

Peer Review Bachelor-Master programmes and Master of Teaching of the Faculty of Business and Economics – public report and Quality Assurance Decision

Most important conclusions of the peer review

The report of the peer review team identifies a number of strengths of the programmes, as well as suggestions. The review team formulated no areas of improvement. The suggestions have already been incorporated into the development plan of the programmes for the coming period. The most important conclusions of the peer review are summarized below.

Strengths of the programmes

The programmes show **transparency** in addressing challenges, have a strong commitment to **continuous improvement and demonstrate excellence**. This is made clear in the **multiple accreditations** by NVAO, AACSB, EFMD, and EQUIS as indicators of sustained quality, creating structured feedback loops.

The programmes have a **clear and shared vision of their unique selling points (USPs)**. Particularly sustainability and the 'International Week (or I-week) on Sustainability' are consistently echoed as defining features of the programmes and are relevant for students' professional development. **Sustainability** is embedded in different levels across the curricula and visible in the labelling of programmes and courses. The **I-week** is a unique initiative that integrates interdisciplinary collaboration, internationalisation, and practical engagement.

The faculty has dedicated **committees that make** ethics and sustainability, connections with practice, and internationalisation as **implicit themes more visible** and actionable. These committees employ structured tools to map curricular content and foster staff engagement through reflective dialogue. **Faculty support** in these initiatives is robust, with a notable commitment to internationalisation.

The programmes have a **well-articulated vision on internationalisation**, translated in multiple double degree programmes, a Blended intensive Programme (BIP), summer and winter schools, and different initiatives concerning internationalisation@home next to facilitating students' participation in international exchange programs. These efforts not only attract international students but also enrich the experience of local students by broadening their global perspectives.

The faculty and programmes contribute to an **inclusive environment** via initiatives to ensure socio-economically disadvantaged students access to international opportunities, the buddy project for incoming international students, mentoring programs for local students, and the organisation of bridging courses on mathematics, statistics and economics for those who feel underprepared for certain programs.

'**Shape your ...**' initiatives such as 'Shape Your Bachelor', 'Shape Your Master', 'Shape your international journey' and 'Shape Your Career' support students to make informed decisions and help them to navigate complex choices. The wide range of **electives within the programmes** allows students to personalise their learning experience, a feature consistently praised in student feedback.

Suggestions for further improvement

The programmes will explore and discuss possibilities of **reshaping group work**, e.g. by introducing **coaching and peer tutoring**, strengthening team work and **role play** to simulate professional dynamics, which can allow students to become more confident and capable in collaborative settings. The organization of group work in **diverse composed groups** will be continued and encouraged to enhance students' international and intercultural competences.

To **review the role and form of the bachelor's thesis** to complement the academic dimension with real-world professional environments and address challenges posed by generative AI, the programmes will critically assess

the thesis's goals, expectations, skills and structure, drawing inspiration from alternatives used at other faculties and universities. The programmes will **rethink (aspects of) the internships** by further promoting internships on top of the substantial growth over the past three years, possibly revise the duration considering the amount of ECTS allocated, provide international students with more information on possibilities and explore additional recommendations such as increasing communication on the different forms of internship available, creating awareness on the added value, facilitating the process by removing barriers and increasing the marketplace.

The programmes provide guidance on choices in language courses during 'Shape your bachelor', which can be optimized by placing further emphasis on strategic language planning to enhance employability, potentially through a '**Shape Your Languages**' initiative. The programmes can increase interaction during '**Shape Your Career**' and offer even more insights from business and industry. Skills-based components (such as negotiation, contracts and legal terminology) are suggested to be further included.

Given the wide range of initiatives and programmes offered, **resource usage and efficiency** remain a challenge. The programmes can e.g. further leverage the YUFE alliance, utilizing shared resources and joint educational initiatives to enrich the curriculum.

The programmes will provide students with a nuanced understanding of their environmental impact, not only **increasing awareness of the carbon footprint of going abroad** but also of digital and other behaviour, encouraging more informed and sustainable choices.

The programmes will continue monitoring and enhancing the **diversity of assessment** methods in the learning track meetings, and look into the amount of courses basing their final grade on a single theoretical exam.

Alumni can serve as peers and role models for current students, offering valuable insights and inspiration. The programmes will discuss **strengthening the alumni network**. Younger generations could be more involved using a targeted approach.

Finally, the programmes will continue to align with university and faculty **policy on the use of generative AI** and stay up to date with recent developments and the impact on education. It is suggested to develop a coherent policy across the programmes to ensure consistency and uphold academic integrity.

Most recent peer review Bachelor-Master programmes and Master of Teaching of the Faculty of Business and Economics

Timing

The site visit of the peer review team took place on **the 6th and 7th of May 2025**.

Peer review team

The programmes suggested external and internal candidates as members of the peer review team. The student member was recruited by the Department of Education in collaboration with the UAntwerp Student Council. Chair of the peer review team was the vice-rector Education. The composition of the peer review team was validated on the 25th of November 2024 by the Board of Programme Evaluation.

Composition of the peer review team:

Chairwoman:

- Prof. dr. Chris Van Ginneken, vice-rector of Education, University of Antwerp

External members:

- Prof. dr. Eric Cornélis, lecturer in Transport and Logistics, Université de Namur
- Mr. Steve Goossens, Head of Strategy and Corporate Office Belfius Insurance
- Prof. dr. Jacek Mizerka, professor in Corporate Finance and former vice-rector of Education and Students, Poznan University of Economics and Business
- Mr. Peter Van de Putte, general director Maatschappij LinkerScheldeOever (MLSO)

Internal member:

- Prof. dr. Tanja Mortelmans, professor and vice-dean of Education, Faculty of Arts, University of Antwerp

Student member:

- Mr. Barend Van Velthoven, student in the Master of International Relations and Diplomacy, University of Antwerp

Result Peer Review

The peer review team decided to **confirm confidence** in the Bachelor-Master programmes (including preparatory programmes) and Master of Teaching of the Faculty of Business and Economics: Bachelor in de toegepaste economische wetenschappen, Master in de Toegepaste Economische Wetenschappen: Bedrijfskunde, Master of Business Economics, Master in de Toegepaste Economische Wetenschappen: Economisch Beleid, Master of Applied Economic Sciences: Economic Policy, Bachelor handelsingenieur, Master handelsingenieur, Master of Business Engineering: Financial Engineering, Bachelor handelsingenieur in de beleidsinformatica, Master of Digital Business Engineering, Educatieve Master in de Economie: Domain components.

Creation

With regard to the peer review, the programmes made a self-assessment report, describing its vision, good practices, challenges and future prospects. The Department of Education developed datasheets in consultation with the programmes, containing both qualitative (learning outcomes, study programme, staff information, etc.) and quantitative data (amount of enrolments, student success rates, cohort analysis, etc.) about the programmes. In consultation with the Department of Education the programmes created a time schedule to interview the staff responsible for the programmes, students, lecturers, assistants, external partners and alumni. During the interviews between the peer review team and the programmes the CIKO staff member of the Faculty was present.

The peer review team evaluated the programmes based on qualitative and quantitative information, as the interviews and the preparatory documents: the self-assessment report, the datasheet, a sample of master thesis and the education portfolio of the programmes.

The peer review took place conform to the [European Standards & Guidelines](#).

Report, follow up and Quality Assurance Decision

All findings of the peer review team are written down in a review report. The review report names several strengths of the programmes, and some suggestions for further improvement. The programmes incorporated these suggestions in a development plan.

The integrated report – review report and development plan – was validated together with the public information by the Board of Programme Evaluation on the 24th of November 2025 and was presented to the Education Board on the 16th of December 2025 and the Board of Governors of UAntwerp on the 10th February 2026. The Board adopted the quality assurance decision for the programme(s).