



EVALUATION REPORT

Midterm accreditation review

Bsc. Entrepreneurship & Innovation

Fulltime

Global School for Entrepreneurship

**De kracht van
kennis.**

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Bsc. Entrepreneurship & Innovation

Fulltime

Global School for Entrepreneurship

Croho

ISAT: 35527

Brin: 30RK

Hobéon Certificering
August 23th 2021

Auditpanel

Mr. drs. D.J.N.M. (Nies) Rijnders (chair)

Mw. Dr. I.A.M. (Ingrid) Wakkee

Mw. Dr. I.A. (Ilse) Matser

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Secretary

Mr. V. (Vladimir) Bartelds MBA

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1. GENERAL AND QUANTITATIVE DATA

NAAM INSTELLING	Stichting Global School for Entrepreneurship University of Applied Sciences
status instelling	Rechtspersoon voor hoger onderwijs
BRIN	30RK
resultaat instellingstoets kwaliteitszorg	N.a.
NAAM OPLEIDING (zoals in croho)	Bachelor of Science in Entrepreneurship and Innovation
registratienummer croho	35527
domein/sector croho	Economics
oriëntatie opleiding	Hbo
niveau opleiding	Bachelor
graad en titel	Bachelor of Science (BSc)
aantal studiepunten	240 EC
afstudeerrichtingen	N.a.
locatie	Amsterdam
variant	Fulltime
onderwijstaal	English
datum audit / opleidingsbeoordeling	26th of May 2021

2. INTRODUCTION

The programme of Entrepreneurship and Innovation of the Global School for Entrepreneurship started in 2019 following a positive evaluation of the NVAO in the TNO-process in April 2019.

One of the prerequisites of first accreditation is that the programmes assessment (standard 10) and realized learning results (standard 11) are evaluated in a midterm evaluation after three years.

This evaluation was conducted by the audit panel on 26th of May 2021, resulting in this assessment report. The audit panel of the midterm review included two members that were involved in the original (TNO-) panel. The audit panel uses the revised assessment framework of the NVAO.

This report will report on the findings, conclusions and judgements of the audit panel regarding standards 10 and 11 including the way the programme has coped with the challenges of the global pandemic.

Programme characteristics

The bachelor programme Entrepreneurship & Innovation of the UAS Global School of Entrepreneurship enrolled since September 2018 95 students in total. The programme entails 240 EC. The programme consists of four domains: personal competencies, methodological competencies, specialist competencies and interpersonal competencies. The programme's aim is that students benefit from close cooperation with the professional field.

3. FINDINGS AND JUDGEMENTS

3.1. Student assessment

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

Explanation: 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

System of student assessment

The programme has designed the assessment system to enhance the students learning process and outcomes. In the context of GS4E this means stand-alone knowledge testing is very limited as most assessments are directly linked to the complexity of the professional environment. Coherently the teaching staff is more on the coaching side of the spectrum than the lecturer side.

The assessment policy of the programme describes the assessment praxis adequately. Protocols of how, when and how often students can participate in examinations are well described and clear to students.

Types of assessments are Personal and Reflective Papers, Video presentations, Debates and presentations. The upside of these assessment methods is that they can be executed effectively in an online context, so the programme assessment is not severely hampered during Covid lockdown periods.

Grading is organized along the lines of rubrics that provide clarity to students and assessors alike.

The assessments and rubrics do reflect in form and content the intended learning outcomes. Quite a lot of emphasis is placed upon presentation and persuasion. These competencies are of course important in an entrepreneurial context. The audit panel poses the question whether this emphasis on communication skills reflects the relative importance in respect to other, more specialized competencies.

After studying the assessments of students in the starting phase of the programme the audit panel finds the reliability, validity and transparency sufficiently in order.

The safeguarding of the assessment process by the Exam Board is implemented. The Exam Board is hands on involved in the construction of assessment rubrics. The dynamic of a growing programme in its pioneering phase brings along room for improvement in the assessment process. Administrative log keeping of calibrations and meetings with programme management needs to improve. Teacher cooperation during assessment construction is on the exam board and management agenda but not implemented fully.

The limited scale of the programme to date implies that members of the exam board know the students, as some of the members are lecturers/coaches as well. This closeness to the daily praxis has many advantages but the audit panel emphasizes the need for strong awareness to pitfalls as well, specifically to safeguard assessor's objectivity. Other members of the exam board have no other function within the bachelor program.

Due to the timing of the midterm, no students who has pursued the entire program as planned, have reached the final graduation phase yet. This means the audit panel cannot judge if graduated students have realized the intended learning outcomes. The panel considers the

content and the level of the assessment materials and procedures as a good indicator of the end level of students. The audit panel therefore judges if it is possible for students to reach these results in graduation based upon the products of assessment available at the time of the audit, combined with the assessment protocols regarding graduation in place.

Graduation

The graduation process of the programme is based upon a portfolio consisting of a selection of previous products, a new research-oriented report (Aptitude Test) and a criterion-based interview. The assessment is being performed by an independent first assessor and subsequently the learning coach of the student. The programme has installed a go/no go threshold in the graduation process to ensure coherence in the Aptitude Test.

The programme aims for the graduation to function as a springboard or catalyst for the graduate's entrepreneurial endeavours. This is very much in tie with the DNA of the programme and the students drawn towards it.

The Aptitude Test covers the intended learning outcomes described as Grit (personal skills like perseverance, creativity, assertiveness), Discovery (methodology, problem analysis, value creation), Execution (specialist skills like commercial power, learning ability and business orientation) and Relevance (interpersonal skills like social awareness, cooperation, curiosity). Assessment of the graduation products is weighed with the previous portfolio 10%, the aptitude test 60% and the presentation, defence (criterion-based interview) for 30% of the final grade.

Covid

The phase that the programme is in and the pandemic situation make adjustments unavoidable. Specific modules have been altered, sometimes because of student's situations, sometimes because the specific coach of the module was unavailable because of Covid.

The programme has benefitted of the fact that hybrid elements were already in place when the pandemic hit.

The audit panel expresses admiration for the responsiveness of the programme and its teaching team to cope with these challenges. Agility is definitely one of the core competencies of this team. At the same time it must be noted there is room for improvement concerning log keeping and attention to detail.

Global School for Entrepreneurship has an approach towards education to cater for entrepreneurial students. Those students tend to prefer to customize their studies around their semi-curricular entrepreneurial activities. The programme had a number of online-facilities already in place at the start of the pandemic and due to the small scale of the programme was able to adapt to the distant learning quickly.

Safeguarding

The exam board of the programme is closely involved with the development of the programme. The members of the board are instrumental in shaping the assessment policies and praxis and in frequent contact with the management of the programme.

Several safeguarding instruments, like plagiarism control, assessment reviews and complaint protocols are in place.

The members of the exam board expressed their curiosity for the first group of graduates to hand in their work and start calibration with the assessors on this topic. Learning coaches do frequently consult each other and the board on matters of assessment.

The audit panel did see the enthusiasm concerning assessment predominantly among the members of the exam board, there is a danger of specialism here. The programme needs to ensure that assessment expertise is widely spread among the teaching staff.

Conclusion and judgement: suffice

Considering the development phase of the programme the audit panel expresses confidence in the assessment praxis. The variety of assessment types are all linked to the professional context yet enable insight in the learning process and results of the students. Assessment matrices and rubrics assist assessors in the reliable grading of results. Students are satisfied with the formative and summative assessment and recognize the way tests do enhance their learning process.

As the exam board functions well and hands on. The expertise on assessment is available, though the audit panel would recommend organising knowledge sharing and calibration more frequently. In a small teaching team specialism makes vulnerable.

The audit panel finds the prepared graduation protocol adequate and closely linked to the intended learning outcomes as well as to the educational approach of the programme.

The log keeping and administrative eye for detail can be improved.

All in all the audit panel considers the assessment system fit for purpose enabling the programme to assess reliably, valid and transparently whether the intended learning outcomes have been reached by the student.

Therefor the audit panel judges the requirements of standard 10 as 'suffice'.

3.2. Achieved Learning Outcomes

Standard 11: The programme demonstrates that the intended learning outcomes are achieved.

Explanation: 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

Graduation level

The program has one graduate. This student has followed a tailor-made trajectory in which his graduation file was representative for the realization of the program goals, but to a limited extent representative for the total population of the students. The panel discussed the case with the programme and determined that the programme subsequently adjusted the procedure. The panel has therefore focused on studying the intermediate products of the current students.

Some students have entered the pre graduating phase, most students are in the first and second year. Therefore the audit panel cannot make any direct judgement on the achieved level of graduating students. To be able to form a motivated judgement on this standard the panel has looked into assessments, assessment forms and assessment procedures of the years that are currently running. More specific: the panel has studied student products and procedures in the pre graduating phase and evaluated whether it is feasible for students to reach the intended learning outcomes come graduation.

According to the panel the assessments and student products that the panel looked into have a sufficient level and coverage of the content of the learning outcomes to make it possible that students reach the intended learning outcomes after 4 years of study. The studied dossiers and gradings reflect the accomplishments that are expected of UAS-students in the starting and advanced phases of their education. Extrapolation convinces the auditors that the intended learning outcomes can be achieved and expected in due time.

The audit panel suggests the following external auditors will study the achieved learning outcomes in detail.

Considerations and judgement: suffice

Based on the study program, assessment protocols and intermediate student-projects / portfolio, the audit panel deems students have a fair possibility to reach the intended learning outcomes. Final evaluation is however left up to future panels and visitation boards. Products studied do reflect the level and the content that can be expected in this phase of the programme. Grading and assessment are generally in line with the impressions of the auditors. Based upon these considerations the audit panel expresses the expectation that the students of the programme can achieve the bachelor level. Therefore the audit panel judges the requirements of standard 11 as satisfactory and "suffice".

4. OVERALL CONCLUSION

The audit has witnessed an ambitious programme that aims to cater for its students as well as for the future employers and entrepreneurs. The programme shows an agile and adaptive attitude, in the curriculum and the assessment. The hybridity of the programme has enabled the programme to focus on the wellbeing of students in the challenging Covid-period.

Based upon the decision rules of the assessment framework of the NVAO the panel concludes that the programme Entrepreneurship & Innovation of GS4E complies with the requirements of standards 10 and 11. The audit panel advises the NVAO to **Positively** assess the programme Bsc. Entrepreneurship and Innovation of the Global School for Entrepreneurship.

After consent of the members of the audit panel the chair adopted this report on August 23th 2021.

5. RECOMMENDATIONS

The audit panel recommends the programme to:

- Further expand the assessment expertise among all staff members. Specialization and concentration in the exam board creates vulnerability.
- Intensify the frequency of structured calibration of assessments during the programme to facilitate the calibration in the graduation phase. Peer educators are of great value in these calibrations.
- Close reading documentation and safeguarding administrative diligence. The programme is highly motivated for practical added value of students and education. This emphasizes the need for diligence and eye for detail.
- Make sure that evaluative actions lead to adaptive actions and checks for fit-to-purpose. Complete the PCDA-cycle.

ANNEX I Programme, process description and decision guidelines

Audit programme midterm accreditation review Bsc. Entrepreneurship & Innovation, Global School for Entrepreneurship, May 26th 2021

08.15 – 09.00 uur	Pre meeting panel, study of documentation
09.00 – 09.30 uur	Session 1 – Board and management
09.30 – 09.45 uur	break panel
09.45 – 10.30uur	Teaching staff Learning coaches including assessment developers Field experts
10.30 – 10.45 uur	Break panel
10.45 – 11.15 uur	Students, year 1,2,3,4
11.15 – 11.30 uur	Break panel
11.30 – 12.15 uur	Exam Board
12.30 – 13.15 uur	Working lunch panel
13.15 – 13.30 uur	Preliminary feedback Board and management

Auditing process

The following procedure was adopted. The panel studied the documents regarding the programme (see Annex Documents reviewed) and a number of assessed student products. The panel secretary organised input from the auditors and distributed the preliminary findings among the panel members prior to the audit. A preparatory meeting of the panel was held before the online site visit, on the 26th of May 2021 (see Annex: Programme of the site visit).

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 building on the assessment of the programme documents.

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies. The panel finalized the report on September 15th 2021.

Assessment rules

According to the NVAO assessment rules a standard meets, partially meets or does not meet the score. Hobéon applied the decision rules, as listed in the "Assessment Framework for higher education accreditation system Netherlands, September 2018.

ANNEX II Documentation used by audit panel

- Midterm Evaluation report
- Education and Examination Regulations
- Overview of assessments
- Number of assessments and grading forms, assessment matrices, rubrics
- Executed assessments and grading
- Module overview
- Team overview
- Exam Board Annual Report 2018/2019 and 2019/2020
- Graduation Guide and supervisor manual

The audit panel has not been able to evaluate graduation products yet. The panel has studied products and grading of students:

Modules
Agile working
Anthropology for Entrepreneurs
Value creation

Students and student numbers are available with the secretary of the audit panel.

ANNEX III Audit panel

Succinct resumes of participating panel members:

Naam	Korte functiebeschrijving van de panelleden
Drs. D.J.N.M.(Nies) Rijnders (chair)	Senior beleidsadviseur praktijkgericht onderzoek Avans Hogeschool
Mw. Dr. I.A. (Ilse) Matser*	Partner at Innoo, until 2020 Lector Familiebedrijven Hogeschool Windesheim
Mw. Dr. I.A.M. (Ingrid) Wakkee*	Lector Entrepreneurship Hogeschool van Amsterdam
Mr. D.P.S.E.C. Christiaan van Garderen MBA	Student member, Msc. Business Administration TIAZ Tilburg (2020), Bsc. Business Administration Inter College Business School
Mr. V. (Vladimir) Bartelds MBA (secretary)	Trained secretary by NVAO in 2013.

*: These panel members were also involved as auditors in the TNO-process of the programme.

Prior to the audit all panel members undersigned declarations 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 judgement regarding the quality of the programme in either a positive or negative sense.

On 02-03-2021 the NVAO endorsed the composition of the panel to assess the Bachelor programme Entrepreneurship & Innovation of UAS Global School for Entrepreneurship.



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