Assessment report
Limited Programme Assessment, including Distinctive Quality Feature Entrepreneurship

**Bachelor of Science International Business Administration**

**University of Twente**

# Contents of the report

# 1. Executive summary

In this executive summary, the panel presents the main considerations which have led to the assessment of the quality of the programme Bachelor of Science International Business Administration (IBA) of the University of Twente as well as to the assessment of the Distinctive Quality Feature Entrepreneurship for this programme, which have been assessed according to the applicable NVAO Assessment Frameworks.

*Programme assessment*
The University of Twente (UT) is a relatively small university with about 11,000 students and 3,500 staff members. Its mission is to provide innovative scientific education and research in an international context and with interactive involvement of industry. The Bachelor of Science International Business Administration (IBA) is a programme of the Faculty of Behavioural, Management and Social Sciences (BMS), one of the five faculties of the UT.
Since 2013, all undergraduate programmes at the UT have been organised according to the Twente Education Model (TEM). In this model, students are trained for three roles: researcher, designer and organiser. The 15 EC thematic modules consist of a coherent set of courses and a project related to business practice, often in close cooperation with companies. The emphasis is on problem-oriented and project-based learning in an international environment. Thus, an entrepreneurial mindset and behaviour, including sensitivity for ethics, responsibility and sustainability (ERS) is stimulated. Modules include academic reflection on the relations between science, technology and society (ReSTS).

The learning outcomes are organised in line with the university's profile of educating students as researchers, designers and organisers. The documentation shows convincingly how the intended learning outcomes comply with four frames of reference, including those paying special attention to international and professional aspects. Unfortunately, the programme's benchmark with other, similar, universities concentrates more heavily on positions in the market and general profiles of these universities than on comparing profiles of similar bachelor programmes on business administration.

The panel met very enthusiastic and dedicated staff and students. All appreciate the TEM model and showed enthusiasm and pride regarding the integrated, international and entrepreneurial character of the programme. The panel shares the enthusiasm of staff and the students regarding the structure and the design of the programme and TEM. Clear schemes show the alignment of intended learning outcomes, module objectives and assessments. Disciplines are well represented in courses and integrated in the projects. The panel appreciates the role of the individual personal development plan which covers skills and international experiences. This clearly illustrates that students are indeed made responsible for their learning journey. Students do not immediately appreciate this part of the curriculum, but they do value it from the third year onwards. The panel also values that a variety of national and international companies are involved in the programme, especially in projects and internships. The board of practitioners functions as an advisory board.

The panel found the entry requirements clear and appropriate for all groups of students: Dutch, EU/EEA and non-EU/EEA. Staff and students are clearly aware of international aspects, despite the fact that the student population has not yet reached the envisioned balance, and staff have to be keen on gaining international experience. As selection for a bachelor programme is hardly possible, the panel understands that the programme introduced mechanisms for selection in the first year, meanwhile accepting relatively high dropout rates. Nevertheless, the panel also thinks that the already existing actions should be continued in order to decrease the dropout rate. The panel considers the arrangements for monitoring study progress, study advice and mentoring to be adequate. It fully understands that students appreciate the personal approach provided by the TEM model, the dedication of staff, and the favourable staff to student ratio of 1:11. The panel found various arrangements for staff development and professionalisation, including stimulating educational research among staff. Unfortunately, these activities are not yet included in the workload model.

The panel met an examination board that is very aware of its role regarding the quality of testing and assessment. The board meticulously checks whether nominated examiners meet the criteria, screens tests, initiates an external peer review of theses, and checks whether plan-check-do-act cycles are properly realised. The panel also appreciates how the faculty advisor and the expert on testing from CELT, the Centre of Expertise on Learning and Teaching, support the programme management, the examination board and the staff in optimising the quality of testing and assessment. The discussions made clear that CELT and the examination board identify some issues that deserve attention. These issues reflect the panel's issues, namely the number of tests per module, the quality of questions and explicating assessment criteria. According to the panel, it is a pity that tests cannot be screened as frequently as the examination board would like, due to limited capacity of CELT. The panel saw some good examples of integrated testing, not only in projects but also in some courses within modules. It recommends to give priority to reconsidering the number of tests per module. The panel wondered to which extent the 'all or nothing' rule for getting the ECs per module leads to counterproductive effects for students. It was pleased to notice that the Education and Examination Regulations (EER) provide possibilities to maintain this rule with some flexibility. Close and continuous monitoring of the undesirable side effects of the pass/fail rules remains necessary.

The panel studied a total of fifteen bachelor theses, with a representative distribution of grades. The panel considers some of the grades as too high. It also has some worries about the rubrics used. First, it observed that the comments accompanying the scores are often lacking or meagre. Other external peer reviewers reported to have had similar observations. Second, the rubric for the bachelor thesis is fairly similar to the one for the master thesis. The panel advises to use the Meijers criteria for bachelor and master more explicitly in defining the rubric. Nevertheless, the panel ascertained that the theses generally demonstrate that theoretical and research oriented intended learning outcomes are achieved, though sometimes at the cost of the learning outcomes regarding design and organise. The panel therefore suggests to consider paying more attention to these elements in the thesis projects. Meanwhile, the panel noticed that practitioners prefer IBA graduates above graduates in business administration from universities of applied sciences, due to their development potential.

The panel assesses the programme Bachelor of Science International Business Administration of the University of Twente to be satisfactory and recommends NVAO to grant re-accreditation to this programme.

*Distinctive quality feature Entrepreneurship assessment*
The panel noticed that the staff and students were clearly aware of the university's and the programme's vision and policies regarding entrepreneurship. Both groups illustrated how the entrepreneurial profile and character of the UT is thoroughly incorporated and integrated in educational programmes as well as in research, especially due to the many and close collaborations with industry in projects, via guest lectures, etc. The board of practitioners is a valued sparring partner for the programme when it comes to the entrepreneurial profile and the curriculum. The panel appreciates the recent initiative to define and monitor entrepreneurial indicators and discuss results with the programme committee and the board of practitioners. The panel considers the link between these indicators and the entrepreneurial objectives and strategies to be adequate.

The panel found that learning outcomes regarding entrepreneurship were well formulated, especially those concerning design. They are also convincingly linked to international professional frames of reference. The panel appreciates how the intended learning outcomes are further operationalised in the learning objectives of modules and in personal objectives of students.
According to the panel, the TEM approach in itself appeals to entrepreneurial behaviour. The international award won by the programme emphasises the entrepreneurial and innovative character of the programme, which is especially visible in the module on entrepreneurship. The programme provides ample opportunities to integrate knowledge and skills regarding entrepreneurships, most notably in the internships and the thesis projects carried out in collaboration with companies. Students endorsed this and testified that

regularly using these possibilities in itself requires an entrepreneurial attitude, which they experience as stimulating.
The panel regrets that the staff has limited professional experience with entrepreneurship, although they do have industrial experience, but this is partly counterbalanced by cooperation with companies in research projects and incubators. Furthermore, staff from companies often contribute to the programme by way of guest lectures and supervision of students during their practical experiences in the industry.
The arrangements for professionalisation of the staff regarding entrepreneurship may be exploited better in the future.

The panel is impressed by the entrepreneurial character of the programme as a whole and some modules in particular. Testing and assessment of entrepreneurial achievements of students are often integrated, especially in projects. Students reflect on personal objectives regarding entrepreneurship in their career development and skills portfolio's, which is a good practice according to the panel. As almost all IBA graduates continue their education in a master programme, the panel only gathered indirect information regarding the way graduates are appreciated by the labour market. However, practitioners convinced the panel of the value of the graduates.

The panel assesses this programme to meet the distinctive quality feature Entrepreneurship requirements and advises NVAO to award this distinctive quality feature to the programme.

Date: 24 April 2019

| Panel chair | Secretary |
| --- | --- |
| Dr. A Blackburn | Drs. J. Braaksma |

# 2. Assessment process

Certiked VBI received a request to conduct a limited programme assessment for the re-accreditation of the academic degree programme Bachelor of Science International Business Administration, including the assessment of the distinctive quality features Entrepreneurship and Internationalisation[1] for this programme. This request was submitted by the University of Twente.

The panel composition was as follows

- Dr. A. Blackburn, retired, formerly associate dean, Oxford Brookes Business School, Oxford Brookes University
- Dr. C. Terlouw, senior researcher & consultant, emeritus professor Saxion University of Applied Sciences
- Dr. J.W. Wierda, professor media, marketing and internationalisation, Glion les Roches Gruyère University of Applied Sciences, Montreux Switzerland
- Marijke Speelberg, MSc, recently graduated student Master Global Business and Master Sustainability, Erasmus University Rotterdam.

On behalf of Certiked, drs. W.J.J.C. Vercouteren and drs. J. Braaksma served as the process coordinator and secretary in the assessment process. All panel members and the secretary signed a statement of independence and confidentiality. Certiked requested the approval by NVAO of the proposed panel of experts to conduct this assessment. NVAO have given their approval.

The panel conducted this assessment on the basis of the NVAO Assessment Framework of 20 December 2016 (Staatscourant nr. 69458). For the assessment of the distinctive quality feature Entrepreneurship, the panel proceeded according to the NVAO Assessment Framework of September 2013.

The following procedure was adopted. The panel members studied the documents presented beforehand by programme management, including fifteen theses selected by the process coordinator. The grade distribution in the selection was ensured to conform to the grade distribution in the list sent by programme management.

Before the date of the site visit, on 27 February 2019, there has also been a conference call with representatives from the EPAS bureau, the chair of the panel, the process coordinator and the secretary in order to align procedures to be followed in this joint visitation[2]. On 4 March 2019, the panels had a meeting to discuss the preliminary findings concerning the quality of the programme and the distinctive quality features it applied for[3], including those concerning the theses. They also discussed how to get organised and cooperate in order to serve both sets of procedures and assessment frameworks, of EPAS and NVAO. On the basis of the input of the NVAO panel, the secretary summarised the questions, which served as a starting point for the discussions with the programme representatives during the site visit. On 5, 6 and 7 March the panels conducted the site visit at the University of Twente campus. They did so in accordance with the schedule drawn up and agreed upon beforehand.

A draft version of this report serving NVAO accreditation was finalised by the secretary, having taken into account the information presented as well as the findings and considerations of the panel. The panel members studied the draft report and made a number of changes. Thereupon, the secretary drew up the final report. This report was presented to programme management to be corrected for factual inaccuracies. After having been corrected for these factual inaccuracies, the report was sent to the institution's Board to accompany their requests for re-accreditation and for being awarded the distinctive quality feature Entrepreneurship.

[1] Findings regarding the distinctive feature Internationalisation are reported separately
[2] The EPAS peer review team consisted of: dr. A. Blackburn, chair and prof. J.S. Law, dr. C. Terlouw and mr. E. Carlier members
[3] Entrepreneurship, included in this report and Internationalisation reported separately following the ECA format

# 3. Basic information about the programme

*Administrative information about the programme:*

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|---|---|
| Name programme in CROHO: | Bachelor of Science International Business Administration |
| Orientation, level programme: | Academic Bachelor |
| Grade: | BSc |
| Number of credits: | 180.0 EC (three-year programme) |
| Specialisations: | Not applicable |
| Location: | Enschede |
| Mode of study: | Full-time |
| Registration in CROHO: | 50952 |

*Administrative information about the institution:*

| | |
|---|---|
| Name of institution: | University of Twente |
| Status of institution: | Government-funded university |
| Institution's quality assurance: | Approved |

# 4. Findings, considerations and assessments programme

The University of Twente (UT) was founded in 1961. It is a relatively small university with about 11,000 students and 3,500 staff members. Its mission is to provide innovative scientific education and research in an international context and with interactive involvement of industry. Furthermore, it focuses on a 'high tech, human touch' (HTHT) approach whereby technical sciences and social sciences are connected. The UT is known for its entrepreneurial character.

Since 2013 all undergraduate programmes at the UT are organised according to the Twente Education Model (TEM). In this model, students are trained for three roles: researcher, designer and organiser. The 15 EC thematic modules consist of a coherent set of courses and at a project often in close cooperation with companies. The emphasis is on problem-oriented and project-based learning in an international environment. Thus, an entrepreneurial mindset and behaviour, including sensitivity for ethics, responsibility and sustainability (ERS) is stimulated. Modules include academic reflection on the relations between science, technology and society (ReSTS).

The Bachelor of Science International Business Administration (IBA) is a programme of the Faculty of Behavioural, Management and Social Sciences (BMS), one of the five faculties of the UT. Within the Faculty of BMS, groups of departments are clustered. The IBA programme belongs mainly to the High Tech Business and Entrepreneurship Cluster (HBE), but faculty from other clusters are also involved.

## 4.1 Standard 1: Intended learning outcomes

*The intended learning outcomes of the programme have been concretised with regard to contents, level and orientation; they meet international requirements.*

*Findings*
The self-assessment report describes how the programme aims for graduates who are pioneering and curious with an inclusive mindset. Their abilities are centered around three roles: research, design and organise. Each of these roles takes place in internationally-oriented, interdisciplinary projects with a broad social and economic impact. They are well-prepared to further specialise in an MSc business administration programme or to work in a general junior management (advisory) role in an international context.
The programme formulated eleven intended learning outcomes which are organised per role: research (4), design (3) and organise (4). The documentation illustrates how the intended learning outcomes relate to each of the Meijers criteria[4]. Furthermore, it is mentioned that they are in line with the SIUE proposal[5] and that the EQUAL[6] guidelines have been used as a domain-specific framework. Finally, the programme mentions that the Principles for Responsible Management Education (PRME) are signed.

A comparison has been made with other universities offering international business programmes at bachelor level. The comparison with programmes abroad focusses on positions in the market and general profiles of universities. It is mentioned that Dutch students mainly choose regional bachelor programmes, whereas international students pay more attention to rankings when deciding where to pursue a bachelor degree. The programme compares itself more in depth with universities of a similar size and age.
They chose the University of St Andrews for its international outlook, the University of Texas at Dallas for

[4] Meijers, A. W. M., Borghuis, V. A. J., Mutsaers, E. J. P. J., Overveld, van, C. W. A. M., & Perrenet, J. C. (2005). Criteria voor academische bachelor en master curricula = Criteria for academic bachelor's and master's curricula. (2e, gew. dr. redactie) Eindhoven: Technische Universiteit Eindhoven.
[5] Proposal for the Definition of Course Levels, LEVELS Task Force – SIUE (Southern Illinois University Edwardsville).
[6] European forum for formulating opinions and guidelines about quality assurance and development in higher business and management education

its research reputation and the University of Strathclyde for its teaching portfolio. Furthermore, the programme has some close partnerships for offering double degrees at master level. This applies to the Technical University of Berlin, Lappeenranta-Lathi University of Technology and the University of L'Aquila. The documentation includes a list with a substantial number of exchange partners for the BSc IBA.

As is quite common in the Netherlands, bachelor students are primarily trained to continue their studies at master level and not so much to enter the labour market. Members of the board of practitioners mentioned that BSc graduates from Twente are already more familiar with working in a company organisation than other BSc graduates in business administration. Furthermore, they illustrated that, if they employ a BSc, they prefer the potential of a BSc in business administration from a university above BSc graduates from universities of applied sciences. Almost all the IBA students that the panel spoke to, intend to follow a MSc, sometimes even a double degree. The one student intending to go back to industry, plans to pursue a MSc alongside his job. Graduates of this programme have direct admission to the Master of Science Business Administration. They can apply also for other master programmes of the University of Twente as well as master programmes on business administration of other universities in the Netherlands, although sometimes there will be additional requirements.

*Considerations*
The learning outcomes are organised in line with the universities' profile of educating students as researchers, designers and organisers. The documentation convinced the panel that the intended learning outcomes comply with four frames of reference, including those paying special attention to international and professional aspects. The panel noticed that especially the scientific elements of the Meijers criteria are reflected in all three categories of intended learning outcomes. Unfortunately, the programme's comparison to other, similar, universities concentrates more on positions in the market and general profiles of the universities than on profiles of the bachelor programmes themselves. The panel presumes that the partnerships for the double degrees at MSc level and the exchange partners for the IBA programme at least deliver courses fitting with the IBA intended learning outcomes.

*Assessment of this standard*
These considerations have led the assessment panel to assess standard 1, *Intended learning outcomes* to be satisfactory.

## 4.2 Standard 2: Teaching-learning environment

*The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.*

*Findings*

Curriculum
The IBA programme has five learning lines: three are thematic in character and address internationalisation, entrepreneurship and responsible management, and the remaining two are skills oriented, addressing research methods, and academic and professional skills. The programme consists of seven mandatory modules (15 EC each): Technology, organisations, people (TOP); Business operations management (BOM); Finance, accounting and information systems (FAIS); HRM, organisational behaviour, information management, business law (HOLI); Strategy, marketing and economics (SME); Innovation and entrepreneurship (INN&ENT); and Change management, corporate governance, business ethics, leadership & strategic and responsible foresight (CHANGEL). The CHANGEL module integrates the learning lines. Students can choose two out of four programme related electives: Digital marketing for networked business or Supply management; and Financing entrepreneurial start-ups and innovative firms or Business innovation through IT project management. A minor or study abroad (30 EC) and the thesis (15

EC) complete the programme. Excellent students may follow the deepening intra-curricular IBA STAR programme (a more challenging version projects) or the broadening UT's extra-curricular bachelor's honours programme (30 EC).

Coherence in the curriculum is not only organised through the sequence of modules and the learning lines, but especially also via TEM, the Twente Educational model. In TEM, each module consists of a set of courses and an integrating project. Thus, problem-oriented and project-based learning is realised. Students are made responsible for their own development and their self-knowledge increases in the course of the modules. They set up an individual personal development plan, especially within the modules on strategic marketing and entrepreneurship. The personal development plan is assessed in the INN&ENT module on entrepreneurship at the end of the first semester of the second year. By creating a career development and skills portfolio, students reflect on their progress. The mandatory international experiences are also documented in their career development and skills portfolio's and equally contribute to developing self-knowledge. Students can choose from several possibilities: study abroad, the crossing borders minor including a study tour, an internship, a summer school or a thesis project abroad. The career development and skills portfolio has no credits, but is assessed in the CHANGEL module in the second semester of the third year. Students admitted that they initially did not take the attention for skills very seriously as they perceive this as time-consuming. From the third year onwards, however, they begin to appreciate the benefits of the learning activities within the skills line.
Students also reported that they are encouraged to realise an internship and/or international experience in the minor period. When asked about group work in projects, they explained that they work with team contracts and receive guidance from second year students (student tutors). When problems arise, they first try to solve these within the group. If this does not work, they turn to the student tutor and eventually the teacher. This process may have various outcomes: the problem may be solved, a group member may receive a lower grade or may even be expelled from the group. Students reported a case where a teacher helped to solve a problem; not only by excluding one student from the project but also by getting reorganised in order to successfully finish the project.

Each module has an accompanying scheme that consists of the learning objectives of the courses and the project; how they relate to the intended learning outcomes, Bloom's taxonomy and the six maturity levels distinguished[7]; the number of ECs allocated per part of the module; how each part is assessed and the weighting of the parts as well as whether students are assessed as a group or individually.
Each module pays attention to research, entrepreneurial and international elements. Lecturers refer to their own research, projects are often realised in close cooperation with companies and themes are approached from an international perspective. In the TOP-module for example, a project teams consist of about five students with various national backgrounds. Each project team will be assigned to a real-life company. The group must describe and analyse this company by utilizing the theories and models offered. The group has two contact moments with the company: presentation and interview. In the elective on Digital Marketing for networked businesses the international team is assigned to a real company or non-profit organisation. The task is to analyse and assess the web presence in order to identitify the organisations' on-line strategy. Project teams at least have one international member in order to guarantee the development of intercultural skills. Teaching methods aim for blended learning by using an electronic learning environment (Canvas), delivering a mix of conventional lectures and workshops, flipping the classroom with micro lectures (especially for research methods), simulation games and using facilities like the 'classroom of the future' and a design lab.
Students reported that their choice for this programme is motivated by variety of reasons, among which are: the educational model, the entrepreneurial spirit, the broadness of the programme, English as the programme language, and the international context. Even though the number of international students is rather low, students indicate that they appreciate the international mindset of the programme. They also mentioned the value of mixed groups, not only in projects but also in 'STRESS, the programme's study association. Students appreciate micro lectures and mentioned that they are encouraged to take up a variety

[7] Apparently level 1 to 4 apply for the bachelor level and 5 and 6 are included for the master level.

of activities, but do have to put some effort in it. They also had some suggestions for improvement: they would like to see the programme devote more attention for practical skills and invite more international companies and big organisations for guest lectures and workshops.

The panel wondered to which extent ambitions are realised regarding ERS (ethics, responsibility and sustainability) and ReSTS (reflection on the relations between science, technology and society)[8].
Explicit attention for these themes appeared to be limited to CHANGEL, although the documentation also mentions integration in other modules, like a guest lecture in TOP and a sustainability assignment in SME. The panel therefore discussed these topics with several interlocutors. Heads of subject areas argued that ERS is visible for example in the IT oriented elective, which compares data control in several countries and discusses cultural differences in this respect. Faculty mentioned attention for research ethics in the research methods courses embedded in TOP and HOLI. Students experience ERS as only lightly touched upon during lectures and therefore think it is not really taken seriously in the programme.
Courses are evaluated at least twofold: by surveys, which the programme regards to be informative despite low response rates, and by complementary panel meetings of students. All courses are evaluated, the outcomes are discussed in the programme committee and improvement plans are developed and implemented. Faculty provided a good example of this: the course on qualitative research methods was changed from a badly evaluated course into a well evaluated one.

Entrance requirements, mobility through the programme and guidance
Intake criteria are mainly based on Dutch legislation. Applicants with a pre-university education certificate (VWO) and sufficient proficiency in mathematics can enter the programme. The pre-university education certificate implies sufficient proficiency in English. In practice, all applicants who followed the track 'culture and society' in their pre-university education can enter directly. Students from Bologna-signatory states who are admissible to their national universities are admissible directly too, as their levels of mathematics and English are expected to be sufficient. For other diploma's, the university relies on guidelines of Nuffic.
Under Dutch legislation, it is not allowed to use other entrance requirements in order to select students. It was therefore decided to focus on self-selection in the first semester of the programme. The first module (TOP, technology, organisation & people) is designed as an orientation module. The second module (BOM, business operations management) includes tests for quantitative and analytic competences and acts as a selective module. The dropout rates in the first year are rather high, 29% in 2017/18. After the first year, they vary but have remained under 10% since 2013/14. For 2017/18, it is 0%. Dropout rates and mobility through the programme are influenced by the rule that modules are graded at once. Eventual resits for parts of the assessments are possible within the module, but not later on. At the moment, the programme is analysing the effects of an adjusted regulation, which entails that, when at least 10 out of the 15 EC are obtained, resits may be done the next year.

The programme intends to enrol 45% Dutch students, 45% other European students, especially German students, and 10% non-European students per cohort. For the academic year 2018/2019, the percentages are 56%, 32% and 11% respectively (and 1% unknown). About two third of these 140 students is male and one third female. The figures in the documentation show a decrease of European, especially German, students in favour of non-European students. In order to increase the percentage of international students, especially non-European ones, local agents have been contracted to promote the programme. Also Navitas is organising pre-university years in order to bridge the gap between the entry requirements of the programme and the education of the non-European students. Last year, the UT experimented with an online open day in addition to other marketing activities like on site open days, school visits, and 'student for a day'.
IBA's online open day turned out to be very popular. According to the inflow monitor, the most important reasons for students to choose IBA are: career opportunities upon graduation, the content of the programme and the language of the programme. The marketing study of 2017 mentions as the following elements as most attractive: learning to design innovative smart solutions and studying from an international

[8] The university requires a minimum of 10 EC ReSTS education.

perspective. Students confirmed these motivations during the site visit and added elements like 'having a click during the open day', practical work, the technical environment, projects, involvement of companies, the small scale (being a name instead of a number), business cases and recommendation from outside the university.

Before the end of the first semester, students are advised on whether or not to continue the programme. Binding study advice is provided at the end of the year. This is a national requirement. Dutch students need to have passed a minimum of 45 EC at the end of the first year. Students on a visa have to obtain at least 30 EC per year due to the national Modern Migration Policy Act. Personal circumstances can be a reason for delaying these binding advices for a year. If this occurs, students are monitored and guided more intensively; not only by study advisors but if necessary also by student counsellors or psychologists. During the site visit, it became clear that personal circumstances increasingly influence study progress. This is one of the reasons that study advisors invite all students shortly after registration for a meeting to get to know each other and to establish whether any individual arrangements are or might become necessary. The programme management and the staff realise that TEM requires intensive and proactive study activities from students. In order to get and keep students in the right attitude and study pace, there are 15 to 20 contact hours per week. For the same reason, study load is programmed and monitored carefully, especially during the first year. Staff members mention that they support and guide students in being successful. Students highly appreciate that teaching staff is very dedicated, helpful and easy to approach.

Staff

UT policy states that all staff who have attained the position of full, associate or assistant professor should hold a doctorate degree and have (or gain) international experience. All IBA staff (44) in these positions comply with this policy. Most faculty (39) have a university teaching qualification (UTQ). Of all faculty, 14 have (almost) full-time industrial experience and 16 are female[9]. The 19 non Dutch staff consists of 13 different nationalities. Besides this, 4 of the 25 Dutch faculty have registered international experience of more than one year. The staff student ratio is 1:11.
In principle, faculty are expected to spend 80% of their time on teaching and 20% on research.
In the workload model, other factors influence the distribution of research and educational tasks as well; for example research grants obtained, special tasks like coordinating, being on the programme committee or the examination board; etc. Professionalisation regarding teaching is stimulated and facilitated in several ways, for example through educational research in the context of the senior university teaching qualification (SUTQ) and through preparing papers on educational topics. Two staff members did some research on assessment in preparation of their SUTQ and several papers have been presented. A recent paper, for example, addresses the relationship between cross-cultural competences and international entrepreneurial intentions. Further development of educational leadership is stimulated through participation of groups of UT staff in the Executive Educational Leadership Programme offered by the University of Utrecht.

During the site visit, professionalisation has been discussed with several interlocutors. It became clear that workload is an issue and that professionalisation is not (yet) incorporated in the workload model. There are many interesting opportunities, mostly paid for by the university. However, using them makes staff sometimes feel guilty towards colleagues have to take over work which needs to be done. This illustrates what faculty also mentioned: since the introduction of TEM, teaching has become much more a team effort than an individual effort. Proficiency in English among staff seems to be an issue according to the national student survey and the students who participated in the site visit. The heads of department and programme management however estimate that this is due rather to students not being used to and/or being able to cope with several different accents in English than with lack of proficiency. Therefore, they are now investigating if they can equip students to better understand different English accents.

[9] Figures in the documentation sent before the visit and more recent ones provided at the request of the panel during the site visit differ. Here the figures provided during the site visit are used.

*Considerations*
The panel met very enthusiastic and dedicated staff and students. All appreciate the TEM model and the intensive cooperation it requires within the modules. The teaching staff gains satisfaction from developing and delivering modules in cooperation. Students especially appreciate projects in which they cooperate in groups alongside individual study in courses. They all also showed enthusiasm and pride with regard to the integrated, international and entrepreneurial character of the programme. The panel agrees with them entirely with regard to the design of the programme and TEM. The design is accompanied with clear schemes showing the alignment of intended learning outcomes, module objectives and assessments. Disciplines are well represented in courses and integrated in the projects. According to the panel, the sequence of modules is adequate. The panel was slightly concerned about the small extent to which ERS is addressed in the programme. Upon closer investigation, ERS turned out to be more present in the programme than first thought, but the panel still thinks that it could be made more clear for students by connecting it more explicitly with the content of the modules. The panel appreciates the role of the individual personal development plan which covers skills and international experiences. This clearly illustrates that students indeed are made responsible for their learning, especially as they do not only have to plan but also to reflect on these issues in a career development and skills portfolio. Students do not immediately appreciate this part of the curriculum, but they do underline its value from the third year onwards. The panel suggests to provide credits for it.

The panel also values that a variety of companies are involved with the programme, especially in projects and internships. The board of practitioners functions as an advisory board. This is underlined by the fact that several of their suggestions have been implemented, either fully or adjusted for practical reasons. Staff and students are clearly aware of international aspects, despite the fact that the student population is not yet as balanced as intended and staff has to be keen on gaining international experience. The panel noticed that staff members were not only aware of this necessity but that they were also prepared to invest in it.
The panel found the entry requirements clear and appropriate for all groups of students: Dutch, European and non-European. The panel is aware that selection for a Dutch bachelor programme is hardly possible and therefore understands that the programme introduced mechanisms for selection in the first year, meanwhile accepting relatively high dropout rates as part of the deal. Nevertheless, the panel also thinks that the already existing actions should be continued in order to decrease the dropout rate.
The panel noticed that the division of Dutch, European and non-European students does not yet reach the programme's ambitions. It also noticed that marketing efforts have been made to improve the balance.
The panel considers arrangements for monitoring study progress, study advice and mentoring to be adequate. It fully understands that students appreciate the personal approach provided by the TEM model, the dedication of staff and the favourable staff student ratio of 1 : 11. The panel found various arrangements for staff development and professionalisation, including stimulating educational research among staff. Unfortunately these activities are not yet included in the workload model.

*Assessment of this standard*
These considerations have led the assessment panel to assess standard 2, *Teaching-learning environment* to be good.

## 4.3 Standard 3: Assessment

| *The programme has an adequate assessment system in place.* |
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*Findings*
The assessment plan of the programme shows the relationship between the intended learning outcomes and the learning objectives of the modules, the assessment methods used to assess the learning objectives and the maturity level per learning objective. Each module has an assessment scheme specifying the assessment of module components, their relative weight and whether groups or individuals are assessed. At least 50%

of each module is individually tested and assessed. The weight of projects in modules varies from 20% in FAIS and SME to 50% in CHANGEL. The number of components in the assessments of modules varies from three in TOP to seven in CHANGEL[10]; most modules have five components. The assessments of the components vary in form. Project deliveries are used to assess problem-solving and teamwork, essays to assess argumentation skills, and multiple choice as well as open questions to test knowledge and insight. Multiple choice is mainly used in the first two years. It overall covers 20% of the individual testing of students. Faculty explained that multiple choice is used in order to quickly grade and inform students and because sometimes these tests are more valid and reliable. They added that in other cases, open questions or a combination of these two forms of testing is more suitable. Students receive the assessment criteria beforehand; for products like papers and reports, this usually happens in the form of a rubric.
For written tests, resit options are offered within the module. Students have the right to resit in order to improve their grade or to make up for a missed test. EC's are only gained when the entire module and its assessment are completed. This is known as the 'all or nothing' rule. Modules normally have to be completed within one academic year and consequently within the quartile in which the module is offered. The Education and Exam Regulations (EER) indicate some exceptions allowing students to resit a module component under certain conditions in the next academic year if it applies for less than 1/3 of the module assessment.

The programme management discusses sets of assessments per module with the module coordinators.
At the moment, a pilot is running with peer reviewing of testing and assessment between different teams of modules. Each year at least one, but preferably two sets of module assessments are screened by an expert in testing and assessment of CELT, the Centre of Expertise in Learning and Teaching. Experts from CELT established that the quality of testing and assessment has improved over the years. When asked which issues still deserve attention, they mentioned formulating questions more clearly and making criteria more explicit.
The programme management discusses the results of the screenings with the module coordinator, who is responsible for improvements. The faculty advisor of CELT told the panel that according to her a challenge is to reduce the high number of assessments and to further integrate assessments within modules.
Faculty provided examples of modules in which integrated testing has effectively been realised, such as the projects in the HOLI module and an elective on financial management. Students reported that they experience testing and assessment as generally fair and varied, although they think that tests are sometimes geared a bit too much to reproductive knowledge. They also reported that getting a high grade for a project is extremely difficult as high grades are not easily given.

Theses are expected to pay attention to theoretically embedded problem solving or design projects.
This implies that research has to be included in all theses. Therefore, a research proposal has to be approved before a student can start the thesis project. Supervision is organised within bachelor circles where similar topics are brought together. Students also get individual supervision at regular moments. Theses are assessed and graded with a rubric by the supervisor and a second examiner. This rubric seems adequate for the intended learning outcomes regarding research, but less so for the ones regarding design and organise. The fifteen theses studied by the panel show that the rubric is always used but that additional arguments for the grading often lack or are insufficient. This sometimes made it difficult for the panel to understand why a particular grade was awarded, also compared with each other consistency sometimes lacked. Furthermore, five out of fifteen theses seem to be graded quite high despite methodological and/or conceptual weaknesses.
The examination board has recently decided to organise an external peer review of theses by two staff members from EPAS accredited partners in Croatia and Finland. Their findings show both similarities and differences with the ones of the panel. Similar are the conclusions that comments related to scoring in the rubric are often insufficient. The peer reviewers also came across some poor methodological approaches,

[10] The assessment of the CHANGEL module consists of two individual knowledge tests, two individual papers, one project report and two mandatory session with a 0% weight: presenting and defending the project report and a business case reflection session. These tests represent 12 EC. The other 3 EC of CHANGEL are reserved for the research proposal for the thesis.

especially in qualitative research. Unlike the panel, however, the peer reviewers consider the grading to be rather low. When the panel discussed these issues with the examination board, the board argued that theses are always assessed by two supervisors, and accompanied by an advice from a representative from the company involved. They also mentioned that they recently introduced internal 'thesis carousels' for calibration reasons. Furthermore, they told the panel that the problems with the rubric have been signalled to the programme management. The panel suggested to include an extra column in the rubric in order to invite examiners to be more explicit in their comments. In addition, the panel wondered why the rubric for the bachelor and the master thesis are similar. The examination board replied that the difference between bachelor and master lies mainly in scale and scope. The panel nevertheless suggested to incorporate more differences in the bachelor and master rubric for theses, which could be realised by incorporating the Meijers criteria for bachelor and master more explicitly.

The examination board explained to the panel how they developed from reactively fulfilling formal tasks to proactively concentrating on the responsibilities regarding the quality of testing and assessment.
An example is the interactive website which they developed for dealing with requests of students.
The annual report also lists several tasks mandated to the programme management and the programme director; for example deciding on entry qualifications, authorising minor projects and electives, and signing certificates. In the process of issuing examiner rights to the teachers (and providing exemptions under certain circumstances), the examination board monitors the teaching qualifications, English language skills, PhD and expertise of teachers. The annual report of the examination board shows that from the 98 examiners nominated, 93 were appointed in 2017/2018. From these appointed examiners, 62 meet all criteria set. The other 31 examiners received a so called 'waiver'.
Screening tests is an important element in guarding the quality of testing and assessment. The panel has been told that tests of examiners with a waiver and/or striking evaluations or complaints from students receive priority in the long-term screening plan. The aim of this plan is to screen each module every five years. The minutes show that this cannot be realised due to limited capacity within CELT.

*Considerations*
The panel met an examination board that is very aware of its responsibilities regarding the quality of testing and assessment and is well in control. It mandated several tasks to both the programme management and the programme director, and streamlines regular tasks, like requests from students, as much as possible. These efforts have created time for checking seriously whether examiners nominated fulfil the criteria set, screening tests, initiating an external peer review of theses and checking whether plan-check-do-act circles are properly realised.
The panel also appreciates how the faculty advisor and the expert on testing from CELT support the programme management, the examination board and staff in optimising the quality of testing and assessment. The discussions made clear that CELT and the examination board identify some issues that deserve attention. This complies with the issues that the panel found, namely the number of tests per module, the quality of questions and explicating assessment criteria. Meanwhile, the panel encountered some good examples of tests and of integrated testing, not only in projects but also in some courses within modules. The panel regrets that the screening of tests cannot be done as frequent as the examination board would like, due to limited capacity within CELT. The panel recommends to give priority to reconsidering the number of tests per module. The panel wondered to which extent the 'all or nothing' rule has counterproductive effects for students. It was pleased to notice that the EER provide possibilities to maintain this rule with some flexibility and that these rules are applied effectively. Nevertheless, according to the panel Close and continuous monitoring of the undesirable side effects of the pass/fail rules remains necessary.
The panel has some worries about the rubrics for assessing and grading theses. First, it observed that the comments accompanying the scores are often lacking or meagre. Other external peer reviewers reported to have had similar observations. This lack of comments on scores and grades is might have contributed to the fact that peer reviewers found grading relatively low whereas the panel estimated several theses to be rather high graded. Second, the rubric for the bachelor thesis is similar to the one for the master thesis. It became clear during the site visit that the programme did consider the rubrics for the bachelor and the master thesis

carefully and that they relied on the difference in scale and scope between the bachelor and the master level. Nevertheless, the panel still believes that the difference between bachelor and master could be more and better incorporated when using the Meijers criteria for bachelor and master more explicitly in defining the rubric.

*Assessment of this standard*
The considerations have led the assessment panel to assess standard 3, *Assessment* to be satisfactory.

## 4.4 Standard 4: Achieved learning outcomes

| *The programme demonstrates that the intended learning outcomes are achieved.* |
|---|

*Findings*
The fifteen theses studied by the panel show that the theses are basically an exploration of a research problem in business administration. The topics are appropriate for bachelor theses in business administration, although the panel regularly noticed some methodological and/or conceptual weaknesses. The theses certainly reflect the achieved learning outcomes on research. The documentation underlines this by mentioning that some IBA students have been nominated for an award by the Dutch National Student Research Conference and that 12% of the students graduate 'cum laude'. Theses provided, however, less insight into the achievements for the learning outcomes on design and organise, unless the project explicitly focussed on either an international business problem or an applied problem requiring active interaction with business or industry. This was only incidentally the case in the sample of theses the panel studied. Usually 'organise' and 'design' was shortly only an issue in the practical implications of the research. Nevertheless, these intended learning outcomes are addressed and (formatively) assessed in several modules, especially in projects. It is not yet clear to the panel where these learning outcomes are finally and explicitly assessed when they are not incorporated in the thesis project. The panel also noticed some elements of the grading of theses that deserve attention (see standard 3).

Most graduates continue their career by following a master programme, in 2017-2018 either in business administration at the UT (27%) or another master at the UT (6%) or elsewhere (68%). Students and alumni confirmed during the site visit that all students intend to continue with a master programme, sometimes a double degree. Even the one student planning to apply for a job, intends to follow a master programme alongside. All alumni met by the panel continued with a master, most of them pursuing the degree in business administration at the UT.
Members of the board of practitioners mentioned that IBA graduates are already more familiar with working in a company organisation than other BSc graduates in business administration. They furthermore illustrated that, if they employ a BSc, they prefer the potential of a BSc in business administration from a university to that of a BSc graduates from a university of applied sciences. An analysis of the LinkedIn group for (I)BA with 342 graduates from the UT[11] shows that about 1/3 has a function as a consultant or (policy) advisor; 1/3 is in marketing & sales, general management, professional finance or business development; and the others ended up as project or programme manager, IT professional, researchers, HRM professional, or purchasing professional. The top four sectors where graduates find jobs are information technology, consultancy, finance and manufacturing.

*Considerations*
The panel ascertained, especially by the theses studied, that the theoretical intended learning outcomes are achieved very well. Thus, students are well prepared for following up their IBA education with a MSc, either in business administration or otherwise. According to the panel, the emphasis on the theoretical achievements comes at the cost of the more practical intended learning outcomes regarding design and

[11] It should be realised that this information applies to IBA graduates who mostly have continued with a MSc before they ended up in the functions mentioned.

organise. Therefore, the panel suggests to pay more attention to these elements in thesis projects by utilizing higher requirements for the practical implications in terms of ‘organise’ and ‘design’.
The panel meanwhile noticed that practitioners prefer IBA graduates above graduates in business administration from universities of applied sciences due to their potential. The indicative analysis of the LinkedIn group of (I)BA graduates from the UT shows that IBA graduates after their master end up in appropriate functions like project or programme manager; consultant or IT, HRM or purchasing professional. They find jobs mainly in the sectors information technology, consultancy, finance and manufacturing.

*Assessment of this standard*
The considerations have led the assessment panel to assess standard 4, *Achieved learning outcomes* to be satisfactory.

# 5. Findings, considerations and assessments Entrepreneurship

## 5.1 Standard 1: Entrepreneurship vision and strategy

*The programme has a clear vision on entrepreneurship, supported by internal and external stakeholders, has an entrepreneurship strategy and objectives and evaluates and improves these.*

*Findings*
The vision of the programme is 'to educate pioneering and curious graduates with an inclusive mind-set, who can research, design and organize through internationally-oriented interdisciplinary projects with a broad social and economic impact, and are well-prepared to further specialise in a MSc business administration programme or work in a general junior management (advisory) role in an international context'. The entrepreneurial elaboration of the UT's four core values includes social and technological innovation for pioneering, embracing ambiguity referring to curiousness, social impact showing up in inclusiveness and an entrepreneurial mindset and behaviour to be proud of.

The documentation describes that IBA intends to strengthen their students' entrepreneurship by providing them with knowledge about entrepreneurship, innovation and business development; by developing entrepreneurial skills and attitudes and by providing opportunities for interaction and engagement with business. Examples of such opportunities and stimulating circumstances are projects that students execute at companies for internships or theses, incubator projects, the UT's spin off Novel-T supporting start-ups and the Entrepreneurial Challenge competition. The UT is also the only Dutch university with a student union where students 'do more than a degree' for example by volunteering in a variety of associations and projects.

In order to monitor entrepreneurial goals, the programme developed eight entrepreneurship indicators in 2018, focussing on managerial questions like: the type of students attracted (2), the use of opportunities exploited by students (3) and what students do when graduated (3). For each indicator, targets are set per year. The indicators themselves will be evaluated after three years. Monitoring reports will not only be presented to the programme committee, but also to the board of practitioners. Another evaluative project is the educational research project of a staff member heading for his SUTQ coping with the question how to further improve students' interaction with business and the development of their business skills.

The board of practitioners is an important stakeholder when it comes to evaluating policies regarding entrepreneurship. Representatives of this board illustrated how they suggest adjustments in the programme, for example regarding internships, and the profile of the programme. They also contribute to the links with alumni, especially since several board members are alumni themselves.

*Considerations*
In the documentation and during the site visit, the panel noticed that staff and students were clearly aware of the university's and the programme's vision and policies regarding entrepreneurship. Both groups illustrated how the entrepreneurial profile and character of the UT is thoroughly incorporated, translated, and integrated in educational programmes as well as in research, especially due to the many and close collaborations with industry in projects, via guest lectures, etc. The board of practitioners is a valued sparring partner for the programme when it comes to the entrepreneurial profile and the curriculum. They suggest improvements which are implemented when necessary and possible.
The panel appreciates the recent initiative to define and monitor entrepreneurial indicators for a testable policy, and discuss results with the programme committee and the board of practitioners. The panel considers the link between these indicators and the entrepreneurial objectives and strategies to be adequate.

*Assessment of this standard*
The considerations have led the assessment panel to assess standard 1, *Entrepreneurship vision and strategy* to be good.

## 5.2 Standard 2: Intended learning outcomes

*The intended learning outcomes include entrepreneurship objectives, match (inter)national views and include entrepreneurship competencies.*

*Findings*
The learning outcomes are organised in line with the university's profile of educating students as researchers, designers and organisers. The documentation shows that the intended learning outcomes comply with four frames of reference, including those paying special attention to international and professional (entrepreneurial) aspects. The intended learning outcomes of the programme match with the UT's general and the programme's more specific vison on entrepreneurship. This is especially visible in the three learning outcomes included in 'design' and in one of the four learning outcomes clustered as 'organise'.
In line with the intended learning outcomes, modules have sets of learning objectives. The extent to which entrepreneurial aspects are incorporated varies, but in almost all the module objectives, entrepreneurship occurs at least implicitly. In addition to these learning objectives set by the programme, students have to formulate their own personal objectives, especially regarding their development of entrepreneurial skills.

*Considerations*
The panel found that learning outcomes regarding entrepreneurship were well formulated, especially those concerning design. They are also convincingly linked to international professional frames of reference.
The panel appreciates how the intended learning outcomes are further operationalised in the learning objectives of modules and in personal objectives of students, especially regarding skills. The panel suggests to connect credits with the last.

*Assessment of this standard*
The considerations have led the assessment panel to assess standard 2, *Intended learning outcomes* to be satisfactory.

## 5.3 Standard 3: Teaching-learning environment

*The curriculum, competencies and/or experiences of students, study methods and the teaching-learning environment enable students to achieve the entrepreneurship intended learning outcomes.*

*Findings*
The mandatory module on Innovation and Entrepreneurship is a crucial one. The learning objectives of this module concern identifying types of innovations, integrating theories and collecting relevant additional theories to design a solution for problems in entrepreneurship, evaluating the quality of solutions, and discussing entrepreneurship in an international context. In this module, students have to execute their own project from design to writing an academic paper and orally defending it. The module has been awarded with the second prize at the 10$^{th}$ International Conference on Innovation and Entrepreneurship in Genoa.

The characteristic TEM approach as a didactic concept in the teaching and learning environment really invites and stimulates students to develop entrepreneurial competences, especially the integrating projects. Several projects use simulation games, for example in the second module on Business operations management (BOM) and in the module on Strategy, marketing and economics (SME).
Corporate interactions take place in projects, through providing cases and guest lectures, in supervising internships and graduation assignments, in the context of incubators and in the board of practitioners. Students told the panel that they appreciate these contacts and would even like to have more workshops etc., especially provided by bigger international organisations. They appreciate being able to choose an internship module and/or do their thesis project with a company. They also mentioned how they develop entrepreneurial competences, for example when contributing to activities of the student association 'Stress'

and the yearly recruitment fair (Bedrijvendagen).

The documentation explains that students who attended secondary education in the Netherlands and Germany may have followed a management-related elective on entrepreneurship and other business aspects before entering the programme. The matching interviews with students reveal that a substantial number of students has some basic work experience, although not necessarily entrepreneurial. Very few incoming students started their own small company. Almost all students enrolled are interested in business and some have a specific interest in technology related business.

*Considerations*
According to the panel the TEM approach in itself, especially the projects, appeals to entrepreneurial behaviour. It very much facilitates developing the entrepreneurial qualities the programme aims for, both theoretically and practically. The panel congratulates the programme with the international prize award it received. This emphasises the entrepreneurial and innovative character of the content and design of the programme, especially of the module on entrepreneurship. The projects and the possibilities for internships and thesis projects with companies provide good opportunities for practical integration of knowledge and skills regarding entrepreneurship. Students provided the panel with convincing examples of the variety of possibilities they have at their disposal to develop themselves as an entrepreneur. They indicated that using these possibilities often in itself requires an entrepreneurial attitude, which they experience as stimulating.

*Assessment of this standard*
The considerations have led the assessment panel to assess standard 3, *Teaching-learning environment* to be good.

## 5.4 Standard 4: Staff

*The staff composition, the qualities of staff members and the knowledge of staff members of recent trends in the professional practice are consistent with the teaching of entrepreneurship subjects.*

*Findings*
All core IBA staff has a doctorate and most of them have a UTQ. Of all 44 faculty staff, 14 have explicit (almost) full-time industrial experience. The documentation describes that this experience varies from internships and graduation assignments to having worked in business for many years before switching to the university. Staff also provides executive education and closely cooperates with companies in research projects. Additionally, guest lecturers from industry contribute to the programme by providing cases, giving lectures and workshops, and supervising students during internships and thesis projects.
During the site visit, the panel paid special attention to the professionalisation of the staff, not only regarding education but also regarding entrepreneurship. Some examples were given which illustrated how heads of department encourage faculty to combine educational and entrepreneurial professionalization; for example by following a course on developing MOOCs about entrepreneurship. To the panel's surprise, no one mentioned arrangements like 'staff internships' at companies. The panel nevertheless got the impression that involvement of staff members with incubators and start-ups also contribute to keeping up with recent trends in entrepreneurship.

*Considerations*
According to the panel, the professional experience of staff with entrepreneurship is limited, although the staff does have industrial experience. This is partly counterbalanced through cooperation with companies in research projects and incubators. Furthermore, staff from companies often contribute to the programme guest lecturers and by supervising students in their practical experiences in industry. The arrangements for professionalisation regarding entrepreneurship may be exploited better in the future, although some instances were given in which educational and entrepreneurial professionalisation were combined.

*Assessment of this standard*
The considerations have led the assessment panel to assess standard 4, *Staff* to be satisfactory.

## 5.5 Standard 5: Achieved learning outcomes

*The examinations and assessments and the careers of the programme graduates demonstrate the entrepreneurship learning outcomes to be achieved.*

*Findings*
The entrepreneurial atmosphere throughout the programme, especially in projects, becomes most explicit in the modules on entrepreneurship (INN&ENT) and change management (CHANGEL). Consequently, the testing and assessment of these modules indicate most clearly which learning outcomes regarding entrepreneurship are achieved. The portfolio's addressing personal objectives for career development and skills show entrepreneurial achievements too. Theses address entrepreneurial topics as well, although often mainly theoretically. This is in line with the Dutch practice of bachelor theses being mainly theoretical in order to prepare students for continuing their education at master level, which almost all Dutch students do.

Members of the board of practitioners mentioned that IBA graduates are already more familiar with working in a company organisation than other BSc graduates in business administration. They furthermore illustrated that, if they employ a BSc, they prefer the potential of a BSc in business administration from a university to that of a BSc graduates from a university of applied sciences. The indicative analysis of the LinkedIn group of (I)BA graduates from the UT shows that IBA graduates after their master end up in appropriate functions like project or programme manager; consultant or IT, HRM or purchasing professional. They find jobs mainly in the sectors information technology, consultancy, finance and manufacturing.

*Considerations*
The panel is impressed by the entrepreneurial character of the programme as a whole and some modules in particular. It also appreciates that testing and assessment of students' entrepreneurial achievements is very much integrated, especially in projects. Students reflecting on personal objectives regarding entrepreneurship in their career development and skills portfolio's is a good practice according to the panel. As almost all IBA graduates continue their education in a master programme, the panel understands that only indirect information is available regarding the appreciation of entrepreneurship as shown on the labour market. However, practitioners met and the analysis of the LinkedIn-group convinced the panel of the value of the graduates.

*Assessment of this standard*
The considerations have led the assessment panel to assess standard 5, *Achieved learning outcomes* to be satisfactory.

# 6. Overview of assessments

*Programme assessment*

| Standard | Assessment |
|---|---|
| Standard 1. Intended learning outcomes | Satisfactory |
| Standard 2: Teaching-learning environment | Good |
| Standard 3: Assessment | Satisfactory |
| Standard 4: Achieved learning outcomes | Satisfactory |
| Programme | Satisfactory |

*Distinctive quality feature Entrepreneurship assessment*

| Standard | Assessment |
|---|---|
| Standard 1. Entrepreneurship vision and strategy | Good |
| Standard 2: Intended learning outcomes | Satisfactory |
| Standard 3: Teaching-learning environment | Good |
| Standard 4: Staff | Satisfactory |
| Standard 5: Achieved learning outcomes | Satisfactory |
| Distinctive quality feature Entrepreneurship | Satisfactory |

# 7. Recommendations

In this report, a number of recommendations regarding the programme quality have been listed. For the sake of clarity, these are brought together here. They are:

1. Pay more attention in thesis projects to intended learning outcomes regarding design and organise.
2. Adjust the assessment rubric for theses by including the Meijers criteria for bachelor programmes more explicitly when defining it.
3. Continue the already existing actions in order to decrease the dropout rate.
4. Continue the measures to enlarge the influx of non-EU students for a better international balance of the student body.
5. Develop the TEM for IBA further and continue monitoring eventually undesirable side effects of the pass/fail rules.
6. Reconsider the number of assessments per module.
7. Attach credits to the career development portfolio.
8. Connect ERS (ethics, responsibility and sustainability) and relations between science, technology and society (ReSTS) more explicitly with the module content.
9. Include professionalisation of staff in the workload model.

Besides the general recommendations mentioned above, the panel recommends concerning the distinctive quality feature Entrepreneurship to pay more attention to professionalising the faculty with regard to entrepreneurship, for example by organising ‘staff internships’ at companies.