



MASTER IN BUSINESS ANALYTICS & ARTIFICIAL INTELLIGENCE

VLERICK BUSINESS SCHOOL

INITIAL ACCREDITATION ASSESSMENT REPORT

14 MAY 2024

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Table of contents

1	Executive summary	4
2	Examination of the panel	5
3	Judgement.....	11
4	Review process.....	12
	Annex 1: Administrative data regarding the institution and the programme	13
	Annex 2: Programme-specific learning outcomes	14
	Annex 3: Composition of the panel.....	15
	Annex 4: Schedule of the site visit	16
	Annex 5: Overview of the materials studied	17
	Annex 6: List of abbreviations.....	18

1 Executive summary

Vlerick Business School developed a new programme Master in Business Analytics & Artificial Intelligence to meet the demand for professionals who can bridge the gap between business and data-driven technologies – specifically data science, business analytics and artificial intelligence. This fulltime programme is to be offered in Leuven. Based on the documentation provided and the dialogues with internal and external stakeholders during a site visit in Leuven on 29 March 2024, the panel issues a positive advice about the initial accreditation of the programme.

According to the panel, the programme's premises are relevant and meet the needs of the industry. Graduates are to fulfil the role of 'translators' who understand business as well as technical possibilities. They communicate between functional business domains and technical developments. The domain-specific learning outcomes underlying the programme must be validated by NVAO. Because this had not yet happened, the panel was asked to pay specific attention to the assessment of learning outcomes. According to the panel, the programme's learning outcomes meet international requirements regarding level, content and orientation. They are in line with level 7 of the European Qualification Framework (EQF). Independent stakeholders were involved in the development of the learning outcomes.

The curriculum addresses relevant topics, including managerial and technical aspects, and with attention to sustainability. The programme is well-designed and has a logical setup. The programme's interactive and problem-solving approach, combined with a focus on personal development and self-reflection, is attractive and meets the needs of the expected student population. The panel especially appreciates the diverse learning activities and the frequent incorporation of real-life business cases and projects. Students finish the programme with an in-company project, containing a major academic component that is valuable to the professional field.

The programme has been developed and will be delivered by dedicated staff members. The teaching team consists of lecturers with relevant backgrounds, reflecting the institution's three pillars – teaching, research and the corporate world – and bringing research and practice together.

Vlerick Business School has a governance structure that allows for continuous improvement of programmes. Throughout the site visit, the panel noticed that the faculty and programme management are well aware of the plans for the new programme and developments within the school. The panel supports the institution's intention to formalise procedures and introduce programme-specific Faculty Boards as well as Stakeholder Boards.

The Hague, 14 May 2024

On behalf of the expert panel convened to assess the Master in Business Analytics & Artificial Intelligence:

Rudy Martens
(chair)

Anne Martens
(secretary)

2 Examination of the panel

The Master in Business Analytics & Artificial Intelligence is a postinitial master's programme ('master-na-master') that has been developed by Vlerick Business School. The institution already offers five master's programmes on its campuses in Brussels, Ghent and Leuven, and cooperates with partner universities Ghent University and KU Leuven to combine academic quality with relevance to practice. All programmes are fulltime, postgraduate, pre-experience programmes that aim to prepare students for business life. The panel acknowledges that Vlerick Business School is a well-known institution with a clear governance structure. Its programmes are regularly assessed by NVAO as well as by multiple international organisations that provide accreditation for business education (AACSB, AMBA and EFMD). The institution developed a new programme Master in Business Analytics & Artificial Intelligence to meet the demand for professionals who can bridge the gap between business and data-driven technologies (e.g., artificial intelligence, machine learning, big data). Information about the programme, its background and contents were presented to the panel in an information file. Current students of Vlerick Business School's programme Master in General Management in Leuven may already opt for a track in Business Analytics & AI. Once the new programme has started, it will replace the Master in General Management at Vlerick Business School's campus in Leuven.

In order to assess the programme's quality, the panel studied the information file and its annexes (see Annex 5). This documentation provided relevant information about the institution and the new programme, including the intended learning outcomes, teaching and learning environment, as well as assessment. Because the programme's domain-specific learning outcomes (see Annex 2) had not yet been validated, the panel was asked to assess these as well. All panel members wrote down their first impressions based on the documentation provided. In this phase, the panel requested additional information about the prescribed literature, the In-Company Project (ICP), boot camps and the My Vlerick Development Portfolio (MyVDP). All materials were provided through a digital 'Base Room'.

The panel members discussed their preliminary findings during a preparatory meeting in Leuven on 28 March 2024. Each panel member placed their own emphases, but overall the impressions were similar and coherent. The panel listed several topics to address during the site visit, the main themes being: (1) the programme's profile, (2) admission, (3) study load, (4) student feedback, (5) assessment and grading, and (6) terminology. On 29 March 2024, the panel visited Vlerick Business School's campus in Leuven, where it discussed these and other topics with representatives of the programme's internal and external stakeholders (see Annex 4).

Throughout the site visit, the panel met with representatives of internal and external stakeholders who conveyed a consistent image of the programme's profile. The Master in Business Analytics & Artificial Intelligence intends to educate 'translators' who can bridge the gap between business needs and technology – specifically data science, business analytics (BA) and artificial intelligence (AI). Graduates are able to translate functional business domains to technical developments and vice versa. Vlerick Business School calls them 'citizen data scientists' who can build simple predictive models and formulate data-driven recommendations for several business units and functional domains, but do not necessarily implement technical solutions. The programme management expects that graduates fulfil

managerial roles later on in their careers, rather than senior technical roles. The panel evaluates the profile as fitting and attractive to current market demand, and agrees with internal and external stakeholders that general skills (e.g., communication and storytelling) are of added value to students.

The information file presents the Master in Business Analytics and Artificial Intelligence as a unique programme. The panel is aware of similar programmes in other countries and recommends following the programme offerings at other institutions more closely. This may also strengthen the programme's international profile and support Vlerick Business School's ambitions regarding internationalisation.

In the first session of the site visit, Vlerick Business School's dean explained how the programme was recently developed with the involvement of internal and external stakeholders. This process included representatives of the professional field, academic experts and two pedagogical experts. Representatives of the professional field told the panel that they had been given the opportunity to reflect on the programme's plans and confirmed that their feedback was incorporated in the course objectives and curriculum. The panel appreciates the involvement of independent stakeholders to validate the programme's domain-specific learning objectives.

The programme differentiates between four 'programme goals (conceptual definition)' and six 'learning objectives (operational definition)'. The first two programme goals and the related learning objectives are common for all master's programmes at Vlerick Business School. The other goals and objectives are specific to the Master in Business Analytics & Artificial Intelligence. According to the panel, they represent the master's level. The dean stated that the objectives and goals have been mapped to the European Qualification Framework (EQF). The programme has provided sufficient documentation that shows that the overall objectives are adequately translated to goals at course level. The panel suggests splitting some of the broader objectives to facilitate the assessment of all aspects.

The programme offers a curriculum with five modules: (1) Business Analytics Fundamentals, (2) Management Skills & Personal Development, (3) (Big) Data & AI, (4) Business Strategy and Analytics, and (5) Management Integration. While the first two modules consist of one 3-credit course, the third and fourth modules each have multiple course components of 3 or 5 ECTS credits. The fifth module concludes the programme and brings elements of the preceding modules together in a hackathon, a one-week AI study trip, a boot camp and a two-month in-company consultancy project (ICP).

The information file, its annexes and the dialogues with the programme management and lecturers gave the panel a good impression of the curriculum content. Overall, the panel is of the opinion that the courses address relevant topics and the course outlines provide sufficient insight into the content of the courses, including information about assessment. On the panel's request, the programme provided a literature list for each of the courses before the site visit. The panel recommends incorporating these lists in the course outlines and indicating which reading materials are mandatory.

According to the information file, the programme structure reflects the ambition to develop students' analytical and managerial skills, along with a thorough knowledge of data science,

business strategy and the different business domains. The preparation for a translator role requires a fitting balance between managerial and technical aspects. Initially, the panel had questions about the business topics that are addressed and noted, for instance, that accounting is limited to management accounting. The programme management explained that the programme focuses on key functional domains: operations, HR, finance and strategy. Students who wish to dive deeper into specialised topics (e.g., supply chain), may opt for specific boot camps. Regarding technical knowledge and skills, students gain hands-on experience with data science by working with off-the-shelf applications and use prepared notebooks. The dean explained that, as a result, graduates understand the pros and cons of different methodologies for the benefit of their future roles as translators between business and technology. They are not technical experts but they can interact with technical specialists.

The module on Business Strategy and Analytics contains a separate course on Sustainable AI, which is a very relevant topic for the programme. According to the panel, it is important to include legal aspects related to sustainability in this course (e.g., data protection, privacy). The panel recommends addressing both European and global perspectives and involving (external) legal experts to ensure that students learn to interpret laws correctly.

The in-company project constitutes the final project and is therefore an important milestone. It addresses all programme goals and the dean explained that all projects will be focused on data science. Students work in small groups to reflect a real business environment where the team members have a shared responsibility for the project's success. The project requires students to translate a management question into academic research questions. It is positive that the ICP starts with a general module 'License to research' that students have to complete before the start of the project. Students are encouraged to find their own project, but Vlerick Business School also collects projects through existing networks. Possible projects are screened before students start and staff members contact company representatives to investigate their interest and ability to support the project. Throughout the project, students will be supervised by an academic faculty supervisor from Vlerick Business School and a company supervisor. Considering that the Master in Business Analytics & Artificial Intelligence is an academic programme, the panel deems it important that the programme maintains sufficient attention to safeguarding the ICP's academic level. Representatives of the professional field also stressed that they value the academic and methodological character of the ICP.

Students' personal development throughout the programme is followed via the My Vlerick Development Portfolio (MyVDP). The panel considers this a valuable tool to support the development of personal and management skills – this view was supported by students from other programmes at Vlerick Business School. The programme management explained that MyVDP includes group coaching sessions and feedback sessions where students provide peer feedback on cooperation. This prepares them well for the ICP. MyVDP coaches encourage students to work on their personal and professional skills throughout the programme.

The curriculum of the new programme is well-designed and has a logical setup. The programme's interactive and problem-solving approach, combined with a focus on personal development and self-reflection, is attractive and meets the needs of the expected student population. The panel especially appreciates the diverse learning activities and the frequent

incorporation of real-life business cases and projects such as the hackathon and ICP. These enable students to put the knowledge and skills they have acquired into practice. Representatives of the professional field confirmed that the business perspective and experience in the programme are clear added values that will enable graduates to start working without much additional training. The panel is positive about the attention to inclusive education, including diversity and equity. The teaching staff explained how they are supported in creating an inclusive learning environment where both students and staff feel at home.

According to the panel, the programme has a well-developed assessment policy and a detailed assessment plan that adequately links objectives at course level to the programme's learning objectives. The programme balances formative and summative assessments, and students are provided with regular feedback. Most courses use several assessment approaches, including individual and group assignments. The programme management adequately explained how individual progress is monitored in group work, using frequent meetings and MyVDP. The panel noted that many of the courses consist of multiple parts, each with their own assessments, possibly leading to a (too) high workload for students. Therefore, the panel recommends investigating whether it is possible to combine assessments in larger units. This may also enable the involvement of multiple assessors in one assessment, fostering greater consistency in grading across assessments.

The information file provided detailed information about the programme's admission procedures. Vlerick Business School intends to attract a diverse student population, with students from different disciplines but no or little work experience. According to representatives of the professional field, a 'melting pot' of different cultures and backgrounds will be a strength of the programme because it prepares students for their professional careers. It is positive that the programme provides additional materials and tools to all students that enable them to reach the same end level. The programme's primary target group consists of students who have already obtained 240 ECTS credits, including a master's degree. In exceptional cases, applicants with only a 180-credit bachelor's degree from a non-Belgian university may be admitted. The dean explained that in those cases, applicants need to prove relevant experience as well as pass the regular admission test.

The programme does not require prior training in data science or AI, nor knowledge of coding or quantitative analytical techniques. Still, the panel noted that many courses expect a foundation in statistics or programming. This may lead to a challenging programme for students without technical experience. To prepare for this, applicants without any background in statistics are strongly encouraged to take a free DataCamp course on this subject prior to starting the programme. Lecturers told the panel that they also offer additional tutorials on Excel and statistics.

Overall, the panel remarks that the programme is very ambitious in its intention to combine knowledge of AI with management skills in a one-year 60-credit programme. The course outlines suggest a high workload. The panel understands that the study load may differ from student to student, depending on their previous experience. During the site visit, the panel spoke with students of other master's programmes at Vlerick Business School. They confirmed the challenging and intensive nature of their programmes, but also stressed that they do not mind and in fact appreciate the immersive character. Nevertheless, the panel

deems it important that the programme is transparent about this to prospective students. In addition, the panel recommends monitoring the workload for each of the courses to ensure that credits represent a suitable study load, as well as the distribution across the academic year. Faculty members assured that they will monitor the time students spend on their courses beyond the time in class, striving for a balance within and between courses that is in line with the European Credit Transfer and Accumulation System (ECTS).

The panel is positive about the dedicated teaching staff involved in the programme. The teaching team consists of lecturers with relevant backgrounds, reflecting the institution's three pillars teaching, research and the corporate world. Most staff members are fully employed by Vlerick Business School. Some also have a research fellowship at Ghent University or KU Leuven. The panel was satisfied to learn that the lecturers have ample experience in applying current research and analytical methods in lessons, real-life cases and projects with business partners, thus bringing research and practice together and making the programme attractive to students and the professional field. Representatives of the professional field will provide guest lectures.

Staff members feel sufficiently supported by the programme management and Vlerick Business School's learning hub. They experience equal appreciation for education, research and corporate activities. Lecturers told the panel that they are connected to centres addressing research for business and society, and that their activities feed their teaching.

Students of related programmes at Vlerick Business School are very satisfied with the institution's facilities and the support they receive, both in terms of education and practicalities. An International Office provides support specifically to incoming international students. A committed programme manager is present every day and is the main contact for all students in case of issues. Students told the panel that every programme has three students 'ambassadors' for inclusion, promotion and education. The panel appreciates the institution's career services that prepare students for the labour market and help them finding jobs. These services include general seminars and trainings as well as individual coaching sessions.

The information file describes how the institution continuously evaluates and revises programme curricula. Vlerick Business School has set up a governance structure that allows for continuous improvement of programmes, including several boards that deal with educational quality and a link to AACSB's Assurance of Learning. Throughout the site visit, the panel noticed that the faculty and programme management are well aware of the plans for the new programme and developments within the school. The panel supports the institution's intention to formalise procedures and introduce programme-specific Faculty Boards that convene annually at the end of the academic year. The annual meeting is an opportunity to revise the programme, taking into account the results of student evaluation surveys and alignment across the curriculum.

In 2024, Stakeholder Boards will be installed for each of Vlerick Business School's programmes. This board will be involved in a comprehensive review of the programme's curriculum and advise the Programme Director on the fit of the curriculum with requirements of the field. The installation of Stakeholder Boards formalises the institution's connections to the professional field. During the site visit, the panel learnt that this board is still to be

established. The panel believes that a Stakeholder Board will be of great importance to monitor the rapid developments in society and the professional field and recommends organising regular meetings to maintain a continuous dialogue about the programme's quality and current trends.

The programme will gather feedback from students in multiple ways. The main instrument to evaluate students' learning experience is the Learning Impact Indicator (LII). According to the information file, the LII represents a shift from a faculty-centred approach to a learner-centred one. The LII is administered after each course and consists of two 5-point scale questions and two open questions. It provides the programme with useful student feedback. In addition to the LII, students can provide feedback through the programme manager and student representatives ('ambassadors'). The institution organises active follow-up with students through several feedback moments.

Finally, the panel discussed the programme's name in multiple sessions. Although the choice for business analytics is clear, the panel wondered whether the use of artificial intelligence in the programme's name is fitting, considering that the programme does not train technical specialists and not only covers AI but the broader field of data science. The programme management explained that the programme wants to capture the latest trends that have an enormous impact on businesses. Representatives of the professional field provided an additional argument: the inclusion of both BA and AI in the programme name will attract students with different backgrounds and thus contribute to a diverse learning environment. The panel understands this reasoning but nevertheless recommends monitoring whether the programme's name leads to the correct expectations among prospective students and the professional field.

Throughout the assessment procedure, the panel noted that not all terms are used consistently. It is important that the programme explains clearly what it means with terms in the AI field, such as generative AI, machine learning and data science. The panel is of the opinion that Vlerick Business School should not only listen to what happens in the field, but that the institution also has a responsibility to shape society, to clarify terminology and to maintain consistency in this regard.

In a final meeting with the dean and programme management, the panel presented a summary of its findings.

3 Judgement

The panel comes to a positive advice about the initial accreditation of the Master in Business Analytics & Artificial Intelligence as developed by Vlerick Business School. This advice is based on the professional documentation and the open, constructive dialogue during the site visit on 29 March 2024 in Leuven. Together, they gave the panel a consistent image of the new programme.

The panel acknowledges that the programme's premises are relevant and meet the needs of the industry. Throughout the site visit, the panel met with representatives of internal and external stakeholders who conveyed a consistent image of the programme's fitting and attractive profile. They confirmed that they have been actively involved in the programme's development.

According to the panel, the programme's domain-specific learning objectives are formulated at master's level and have been validated by independent stakeholders. The panel suggests splitting some of the broader objectives to facilitate the assessment of all aspects.

The curriculum addresses relevant topics, including managerial and technical aspects, and with attention to sustainability. The panel recommends addressing both European and global perspectives and involving (external) legal experts to ensure a correct interpretation of relevant laws. The final in-company project (ICP) contains a major academic component. It is positive that the ICP starts with a general module 'License to research' and that students are supervised by an academic faculty supervisor from Vlerick Business School. Considering that the Master in Business Analytics & Artificial Intelligence is an academic programme, the panel deems it important that the programme maintains sufficient attention to safeguarding the ICP's academic level.

The programme is well-designed and has a logical setup. The programme's interactive and problem-solving approach, combined with a focus on personal development and self-reflection, is attractive and meets the needs of the expected student population. The panel especially appreciates the diverse learning activities and the frequent incorporation of real-life business cases and projects. MyVDP is a valuable tool to support the development of personal and management skills. Because of the expected high workload, the panel recommends monitoring the workload for each of the courses and the curriculum as a whole, as well as investigating whether it is possible to combine assessments in larger units.

The panel is positive about the dedicated teaching staff involved in the programme. The teaching team consists of lecturers with relevant backgrounds, reflecting the institution's three pillars teaching, research and the corporate world. They bring research and practice together, and make the programme attractive to students and the professional field.

Vlerick Business School has a governance structure that allows for continuous improvement of programmes, including several boards that deal with educational quality and a link to AACSB's Assurance of Learning. Throughout the site visit, the panel noticed that the faculty and programme management are well aware of developments. The panel supports the institution's intention to formalise procedures and introduce programme-specific Faculty Boards as well as Stakeholder Boards.

4 Review process

The assessment was carried out in line with the 'Assessment framework initial accreditation – June 2020'.

The panel prepared itself for the assessment on the basis of the information file submitted by the institution when applying for accreditation. Prior to the preparatory meeting of the panel, each panel member formulated initial impressions and questions were listed. During a preparatory meeting on 28 March 2024, the panel discussed all information received in the application file and also prepared the dialogue with the programme. Impressions and questions were updated before the dialogue with the institution.

The dialogue took place on 29 March 2024 in Leuven.

During the dialogue the panel investigated the context of the programme and the institution and collected all required information to make a judgement on the quality of the programme.

During a closed meeting of the panel on 29 March 2024, the panel discussed all information obtained and translated it into a holistic judgement. The panel took this conclusion in full independence.

All information obtained led to a draft assessment report that has been sent to all panel members. The feedback from the panel members has been processed. The assessment report adopted by the chairman was submitted to NVAO on 14 May 2024.

Annex 1: Administrative data regarding the institution and the programme

Institution	Vlerick Business School
Address, institution website	Reep 1, 9000 Gent www.vlerick.com
Status institution	Statutory registered institute
Programme	Master in Business Analytics & Artificial Intelligence
Level and orientation	Master (Advanced master)
(Additional) title	N/A
Field of study	-
Specialisations	N/A
Programme routes	N/A
Location where the programme is offered	Leuven
Teaching language	English
Study load (in credits)	60 ECTS credits
New training in Flanders	Yes
Programme-specific learning outcomes	See Annex 2
Connecting options and potential further education	N/A

Annex 2: Programme-specific learning outcomes

According to the programme, the programme-specific learning objectives of the Master in Business Analytics & Artificial Intelligence are identical to the domain-specific learning objectives. Vlerick Business School differentiates between 'programme goals (conceptual definition)' and 'learning objectives (operational definition)'. The first two programme goals and the related learning objectives are common for all master's programmes at Vlerick Business School. The last goals and objectives are specific to the Master in Business Analytics & Artificial Intelligence.

Programme goals (PG)	Learning objectives (LO)
<p><u>PG1 Self-Management and Interpersonal Skills</u> Graduates will be self-reflective professionals in pursuit of life-long learning</p>	<p><u>LO1:</u> Graduates will be able to independently assess their own strengths and weaknesses, allowing them to proactively identify learning opportunities and continuously adapt.</p>
<p><u>PG2 Bridging Theory and Practice</u> Graduates will take an evidence-based approach to solving complex business problems.</p>	<p><u>LO2:</u> Graduates will be able to analyse complex business challenges, proficiently choose relevant academic theories and frameworks, and adeptly develop solutions based on these foundations.</p>
	<p><u>LO3:</u> Graduates will be able to perform professional research, systematically analyse and synthesize data, and critically evaluate and compare alternative solutions in a structured manner.</p>
<p><u>PG3 Knowledge of Data Analytics & AI</u> Graduates will have state-of-the art expertise of the methods and techniques to drive data & AI driven digital transformation in businesses.</p>	<p><u>LO4:</u> Graduates will be able to examine data architecture and apply programming languages to interpret large datasets and effectively collaborate with IT and data engineers.</p>
	<p><u>LO5:</u> Graduates will be able to apply data science methods systematically, enabling them to extract meaningful business insights and develop data and AI-driven business solutions.</p>
<p><u>PG4 Leveraging Data Analytics & AI for Business Decision-Making</u> Graduates will have a holistic business perspective that empowers them to address complex challenges in organisations.</p>	<p><u>LO6:</u> Graduates will be able to integrate and apply knowledge and insights across all business domains to recommend or make sound business decisions based on data.</p>

Annex 3: Composition of the panel

The assessment was made by a panel of experts convened and appointed by the NVAO. The panel is composed as follows:

Rudy Martens (*chair*), is Professor emeritus in the domain of general and strategic management. He was chairman of the Department of Management at the University of Antwerp. From 2011 until 2018, he was dean of the Faculty of Business and Economics. His research and teaching activities were situated in the field of strategic and general management. His focus was on strategy processes, strategy formation in SME's and competence-based strategic management. He is also active in the professional accreditation organisation AACSB which aims to improve the quality of business education worldwide. In the past he was also Director and Professor at the Antwerp Management School.

Marno Verbeek (*panel member*), Professor of Finance, and chairman of the Department of Finance at Rotterdam School of Management, Erasmus University, the Netherlands. From 2011-2017, he was Dean of Research and Scientific Director of the Erasmus Research Institute of Management (ERIM). He was a member of the assessment committee for the master-na-master Economic and Applied Economic Sciences (2015).

Véronique Van Vlasselaer (*panel member*), Analytics & AI Lead South West & East Europe at SAS. She is a data science enthusiast with an infinite passion to operationalise business decisions supported by insights from data analysis, machine learning and AI. She is an anti-fraud expert.

Pieter-Jan Debruyckere (*student panel member*), master's student in Business Engineering, majoring in Finance at UGent. He serves on the social council and was finance director of the Ghent student council, an umbrella organisation for the entire university. He serves on behalf of the Faculty Student Council (Stuvecao) in the Strategy & Organisation Committee at his own faculty and in the Ardoyen Steering Committee. He has a particularly keen interest in AI and data analytics, and has work experience as a consultant.

The panel was assisted by:

- **Ils Aerts**, policy advisor Flanders NVAO, process coordinator;
- **Anne Martens**, secretary.

All panel members, the process coordinator and secretary have signed NVAO's code of ethics.

Annex 4: Schedule of the site visit

29 March 2024 (site visit)

Vlerick Business School, Leuven

Time	Meeting
9:00 – 9:15	Closed panel meeting
9:15 – 10:00	Session 1 – Introduction to Vlerick Business School <ul style="list-style-type: none"> • Dean
10:00 – 11:30	Session 2 – Programme management <ul style="list-style-type: none"> • Director of Masters programmes • Head of Masters programmes • Programme Director • Student Career Advisor
11:30 – 11:45	Break and closed panel meeting
11:45 – 12:30	Session 3 - Professional field representatives (online) <ul style="list-style-type: none"> • Managing Director Faktion • Account Executive, TrustBuilder Corporation • Head of Gen AI Transformation & Operational Excellence BeNe, DPG Media • CTO & Research director, Euranova • Head of Customer Operations, Telenet
12:30 – 13:30	Session 4 - Walking lunch with students <ul style="list-style-type: none"> • 8 students of the programmes Master in General Management (including the track Business Analytics & AI) and Master in Marketing & Digital Transformation
13:30 – 14:00	Closed panel meeting
14:00 – 15:00	Session 5 - Teaching staff <ul style="list-style-type: none"> • Full Professor of Operations and Supply Chain Management • Associate Professor of Operations Management • Professor of Management Practice, HR Management • Full Professor of Management Accounting and Digital Finance
15:00 – 16:30	Closed panel meeting
16:30 – 17:00	Closing meeting Dean and Programme Management <ul style="list-style-type: none"> • Dean • Director of Masters programmes • Head of Masters programmes • Programme Director

Annex 5: Overview of the materials studied

Self-Assessment Report

- Information file Toets Nieuwe Opleiding Master in Business Analytics & Artificial Intelligence (submitted 6 February 2024)

Mandatory annexes to the Self-Assessment Report

- Domain-specific learning objectives
- Related programmes
- Curriculum schedule
- Course outlines
- Assessment plans
- Course objectives mapping
- Programme faculty
- Contacts with the professional field

Documentation made available leading up to the site visit

- Literature & Readings
- Progression rates for current Vlerick Business School master's programmes
- Boot camps
 - Course outlines
 - Assessment plans
- In-Company Project
 - Faculty guidelines
 - Student guidelines
 - ICP Assessment rubric
 - Examples
- MyVlerick Development Portfolio
 - Assessment Report (example)
 - Progress Report (example)
 - Assessment Rubric
- Background materials
 - AOL assessment rubrics AACSB
 - Programme management
 - Academic career note
 - Education and examination rules 23-24
 - Strategy note 2022

Annex 6: List of abbreviations

AI	Artificial Intelligence
BA	Business Analytics
ECTS	European Credit Transfer and Accumulation System
EQF	European Qualification Framework
ICP	In-Company Project
LII	Learning Impact Indicator
MGM	Master in General Management
MyVDP	My Vlerick Development Portfolio
NVAO	Accreditation Organisation of the Netherlands and Flanders (Nederlands-Vlaamse Accreditatieorganisatie)

Colofon

MASTER IN BUSINESS ANALYTICS & ARTIFICIAL INTELLIGENCE

VLERICK BUSINESS SCHOOL (VL131191-24)

Initial accreditation • Assessment report

14 May 2024

Composition: NVAO • Vlaanderen



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