

Development Dialogue VU Business Administration Cluster

VU Business administration Cluster:

Bachelor Bedrijfskunde

Bachelor International Business Administration

Master Business Administration

Master Entrepreneurship

Master Business Administration (post-initieel, deeltijd)

Master Verandermanagement (post-initieel, deeltijd)

After the visitations on 27, 28 November 2018 and 8 January 2019 the peer review committee held development dialogues with the main representatives of the VU Business Administration programmes. During the development dialogues the committee made suggestions for improvements of the programmes. The committee made some more general suggestions that concern all programmes as well as some more programme specific suggestions. Below you will find a summary of the suggestions.

General suggestions to improve the programmes:

- The committee suggests to reflect on the profile of the programmes, and to ensure that students understand what the programmes are about. The programmes' main representatives agree that the branding of the programmes can be improved and that there will be initiatives with the VU marketing and communication department to better highlight the profiles of the programmes.
- In addition the committee suggests to take future trends, like demographic developments and digital transformation, into consideration. The committee recommends to think about how these trends effect future education. The programme representatives respond that they see the importance of taking these trends into consideration and that they keep abreast of new initiatives on digital education within VU Amsterdam. The committee suggests to have a look at project based learning for the bachelor's programmes and design based research for the master's programmes.
- The committee has a lot of appreciation for the portfolio instrument of the master's programme Business Administration. The committee thinks it is a suitable tool to learn to be reflective, which answers to the perspective of lifelong learning. The portfolio facilitates students to reflect on their own learning process and long-term goals throughout the year. The portfolio is a new element in the programme that is still in the pilot phase. The committee suggest to further develop the portfolio instrument and to consider introducing it into more programmes.
- The committee appreciates the new form that the advisory board will take in several programmes – which is an annual event with relevant businesses rather than a permanent board – and note that it would be good to think about ways to most effectively use the knowledge in these businesses.

Programme specific suggestions:

- Master Entrepreneurship. Since the entrepreneurial attitude is an important aspect of the programme's profile, the programme representatives raise the question how to strengthen the students' entrepreneurial attitude during the thesis. The committee suggests to promote more entrepreneurial research methods like future studies (scenario thinking) or participatory research to maintain the entrepreneurial attitude during the theses phase. An idea is to include in the thesis assessment criteria the degree to which a student has taken risk during data collection.

- Part-time master Business Administration: Programme representatives ask the committee for ideas to raise the influx in the programme and more specifically in the Financial Management specialisation. The committee suggest various options to attract more students among which:
 - Make a stronger connection with the Zuidas.
 - Change the Financial Management specialisation (more Digital/Fintech orientation).
 - The students (from both programmes) with whom the committee spoke liked the ethics course. This could be expanded in the programme.
 - Use your alumni to discuss these options

- Master Verandermanagement. The programme representatives ask the committee to reflect on the idea of a portfolio of final projects. The committee indicates that especially with a portfolio of final projects it is important to make clear how the different parts relate to the intended learning outcomes. Also it is important to have a transparent assessment procedure that includes the weight of the different components and if compensation between components is possible.