme that still have to be completed, should enable them to reach the required level and sufficiently reach the ILOs of the programme after completing the third year.

Occasionally, fine-tuning between course content and exam questions is in place. This can be expected from a programme that has just started. The panel suggests that the programme keeps a keen eye on matching between the course content and the exam content of courses.

The panel highly values the development of the PLDJ framework, and deems this approach fitting in addressing the LES-values in the programme, together with the attention for the LES-values in the courses. The LES-values are a valuable addition to the programme. The panel would like to encourage the programme to keep monitoring the balance in the programme to safeguard the level of the academic courses.

The panel suggests to install the suggested Advisory Board at its earliest convenience, to further safeguard that the acquired level of the students meets the standards and requirements of the professional field.

The Board of Examiners functions actively and adequately to safeguard that the assessment remains of a high level, and takes sufficient measures to prevent academic misconduct.

The panel sees a clear and sufficient link between the curriculum, exams, ILOs and the LES-values. The LES-values are appropriately assessed in a separate track and also in the other courses. The thesis guidelines and rules in place are adequate to assess the bachelor's theses.

The programme currently assures the quality of assessment in an adequate way. As the programme is rapidly growing, further formalization could strengthen the assessment system in the future, as acknowledged by the programme. An assessment plan could be helpful to keep insight in the coherence of the total course programme and assessment framework. The panel is enthusiastic about the online assessment tool and encourages the programme to implement its use structurally. Structural use of assessment matrices could further strengthen the transparency of assessment and would be welcomed. The panel noted that the programme had developed a clear assessment form for the bachelor theses and recommends adding rubrics to clarify the assessment criteria to enhance further transparency. The panel welcomes that teachers are aware of the need for benchmarking, and would like to recommend the Board of Examiners, in consultation with the programme management, to proactively take the lead in the benchmarking process of the programme and its courses. The exchange programme is a valuable asset in the programme. The panel would like to encourage the programme to see how the exchange programme in its current shape of 30 EC will effectively fit and balance in practice with the rest of the programme.

Summarising, the panel observes a programme with a sound assessment system in place, which delivers students on a level that can be expected for a bachelor in Business Administration. The panel encourages the management to take the programme to the next level by addressing the pointers the panel has addressed above.



The panel assesses the standards from the NVAO decision (29 may 2015, NVAO/20151543/SL) and in accordance with the *Assessment framework for extensive programme assessments 2014* in the following way:

Bachelor of Science in Business Administration

Level achieved

Standard 11

satisfactory

Assessment

Standard 10

meets the standard

General conclusion

meets the standard

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR EXTENSIVE FRAMEWORK ASSESSMENTS

The Nyenrode bachelor's programme Business Administration

The Nyenrode bachelor's programme Business Administration aims to provide students with academic knowledge and the ability to apply this information within a management context. Besides the academic components of the program, personal development of students is very important; it enables them to further develop their individual potential. The bachelor's programme aims at developing students into good leaders as well as excellent followers, with a hands on mentality. Therefore, the programme has embraced the Nyenrode mission statement: "To serve society by shaping responsible leaders." Part of the academic programme is the educational philosophy of the values *Leadership, Entrepreneurship, and Stewardship* (LES). Students are exposed to the LES-values within the programme, and by the demanding on-campus experience. The bachelor's programme Business Administration curriculum takes three years to complete (180 EC). In year one, students obtain the basics of business, academic thinking and the main functional disciplines (business mathematics, marketing, finance and strategy). Year two aims at deepening knowledge and obtaining hands-on experience. In year three, students are challenged to expand their horizon by means of an international exchange programme. In the second part of year three, students complete a bachelor's thesis. Staff members are part of different expertise centres. The Centre Director is responsible for the courses delivered by his/her centre. This includes the selection and development of competent lecturers for the courses and the further development of academic knowledge and teaching materials in the centre's areas of expertise.

Standard 11: Realised level

The realised level, in perspective with what is internationally desired and accepted.

Findings

Because the first 27 students who entered the programme are now in their third year, no bachelor's theses are available to assess the final attainment levels. Therefore, the panel requested to see course work, and requested to see the exams that were filled in by the students. In order to assess the level achieved by the bachelor students, the panel examined course work of fifteen students both in preparation to and during the site visit. The studied exams covered seven courses from the then just finished third and fourth term of year two of the bachelor's: Accounting and Finance III, Business Ethics, Cross Cultural thinking, Doing Business Research III, Finance II, International Business, The Future of work. The panel also assessed how the LES-values were addressed and realised in these courses.

Course alignment with ILO's

The panel assessed that, as a whole, these seven subjects tie in with the nine intended learning outcomes (ILOs) of the programme, as shown in appendix 1: Fundamental academic knowledge of Business Administration disciplines; Fundamental knowledge and skills of relevant academic research methodology; Ability to apply critical and cross border concepts of thinking; Ability to pinpoint (technological/societal) developments in business; Ability to apply academic and business-related skills; Ability to use appropriate knowledge on academic and professional networking; Ability to act in an international (business and /or academic) context; Insight into one's own strengths and weaknesses; Ability to transfer, disseminate and apply knowledge and skills.

Achieved course level

The panel studied the assessments of these courses. The panel also studied a list of the number of students who passed the examination at their first go, the number of students who had to resit the exam and looked into the distribution of grades among those who passed. The panel also reviewed the distribution of points to the various parts of the exams and the overall grades for all students of



the courses in Cross Cultural Thinking and Business Ethics, because the panel perceived that these courses have low average grades.

From the self-evaluation, it became clear to the panel that the 2nd-year course Cross Cultural Thinking had a 0% pass rate for the individual assignment. During the site visit, teachers explained that this was due to a mismatch between expectations of the lecturer and the level of the students. The panel subsequently studied the examinations, the course outline and course material for Cross Cultural Thinking. The panel concluded that not only a mismatch could be perceived with respect to the expectations of the individual assignment, but that the content of this course also did not seem to fully match the content of the examination questions. The panel is aware that these things happen in new programmes; this was the first batch of students taking this particular course. Programme management and the teacher of this course are reviewing the course and examination and aim to communicate the proper course expectations to the students. The panel trusts the programme to continue working on a better alignment of this particular course and its examinations/course materials.

For the course Doing Business Research III, the panel observed in the self-evaluation that all students passed the exam, with the highest average grade of all the courses studied by the panel. During the site visit, the panel looked at the course material and the exam questions and the examinations made by the students. The panel assessed that the level of this course is what can be expected for this second year business course, but that the level of difficulty of the exam questions should be raised to better meet the international standards expected for an academic Bachelor of Science in Business Administration. The panel is pleased to hear from the programme management that they agree that the level of this course could be raised, and is exploring various options to do so. The panel suggests that the programme keeps a keen eye on the alignment between the course content and the exam content of courses. The panel trusts the programme to continue working on a better alignment of this particular course and its examinations.

In reviewing the list of grades for the selected courses, the panel concluded that for the business courses, students receive relative high grades, and for the finance courses (for instance Accounting and Finance III, Finance II) relative lower grades. Students indicated that mathematics in the first year is considered to be a tough course to pass. Exams of Mathematics for Business (year 1) of several students were studied during the site visit by the panel, to assess the achieved level for this course that serves as a mathematics base for further finance courses. The panel assessed that the level of this course is what is to be expected for a first year introductory mathematics for business course, and that the exam questions fit the course material at the intended level. Also, the panel studied additional exams for Accounting and Finance III, which they assessed as being on the level of what can be expected for a course in accounting given in the second half of a bachelor's in business administration.

Teachers and the programme management acknowledge that students find these subjects difficult. Students tell the panel that when they are selected for the programme with high school mathematics 'wiskunde A', they are told that they should expect to work hard. The programme management indicates that they do not look for students with the best grades, but for a combination of grades and capabilities to survive and profit from the intensive campus life. Next to academic knowledge and skills in the business administration field, students are expected to work harder to also develop the LES-values, specific for Nyenrode Business Universiteit. Teachers and the programme management indicate that the programme wishes to uphold the level of the course and is not inclined to lower examination standards. When students encounter difficulties in a course, additional classes are given by teachers and/or by students, to help students that experience initial difficulties with the level of these courses acquire the necessary level. Because of the relative small groups of students, this is a manageable approach according to the panel. The panel is of the opinion that the admission process is suitable for the selection of students in line with the programme's objectives. Although students score less high on the finance subjects, the programme is acting adequately to uphold the level and help students to get through the exam.

Students value the LES-values and also indicate that the academic level of the programme is sufficient, but could be more challenging. While acknowledging that the LES-values ask something extra of students, the panel would like to encourage the programme to keep monitoring the level of the academic courses.

Benchmarking

In speaking with teachers and the programme management, the panel learned that teachers individually compare national and international courses to benchmark the level and content of their own courses. The panel considers this to be of importance also for the exchange programme, and it is necessary to keep aligned with (inter)national expectations in relation to other programmes, and to keep in touch with the needs of the professional field.

The panel learned from the self-evaluation and the programme management, that an Advisory Board is to be installed to ensure a good connection with the future field of employment for students of the programme. The panel would like to encourage the programme to install the suggested advisory board at its earliest convenience, to further safeguard that the acquired level of the students meets the standards and requirements of the professional field. Awareness is present, but more attention is needed to implement procedures to benchmark the programme nationally and internationally, according to the panel (see also under Standard 10, *Board of Examiners*).

Group work

Almost all courses are assessed by means of a group assignment and an individual assignment. The management and teachers indicate that group work is important in implementing the LES-values and learning to work together in teams. Students indicate to the panel that for some courses, for example Finance II and Accountancy and Finance III, 2 group assignments are required, next to an individual assignment. In these cases, students consider that one group assignment could be enough. The panel agrees that group work is important, and overall observes that group work is sufficiently balanced with individual assignments and tests, but that in some courses the programme could consider limiting the number of group assignments.

Coordination between teachers

The programme makes use of (for a large part) external teachers. Half of the teachers are external teachers, of which 9% have obtained a UTQ and 18% have obtained a PhD; of the faculty, 65% has obtained a UTQ, and an equal percentage has obtained a PhD. The substantial amount of external teachers enriches the programme but also represents a challenge with respect to the coordination of and alignment between the various courses. At the moment, several teachers teach within the same course. In each course, there is always a faculty member involved. The programme management is aware of this challenge, and is aiming for fewer and dedicated teachers per course. To create more cohesion, it is in the process of defining specific learning trajectories that are supervised by a coordinator. Furthermore, just before the panel visited the programme, an Academic Director was appointed to coordinate integration and coherence between courses within the programme. The panel values this addition, which would be of assistance in realising the recommendations of the panel in this report.

LES-values

The programme has incorporated the LES-values in the programme in two ways: a separate course throughout the programme, addressing the LES-values specifically, which was also advised by the previous visitation panel. The panel assessing the programme for the initial accreditation in 2015, recommended that the programme could be strengthened by developing a separate learning trajectory for the LES-values. The programme has done this by developing the Personal Leadership Development Journey (PLDJ), which runs throughout the programme. The focus in this journey starts at looking at 'Me' and then subsequently develops to looking at 'We', 'Work' and 'World', viewing things in a broader perspective. Active participation is required from students at all levels. Sports are included in the curriculum as part of the PLDJ journey to help building the student's character. This helps to develop the LES-values, as it addresses social and communication skills, and personal, team and leadership skills. A hands-on experience is incorporated in the programme in a Fundraising



Project and a Company Project, combining and putting into practice the LES-values. The fundraising project takes place in the last term of the first year. During this module the students are putting in practice what they have learned in theory thus far. It is also aimed at preparing the students for the Company project. As part of the fundraising project, students are asked to develop their own project in order to raise funds for charities (ngo's) in close contact with the management of the participating organizations. The Company project runs through the whole of the second year.

The panel highly values the development of the PLDJ framework, and deems this approach fitting in addressing the LES-values in the programme, together with the attention for the LES-values in the courses. The panel is pleased that the programme took the advice of the earlier assessment seriously and reacted in such a dedicated manner. In speaking with students, teachers and the management, and reading the self-evaluation document, the panel got a better idea of how these LES-values contributed to the programme. According to the panel, the specific additional value and uniqueness of this approach could be made more explicit.

Considerations

The panel has obtained a complete and clear picture of the achieved level. It concludes that the subjects and exams studied are on the level of what can be (internationally) expected for students in the last phase of a bachelor in Business Administration. The panel assesses that the students have obtained a sufficient level that, taken into account the parts of the programme that still have to be completed, should enable them to reach the required level and sufficiently reach the ILOs of the programme after completing the third year.

The programme is taking several steps to better safeguard that the academic level of the courses is met, and the panel is looking forward to see the results of the realised implementation of these measures.

Occasionally, fine-tuning between course content and exam questions is in place. This can be expected from a programme that has just started. The panel suggests that the programme keeps a keen eye on matching between the course content and the exam content of courses.

The panel highly values the development of the PLDJ framework, and deems this approach fitting in addressing the LES-values in the programme, together with the attention for the LES-values in the courses. The panel would like to encourage the programme to keep monitoring the balance in the programme to safeguard the level of the academic courses.

The panel suggests to install the suggested Advisory Board at its earliest convenience, to further safeguard that the acquired level of the students meets the standards and requirements of the professional field.

Conclusion

Bachelor of Science in Business Administration: the panel assesses Standard 11 as 'satisfactory'.

Standard 10: Assessment

Soundness of the assessment, testing and examination of the student work.

Findings

To establish soundness of the assessment, the panel investigated the connection between exams and the ILO's, the formalisation of the assessment methods in use, the way in which students are prepared on their final project, how the programme aims to assess the bachelor's thesis, and the way the BoE is operating.

Exams and ILOs

Before the site visit, the panel studied the programme's curriculum and seven courses for closer scrutiny. The selection criteria of these courses have been described under the panel's working method. For an overview of the full curriculum, see appendix 2.

The panel reviewed course outlines of the seven courses mentioned, which are used by each course, in which goal and content of the course are described, the requirements to pass a test, and which types of assessment are to take place (individual, group, participation requirements, mid-term tests, etcetera). In reviewing the course outlines of the seven selected subjects (Accounting and Finance III, Business Ethics, Cross Cultural thinking, Doing Business Research III, Finance II, International Business, The Future of work), the panel is pleased to perceive a clear link between the exam contents and the learning outcomes and LES-values. The panel noted that the programme is still working on its assessment plan. Timely preparation of a comprehensive assessment plan is strongly advised.

The panel learns from the self-evaluation and from talking to teachers and students, that the LES values are specifically included in the course outline and assessed in every course. Use of an assessment matrix would yield a clearer assessment of the LES-values, according to the panel. A separate track addressing the LES-values has been introduced, the Personal Leadership Development Journey (PLDJ). By speaking to teachers and students, the panel is of the opinion that the LES-values are assessed in a sufficient way, both in the regular courses as in the PLDJ-trajectory.

Formalization of assessment

The programme has taken a number of steps to further formalise the used assessment methods: an Assurance of Learning (AoL) system to demonstrate that students achieve the learning outcomes is being developed, an Assessment Matrix will be gradually introduced, and implementation of an online assessment tool has started. The Nyenrode Assessment Committee developed courses for the Nyenrode faculty and programme management on how to use the Assessment Matrix in a proper way. During the current Academic Year the use of the Assessment Matrix will be gradually introduced in all courses.

The panel reviewed the seven key courses (course outline, course material in use) and the exams taken by the students. The used methods in assessing the level of the students are open essay questions, papers, and multiple choice examinations. Based on the material presented, the panel reviewed the level of the courses and the examinations. The panel is convinced that the methods used are balanced and accurately assess the level of the students. Students experience a low threshold to address teachers and receive feedback on their work in a constructive and informal setting. The panel does observe that the amount of students entering the programme has doubled since the start of the programme, thus creating the need to develop more formalized ways of assessment. The programme management and teachers agreed with this finding and are working on formalising assessment methods.

This observation aligns with actions that are in progress since August 2018, when Nyenrode started to develop an Assurance of Learning (AoL) system. The AoL system aims to demonstrate that students achieve the learning outcomes set at university level for bachelor's, master's and PhD programmes. These are in line with the learning outcomes of the programmes in which students are enrolled. The first steps in this process are defining overall goals and objectives for the three main



types of degree program: Bachelor, Master and PhD. After this initial step the goals will be mapped on the different curricula in order to define where and when AoL measurement should take place for that particular programme and rubrics will be developed. Nyenrode expects this to be finished before May 2019.

Nyenrode recently started implementing *Cirrus*, an online assessment tool. The panel values this as a strengthening of the assessment procedure of the programme, which will minimize the risk of administrative mistakes. The panel welcomes these developments and wishes to encourage the programme to continue with these developments, and to start using the assessment matrices on a structural basis.

Exchange programme

Students take an exchange programme with an equivalent of 30 EC at partnering universities abroad. The programme has a list of partnering universities from which students can pick an institution whose profile and courses fits the personal preference of the student. The panel values the personalised approach and fit with respect to individual students' wishes. In speaking with the programme management and the Board of Examiners, the panel did wonder if sufficient quality of the exchange universities is safeguarded by this way of choosing exchange universities. The panel fears that with growing student numbers, this could possibly lead to loss of quality. A well-founded choice of exchange partners based on quality of the institutions could be helpful to structurally help safeguard the quality of the exchange programme. The programme management reviews the proposed programme in advance and makes a decision if the selected courses abroad fit both the bachelor's programme Business Administration and the personal development goals of the student. Students sign a Learning Agreement with respect to the courses the programme management has agreed upon. After the exchange, the courses taken and the grades obtained are again reviewed by the Examination Committee, who checks if students have completed the courses mentioned in the Learning Agreement, and will credit the student with 'pass' or 'fail' for the exchange programme. The grades obtained during the exchange programme are mentioned on the list of course results, but solely as a foundation for the assessment 'pass' or 'fail'. At the time of the site visit, the first students just returned from the exchange programme. Initially, the exchange programme was scheduled to comprise 15 EC; after the initial accreditation, when the programme actually started, the exchange programme was enlarged to comprise 30 EC. The panel would like to encourage the programme to monitor if the exchange programme in its current shape of 30 EC completely fits the rest of the programme. It would be beneficial if the programme monitors if the knowledge students obtain during their exchange is complementary to what they have obtained at Nyenrode, in order to have acquired sufficient knowledge and skills to start their bachelor's thesis work thereafter.

Thesis assessment guidelines

Students who first enrolled the programme in 2016 are about to start preparing for their bachelor's theses. Students start the thesis process in term 3 of the third year with courses on 'Methods of data analysis' and 'Thesis preparation and academic writing'. The writing of the bachelor's thesis is then part of the programme's final term. The first students will start working on their thesis from April 2019 onwards. The panel reviewed the thesis guidelines, including a score card and the thesis assessment rules. The panel sees adequate thesis guidelines and rules, and is pleased that the assessment form proposed is adequate to assess the bachelor's theses in a clear and comprehensive way. As a pointer, the panel would like the programme to add rubrics for each assessment criterion, to make completely clear to students which criteria are used for obtaining a particular score, particularly because the programme makes use of a relatively large number of (both internal and external) assessors.

Board of Examiners

The Exam Committee General Management (EC) monitors the grading of all exams. The EC monitors grades and assesses whether exams are of an adequate level and fit the content of the courses and the intended learning outcomes. In October 2018 the EC took the initiative for an external assessment of four exams: Evolution of strategy (first year), Managerial Finance (second year);

Operations management (second year) and Rhetoric & Debating (first year). The outcome of this external assessment was that the exams on a general level are sufficient for the level of the programme. The use of assessment matrices is strongly recommended by the panel as this would clarify the relation between the ILO's and the courses. Programme management already started to endorse all examiners to use assessment matrices. This line of action ties in with the overall assessment policy of Nyenrode, which requires the introduction and use of the assessment matrices in all degree programs. The EC organizes courses for teachers in order to familiarize them in working with these matrices. The panel welcomes this development. The EC has a protocol in place to deal with fraud, plagiarism and academic misconduct. In talking to the EC, teachers and students, the panel sees a EC that takes proactive measures to uphold the level of assessment and to prevent academic misconduct.

In speaking with teachers and the programme management, the panel learned that teachers individually compare national and international courses to benchmark the level and content of their own courses. The panel is pleased that teachers are aware of the need for benchmarking, and would like to recommend that the Examination Committee, in consultation with the programme management, proactively takes the lead in the benchmarking process of the programme and its courses.

Considerations

The Board of Examiners functions actively and adequately to safeguard that the assessment remains of a high level, and takes sufficient measures to prevent academic misconduct.

The panel sees a clear and sufficient link between the curriculum, exams, ILOs and the LES-values. The LES-values are appropriately assessed in a separate track and also in the other courses. The thesis guidelines and rules in place are adequate to assess the bachelor's theses.

The programme currently assures the quality of assessment in an adequate way. As the programme is rapidly growing, further formalization is advised to strengthen the assessment system in the future, which is acknowledged by the programme. An assessment plan could be helpful to keep insight in the coherence of the total course programme and assessment framework. The panel is enthusiastic about the online assessment tool and encourages the programme to implement its use structurally. Structural use of assessment matrices could further strengthen the transparency of assessment and would be welcomed. The panel noted that the programme had developed a clear assessment form for the bachelor theses and recommends adding rubrics to clarify the assessment criteria to enhance further transparency. The panel welcomes that teachers are aware of the need for benchmarking, and would like to recommend the Board of Examiners, in consultation with the programme management, to proactively take the lead in the benchmarking process of the programme and its courses. The exchange programme is a valuable asset in the programme. The panel would like to encourage the programme to see how the exchange programme in its current shape of 30 EC will effectively fit and balance in practice with the rest of the programme.

Conclusion

Bachelor of Science in Business Administration: the panel assesses Standard 10 as '*meets the standard*'.

GENERAL CONCLUSION

The panel assesses Standard 11 as '*satisfactory*' and Standard 10 as '*meets the standard*'.

According to the decision rules of NVAO's Framework for extended programme assessments, the panel assesses the Bachelor of Science in Business Administration as '*meets the standard*'.

Conclusion

The panel assesses the *Bachelor of Science in Business Administration* as '*meets the standard*'.



APPENDICES

APPENDIX 1: ILOS AND COURSES, SECOND HALF OF YEAR 2

Course	Fundamental academic knowledge of Business Administration disciplines	Fundamental knowledge and skills of relevant academic research methodology	Ability to apply critical and cross border concepts of thinking	Ability to pinpoint (technological/societal) developments in business	Ability to apply academic and business-related skills	The ability to use appropriate knowledge on academic and professional networking	Ability to act in an international (business and /or academic) context	Insight into one's own strengths and weaknesses	Ability to transfer, disseminate and apply knowledge and skills
Accounting and Finance III	x		x	x					
Business Ethics	x	x	x	x	x		x	x	x
Cross Cultural thinking			x			x	x	x	x
Doing Business Research III			x	x	x	x			x
Finance II	x		x	x					x
International Business	x	x	x	x	x	x			
The Future of work	x	x	x	x	x		x	x	x



APPENDIX 2: OVERVIEW OF THE CURRICULUM

Academic year 2016-2017				
Year 1; Term 1	ECTS	Discipline	LES	Learning Objectives
<i>Principles of Business Administration</i>	6	I 1	LES	1, 2, 3, 4
<i>Academic Writing & Referencing</i>	2		LES	5, 8, 9
<i>Mathematics for Business</i>	4	AD Q 1	LES	1,5, 9
<i>Trends and Trend watching</i>	3		LES	1, 3, 4, 5, 7, 9
<i>Personal Leadership & Development Journey</i>	1		LES	8
TOTAL ECTS	16			
Year 1; Term 2				
<i>Operations Management</i>	3	OP	LES	1, 3, 4, 9
<i>Research Methodology</i>	4	R 1	LES	2
<i>Business Game and Start ups</i>	3	I 2	LES	1, 3, 5, 6, 7, 8, 9
<i>Rhetoric & Debating</i>	3	AD 2	LES	1. 5. 8. 9
<i>Personal Leadership & Development Journey</i>	1		LES	8
TOTAL ECTS	14			
Year 1; Term 3				
<i>Accounting & Finance I</i>	5		LES	1, 3, 4
<i>The Evolution of Strategy</i>	4		LES	1, 2, 3, 4, 5
<i>Innovative thinking</i>	3		LES	1, 3, 4, 8, 9
<i>Doing Business Research I</i>	3	R 2	LES	2, 3, 4, 5, 6, 9
<i>Personal Leadership & Development Journey</i>	1		LES	8
TOTAL ECTS	16			
Year 1; Term 4				
<i>Information systems & Emerging Technologies</i>	4	T 1	LES	3, 4, 7, 8
<i>Organizational Behavior</i>	3	O1	LES	1, 4, 5, 8
<i>Marketing Management</i>	3	M 1	LES	1, 2, 3, 4
<i>Doing Business Research II</i>	3	R 3	LES	2, 3, 4, 5, 6, 9
<i>Personal Leadership & Development Journey</i>	1		LES	8
TOTAL ECTS	14			
GRAND TOTAL ECTS	60			

Academic year 2017-2018				
Year 2; Term 5	ECTS	Discipline	LES	Learning Objectives
<i>Principles of Economics</i>	4	B1	LES	4
<i>Accounting II</i>	3		LES	1, 3, 4
<i>Fundraising & Project Management</i>	3	I 3	LES	1, 2, 4, 5, 8
<i>Critical Thinking & Philosophy</i>	4	AD 3	LES	2, 3, 8, 9
<i>Company Project & PLDJ</i>	1		LES	3, 5, 6, 7, 8, 9
TOTAL ECTS	15			
Year 2; Term 6				
<i>Marketing & Technology</i>	3		LES	1, 2, 3, 4
<i>Business Law</i>	3	BBE 1	LES	2, 3, 5, 7, 9
<i>Business Psychology</i>	3		LES	1, 3, 4, 8
<i>Strategic Management</i>	4		LES	3, 4, 5
<i>Company Project & PLDJ</i>	2		LES	3, 5, 6, 7, 8, 9
TOTAL ECTS	15			
Year 2; Term 7				
<i>International Business</i>	4		LES	1, 2, 3, 4, 5, 6
<i>Finance II</i>	4		LES	1, 3, 4
<i>The future of Work</i>	3		LES	1, 2, 3, 4, 5, 7, 9
<i>Company Project & PLDJ (deep dive)</i>	4		LES	3, 5, 6, 7, 8, 9
TOTAL ECTS	15			
Year 2; Term 8				
<i>Doing Business Research III</i>	2		LES	2, 3, 4, 5, 6, 9
<i>Accounting & Finance III</i>	4		LES	1, 3, 4
<i>Cross Cultural Thinking</i>	4		LES	1, 3, 5, 9
<i>Business Ethics</i>	3		LES	1, 2, 3, 4, 5, 7, 8, 9
<i>Company Project & PLDJ</i>	2		LES	3, 5, 6, 7, 8, 9
TOTAL ECTS	15			
GRAND TOTAL ECTS	60			



Academic year 2018-2019				
Year 3; Term 9	ECTS	Discipline	LES	Learning Objectives
<i>International Relations and Diplomacy</i>	4		LES	1, 2, 3, 5, 7
<i>Stakeholder Management</i>	4		LES	1, 2, 3, 8
<i>Learning through Business Games</i>	4		LES	5, 8, 9
<i>Negotiation Strategies</i>	3		LES	1, 5, 7
TOTAL ECTS	15			
Year 3; Term 10				
<i>Business & Taxes</i>	4		LES	1, 2, 3, 4
<i>Sustainability & Strategic innovation</i>	4	B 3	LES	1, 3, 4, 5, 7, 8,
<i>Consumer behavior</i>	4		LES	8, 9
<i>Sports Leadership</i>	3		LES	1,7,9
TOTAL ECTS	15			
Year 3; Term 11				
<i>Methods of Data Analysis</i>	4	R 4	LES	2, 9
<i>Thesis Preparation & Academic Writing</i>	2	R 5	LES	3, 4, 5, 7, 9
<i>Strategic Leadership</i>	4	O 5	LES	1, 2, 3, 4, 5
<i>Economics & Politics</i>	4		LES	1, 6, 7, 9
<i>Personal Leadership & Development Journey</i>	1		LES	8
TOTAL ECTS	15			
Year 3; Term 12				
<i>Thesis</i>	10	R 6	LES	1,2, 3, 4, 5, 6, 7, 8, 9
<i>Sustainable Organizational Development</i>	4	S 3	LES	1, 2, 5, 8, 9
<i>Personal Leadership & Development Journey</i>	1		LES	8
TOTAL ECTS	15			
GRAND TOTAL ECTS	60			

APPENDIX 3: PROGRAMME OF THE SITE VISIT

March 3 2019, Buitenplaats Slangevegt

18:00-19:00	Preliminary meeting panel
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March 4 2019, Nyenrode Business Universiteit

8:30-9:00	Arrival
9:00-10:00	Preliminary meeting panel
10:00-10:45	Programme management
10:45-12:00	Reading time
12:00-12:30	Lunch & open consultation
12:30-13:15	Students
13:15-14:00	Teachers
14:00-14:45	Exam committee
14:45-15:30	Break & panel deliberation
15:30-15:45	Programme management
15:45-16:45	Drafting of preliminary judgement
16:45-17:30	Feedback and presentation of the preliminary judgement



APPENDIX 4: DOCUMENTS STUDIED BY THE PANEL

During the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly electronically):

- Curriculum BSc BA - Cohort 2016-2019
- Overview teaching team BSc BA
- LES competence development
- Framework Active participation
- Template course outline
- Rules & Regulations academic year 2018-2019
- List of exchange partners
- Bachelor's Thesis guidelines
- Selected exams for Mathematics for Business (year 1), and from year 2 selected exams from 15 students for the courses: Accounting and Finance III, Business Ethics, Cross Cultural thinking, Doing Business Research III, Finance II, International Business, The Future of work.
- list of the number of students who passed/failed the exams of the above subjects
- List of the distribution of points to the various parts of the exams
- List of overall grades Cross Cultural Thinking and Business Ethics