

Assessment report  
Limited Framework Programme Assessment

**Master Human Resource Studies**

Tilburg University

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## 1. Executive summary

In this executive summary, the panel presents the main considerations which led to the assessment of the quality of the Master Human Resource Studies programme of Tilburg University, which has been assessed according to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, as published on 20 December 2016.

The panel finds the programme objectives to be sound and relevant and appreciates students being educated to study employment relations at various levels, in economic and non-economic terms, from different perspectives, and in context-sensitive terms. The panel is positive about the thorough research orientation of the programme and about students being trained in academic and vocational skills. The panel welcomes students being offered the opportunities to study sub-domains in-depth.

The *credible activist* concept is appreciated by the panel as a relevant notion to summarise the objectives of the programme. The panel, however, proposes to add specification to the concept, for it to serve better as the guiding principle of the programme. In addition, the panel advises to consider changing the current label of the programme to bring the label closer to the programme contents.

The panel welcomes the domain-specific reference framework which has been drafted by the joint Dutch programmes in this field of study. The programme objectives meet this reference framework.

The panel considers the intended learning outcomes to be comprehensive, well-articulated, state-of-the-art and corresponding to the programme objectives. The intended learning outcomes meet the master level.

The panel supports programme management intentions to keep the student influx numbers at the current levels or raise them further.

The curriculum meets the intended learning outcomes. The panel is very appreciative of the curriculum, as the subjects in this domain are taught in-depth. The contents of the courses definitely are high level. The study of journal articles in the courses is appreciated by the panel. The international and intercultural aspects of human resource management are adequately addressed. Students are educated in doing self-reliant research in this domain. Students are well-trained in academic, vocational and personal skills. The curriculum is well-organized and coherent. Students are well-informed by lecturers about the curriculum coherence. The panel welcomes the Extended Master programme, which offers students interesting additional study opportunities.

The lecturers are both good researchers in their fields and effective as teachers. The panel notes the students to be positive about the lecturers. The generous proportion of lecturers being PhDs and the proportion of lecturers being BKO-certified testify to their research and educational capabilities. The lecturers meet very regularly to discuss the programme and to adjust the courses to each other. The panel appreciates specialised coaches training students on vocational and personal skills.

The panel proposes to balance the gender diversity among the staff. As the lecturers' workload is quite demanding, the panel suggests to adjust this workload.

The programme educational concept and study methods allow students to gain the knowledge and skills required. The panel would propose to consider introducing the mentoring system. The number of hours of face-to-face education and the students-to-staff ratio are satisfactory. The student success rates of the programme are favourable.

Although the programme examination and assessment rules and regulations are appropriate, the panel recommends to formulate a clearer vision on assessment. The position and the responsibilities of the Examination Board are up to standard. The examination methods adopted for the courses are adequate, as these meet the course goals and contents. The panel welcomes the competency framework for assessment of vocational skills, at the same time encouraging programme management to elaborate this framework. The panel noted grades of 5.0 for vocational or personal skills to be allowed to be compensated for. The panel advises to require students to have a pass for these skills.

The panel considers the supervision and assessment processes of the Master thesis to be up to standard. The concept and implementation of the thesis circles are welcomed by the panel. The panel suggests to ensure comparable levels of supervision among supervisors, as these levels may differ. Although the thesis scoring forms include relevant criteria and are comprehensive in this respect, the panel advises to add written comments to substantiate the assessments.

The measures taken to assure the validity, reliability and transparency of examinations and assessments are appropriate. Although the programme assessment plan is appreciated by the panel, the panel proposes to elaborate on the constructive alignment of the programme.

The panel considers the course examinations to be very much up to standard and to be rather high level. The Master theses the panel studied, match the intended learning outcomes. The panel considers the theses in terms of contents and in terms of scientific structure to be up to standard.

The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer a suitable preparation for the labour market. The panel noted the graduates finding jobs in rather short time and by far most of them obtaining fitting positions.

The panel that conducted the assessment of the Master Human Resource Studies programme of Tilburg University assesses this programme to meet the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, judging the programme to be satisfactory. Therefore, the panel recommends NVAO to accredit this programme.

Rotterdam, 19 September 2018

Prof. dr. J.C. Looise  
(panel chair)

drs. W. Vercouteren  
(panel secretary)

## 2. Assessment process

The evaluation agency Certiked VBI received the request by Tilburg University to coordinate the limited framework programme assessment process for the Master Human Resource Studies programme of this University. This objective of the programme assessment process was to assess whether the programme would conform to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, published on 20 December 2016 (Staatscourant nr. 69458).

Management of the programmes in the assessment cluster Organization Studies convened to discuss the composition of the assessment panel and to draft the list of candidates.

Having conferred with management of the Tilburg University programme, Certiked invited candidate panel members to sit on the assessment panel. The panel members agreed to do so. The panel composition was as follows:

- Prof. dr. J.C. Looise, professor emeritus Human Resource Management, University of Twente (panel chair).
- Prof. dr. S.M. Nkomo, professor, Department of Human Resource Management, University of Pretoria (panel member).
- Dr. M. Govaerts, associate professor, Department of Educational Development and Research, Maastricht University (panel member).
- Prof. dr. D. Faems, professor Innovation and Organisation, University of Groningen (panel member).
- E. de Rover MSc, student Master Business Administration, Radboud University (student member).

On behalf of Certiked, drs. W. Vercouteren served as the process coordinator and secretary in the assessment process.

All panel members and the secretary confirmed in writing being impartial with regard to the programme to be assessed and observing the rules of confidentiality. Having obtained the authorisation by the University, Certiked requested the approval of NVAO of the proposed panel to conduct the assessment. NVAO have given their approval.

To prepare the assessment process, the process coordinator convened with management of the programme to discuss the outline of the self-assessment report, the subjects to be addressed in this report and the site visit schedule. In addition, the planning of the activities in preparation of the site visit were discussed. In the course of the process preparing for the site visit, programme management and the process coordinator regularly had contact to fine-tune the process. The activities prior to the site visit have been performed as planned. Programme management approved of the site visit schedule.

Well in advance of the site visit date, programme management sent the list of Master theses of graduates of the programme of the most recent years. Acting on behalf of the assessment panel, the process coordinator selected fifteen Master theses. The grade distribution in the selection was ensured to conform to the grade distribution in the list, sent by programme management. No additional selection criteria applied.

The panel chair and the panel members were sent the self-assessment report of the programme, including appendices. In the self-assessment report, the student chapter was included. In addition, the expert panel members were forwarded a number of Master theses of the programme graduates, these final projects being part of the selection made by the process coordinator.

A number of weeks before the site visit date, the assessment panel chair and the process coordinator met to discuss the self-assessment report provided by programme management, the procedures regarding the assessment process and the site visit schedule. In this meeting, the profile of panel chairs of NVAO was discussed as well. The panel chair was informed about the competencies, listed in the profile. Documents pertaining to a number of these competencies were presented to the panel chair. The meeting between the panel chair and the process coordinator served as the briefing for panel chairs, as meant in the NVAO profile of panel chairs.

Prior to the date of the site visit, all panel members sent in their preliminary findings, based on the self-assessment report and the final projects studied, and a number of questions to be put to the programme representatives on the day of the site visit. The panel secretary summarised this information, compiling a list of questions, which served as a starting point for the discussions with the programme representatives during the site visit.

Shortly before the site visit date, the complete panel met to go over the preliminary findings concerning the quality of the programme. During this preliminary meeting, the preliminary findings of the panel members, including those about the final projects were discussed. The procedures to be adopted during the site visit, including the questions to be put to the programme representatives on the basis of the list compiled, were discussed as well.

On 20 June 2018, the panel conducted a site visit on the Tilburg University campus. The site visit schedule was in accordance with the schedule as planned. In a number of separate sessions, panel members were given the opportunity to meet with Tilburg School of Social and Behavioral Sciences representatives, programme management, Examination Board representatives, lecturers and final projects examiners, and students and alumni.

In a closed session at the end of the site visit, the panel considered every one of the findings, weighed the considerations and arrived at conclusions with regard to the quality of the programme. At the end of the site visit, the panel chair presented a broad outline of the considerations and conclusions to programme representatives.

Clearly separated from the process of the programme assessment, the assessment panel members and programme representatives met to conduct the development dialogue, with the objective to discuss future developments of the programme.

The assessment draft report was finalised by the secretary, having taken into account the findings and considerations of the panel. The draft report was sent to the panel members, who studied it and made a number of changes. Thereupon, the secretary edited the final report. This report was presented to programme management to be corrected for factual inaccuracies. Programme management were given two weeks to respond. Having been corrected for these factual inaccuracies, the Certiked bureau sent the report to the University Board to accompany their request for re-accreditation of this programme.

### 3. Programme administrative information

Name programme in CROHO: M Human Resource Studies  
Orientation, level programme: Academic Master  
Grade: MSc  
Number of credits: 60 EC  
Specialisations: N.A.  
Location: Tilburg  
Mode of study: Full-time (instruction language is English)  
Registration in CROHO: 60075

Name of institution: Tilburg University  
Status of institution: Government-funded University  
Institution's quality assurance: Approved

## 4. Findings, considerations and assessments per standard

### 4.1 Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

#### *Findings*

The Master Human Resource Studies is a research-based, multi-disciplinary, social sciences master programme of Tilburg University. The programme is English-taught.

The Master Human Resource Studies programme is one of the programmes of Tilburg School of Social and Behavioral Sciences. The School offers bachelor, master and research master programmes in the social sciences. The management team of the School, being chaired by the Dean, is responsible for the quality of the programmes offered. The programme director and the programme coordinator manage the programme on the day-to-day basis. Lecturers in the programme are recruited from the Departments of Human Resource Studies and Methodology and Statistics of the School. The programme committee, being composed of both lecturers and students, advises programme management on the quality of the programme. The School's Examination Board has the responsibility to ensure the quality of examinations and assessments of this and the other School's programmes.

The programme aims to educate students to become *credible activists*, human resource experts who can combine knowledge of subjects in this domain and academic, vocational and personal skills to be effective as professionals in this field. The objectives of the programme are to educate students to study employment relations, to understand and analyse employment relations on societal, organizational, team and individual levels and in financial, economic, well-being, fairness, legitimacy and employee development terms. In addition, students are educated to view employment relations from the perspectives of both management or employees as well as from the human relation professionals angle and to approach employment relations context-sensitive, taking into account the specific situation of organizations. In addition, students are taught research methods and techniques for this domain. Students are also trained in academic, vocational and personal skills. Compared to the objectives of the Bachelor Human Resource Studies, this programme is geared towards in-depth study of subjects in this domain, offers opportunities for specialisation in specific sub-domains and requires students to be more self-reliant in doing research. The programme is distinctly multi-disciplinary, addressing, among others, human resource studies, organization studies, sociology and (organizational) psychology, business economics and labour law.

The programme objectives correspond to the requirements of the *Domain-specific frame of reference Organization Studies 2018*, which has been drafted by the Bachelor and Master Organization Studies and Bachelor and Master Human Resource Studies programmes of Tilburg University and by the Master Policy, Communication and Organization and the Master Culture, Organization and Management programmes of VU Amsterdam.



Students are prepared to enter the labour market, taking positions as human resource advisors, recruiters, consultants or administration and payroll employees. Having completed their studies, graduates may start in junior positions.

The programme objectives have been translated into the programme intended learning outcomes. These specify, among others, students to be knowledgeable about theories, methods and trends in this domain and in specific sub-domains in particular, to analyse subjects and find solutions for problems in this domain, to do research in this field, to reflect critically upon existing paradigms and disciplinary perspectives in this domain, to acquire academic and vocational skills to convince others of the added value of human resource management, and to keep their knowledge and insights up-to-date.

Programme management compared the intended learning outcomes to the Dublin descriptors for master programmes, to show these to meet the master level requirements.

Programme management conducted a survey among similar programmes in the Netherlands and abroad, among which the internationally reputed King's College programme in the United Kingdom. From this comparison, the contents of the programme proved to meet international standards.

#### *Considerations*

The programme objectives are sound and relevant. The panel appreciates the programme objectives to educate students to study employment relations at various levels, in economic and non-economic terms, from different perspectives, and to approach employment relations in context-sensitive terms. The panel is positive about the thorough research orientation of the programme and about students being trained in academic and vocational skills to perform as human resource managers. The panel welcomes students being offered the opportunities to study sub-domains in-depth.

The *credible activist* concept is appreciated by the panel as a relevant notion to summarise the objectives of the programme. The panel, however, advises to elaborate the concept and add specification to the concept, for it to serve better as the guiding principle of the programme. In addition, the panel recommends to consider changing the current label of the programme to bring the label closer to the programme contents.

The panel welcomes the domain-specific reference framework which has been drafted by the joint Dutch programmes in this field of study. The programme objectives meet this reference framework.

The panel considers the intended learning outcomes to be comprehensive, well-articulated and state-of-the-art. In the intended learning outcomes, the programme objectives have been clearly operationalised. The panel regards the intended learning outcomes to correspond to the master level.

#### *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, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

### *Findings*

The average student influx between 2011 and 2017 was about 103 students per year. About 50 % of the student influx comes from students with bachelor degrees from institutes for higher vocational education (hbo). The other 50 % of the incoming students is composed of the Tilburg Bachelor Human Resource Studies programme, students with other bachelor or master degrees or foreign students. The proportion of foreign students is about 20 %. Only half of the Tilburg Bachelor Human Resource Studies students enter this master programme.

The regular programme takes one year to complete and has 60 EC of study load. Programme management drafted a comprehensive table with the relations of the intended learning outcomes to the curriculum components to show the curriculum meeting the programme intended learning outcomes. The curriculum of the programme has been organized through three learning paths, being Strategic HRM and HR practices, Data analytics/evidence-based HRM and Credible Activist skills. The first learning path is composed of the core course *HR Seminar* (12 EC), aimed at bring all students all students on the same page regarding strategic human resource management. This learning path also includes *Organizational Change* (6 EC) and two courses on sub-domains, to be selected from the courses *International HRM* or *Compensation and Benefits* or from the courses *Learning and Development* or *Performance Management* (2 x 3 EC). The second learning path consists of the core course *HR Analytics* (3 EC, will be increased to 6 EC from 2017/2018 onwards), *Individual Research Proposal* (3 EC) and the Master thesis (24 EC). This learning path allows students to understand statistical analyses in this domain and to prepare and to draft their individual research Master thesis project at completion of the curriculum. The third learning path is concerned with vocational and personal skills. These are trained in the courses of the first learning path, being offered in both the first and the second semester. Students draft personal development plans. In all of the courses, students are presented a wide range of journal articles, exposing them to current research and promoting their academic skills. Talented students are invited to take the Extended Master programme, entailing an additional semester of study. About 20 % of the students take this programme. They have three options, studying international and comparative human resource studies at one of the partner universities of the programme abroad, completing professional traineeships at one of the partner organizations of the programme in the Netherlands or deepening their understanding of HR Analytics, participating in ongoing research at the Human Resource Studies Department of Tilburg University.

A total number of 21 staff are involved in the programme. In addition, six PhD candidates and one junior teacher lecture in the programme. Lecturers in the programme are researchers of the Departments of Tilburg School of Social and Behavioral Sciences, being the Departments of Human Resource Studies and Methodology and Statistics. The lecturers are experts in the fields they lecture in and are well-published in these fields. No less than 38 % of the staff are full professors. All of the lecturers have PhDs, excluding the junior lecturer. About 67 % of the staff is BKO-certified, testifying to their educational qualities. Specialised coaches train students in vocational and personal skills.

Staff meet regularly to discuss the programme. In courses, two lecturers tend to be involved in lecturing. In the courses, lecturers refer to the relations with other courses in the curriculum in order to clarify curriculum coherence and structure. The lecturers' workload is quite demanding. Students are very positive about the lecturers.

Students with the Tilburg Bachelor Human Resource Studies degree are admitted unconditionally to the programme. Students with bachelor degrees from higher vocational institutes (hbo) in this domain have to take the pre-master programme (60 EC). Applications by students with other degrees from either universities or higher vocational institutes are assessed on an individual basis. Applicants who report deficiencies in knowledge of this field or in statistics or research methods are to take the pre-master programme.

The programme adheres to the principles of the Tilburg Education Profile of Tilburg University, which aims for small-scale, activating and academic education, promoting vocational skills. The study methods include lectures, working groups and practical sessions. Most of the courses display more than one of these study methods. Both large-scale lectures and small-scale working groups or practical sessions are offered. The latter allow students to process and apply the knowledge acquired. Vocational and personal skills are trained on training days or in workshops. Lecturers use electronic study methods, such as knowledge clips and survey apps. The Faculty task group is in place to exchange information in this respect. The number of hours of face-to-face education are about 190 hours in total, including 28 hours for the Master thesis supervision and thus leading to about 8 hours per week in the courses of the first semester. The students-to-staff ratio is little over 29 : 1. The programme may be regarded to be intellectually challenging, as the course contents are demanding and students have to study challenging journal articles. The student success rates of the programme are on average about 35 % after one year and on average about 84 % after two years.

#### *Considerations*

The panel supports programme management intentions to keep the student influx numbers at the current levels or raise them further.

The curriculum meets the intended learning outcomes. The panel is very appreciative of the curriculum, as the subjects in this domain are taught in-depth and students are offered opportunities to gain specialised knowledge in specific sub-domains. The contents of the courses definitely are high level. The study of journal articles in the courses is appreciated by the panel. The international and intercultural aspects of human resource management are adequately addressed. Students are also educated in doing self-reliant research in this domain in the Master thesis, being prepared for the thesis. Students are informed by lecturers about the curriculum coherence. The curriculum is well-organized and is appropriately coherent. Students are appropriately trained in academic, vocational and personal skills. The panel welcomes the Extended Master programme, which offers students interesting additional study opportunities.

The panel considers the lecturers to be both good researchers in their fields and effective as teachers. The panel notes the students to be positive about the lecturers. The generous proportion of lecturers being PhDs and the proportion of lecturers being BKO-certified testify to their research and educational capabilities. The lecturers meet very regularly to discuss the programme and to adjust the courses to each other. The panel appreciates specialised coaches training students on vocational and personal skills. The panel proposes to balance the gender diversity among the staff. As the lecturers' workload is quite demanding, the panel suggests to adjust this workload.

The programme educational concept and study methods are effective and allow students to gain the knowledge and skills required. The panel would propose to consider introducing the mentoring system. The number of hours of face-to-face education and the students-to-staff ratio are satisfactory. The student success rates of the programme are favourable.

*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: Student assessment

The programme has an adequate system of student assessment in place.
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#### *Findings*

The programme examination and assessment rules are in line with the Tilburg School of Social and Behavioral Sciences assessment system and also correspond to the Tilburg University guidelines. As has been indicated, the School-wide Examination Board has the authority to monitor the quality of examinations and assessments of all the School's programmes, including this programme. One of the members of the Board is an external member. Two legal experts serve as secretaries to the Board. The Board publishes the School's Handbook for Constructing and Grading Exams, serving as the guide for examiners.

In all but one of the courses, multiple examination methods are adopted. Examination methods include written examinations with open-ended questions, individual and group assignments, papers, presentations and oral examinations. Students may get bonus points for presentations and assignments. Written examinations and group assignments are dominant examination methods in courses. Team work may, however, not exceed 50 % of the course grade. Programme management drafted the competency framework to assess vocational skills.

For the Master thesis, students are offered topics or subjects by lecturers. Within these topics or subjects, students may formulate their own research questions. Throughout the thesis drafting and writing process, students meet every two to three weeks in thesis circles, being small groups of students, to discuss the theses. Thesis circles are guided by the thesis supervisor. Data for the theses are collected by students of the thesis circle together. Every one of the students makes analyses of (part of) the data for his or her own thesis. Students are to submit their thesis at one of the two fixed deadlines. Prior to this date, the supervisor and the second examiner advise on the draft thesis. Students have to respond to this advice. Having included the comments, students submit the thesis for the final assessment. The supervisor and the second reader assess the thesis separately and together come to the final grade of the thesis. They use the thesis scoring form, comprising a list of assessment criteria.

Programme management and the Examination Board have taken measures to promote the validity, reliability and transparency of examinations and assessments. The programme assessment plan has been drafted for the programme as a whole, specifying the relations of the intended learning outcomes and the examination methods. Examiners are appointed by the Examination Board, these examiners being required to be BKO-certified. Test matrices have been introduced for the course examinations, specifying the relations between the course goals and the examinations. Each of the course examinations and the model answers are drafted by examiners and are peer-reviewed by fellow-examiners. On behalf of the Examination Board, an ad-hoc committee inspects a number of examinations of the programme. Students are given model examinations. Students may inspect their own examinations. These procedures are much appreciated by students. The number of students' complaints are few. Papers and theses are screened for fraud and plagiarism. The Examination Board handles cases.

### *Considerations*

Although the programme examination and assessment rules and regulations are appropriate, the panel recommends to formulate a clearer vision on assessment. The position and the responsibilities of the Examination Board are up to standard.

The examination methods adopted for the courses are adequate, as these meet the course goals and course contents. The panel welcomes the competency framework for assessment of vocational skills, at the same time encouraging programme management to elaborate this framework. The panel noted grades of 5.0 for vocational or personal skills to be allowed to be compensated for. Given the competency framework and the intended educational outcomes, the panel advises to require students to have a pass for these skills.

The panel considers the supervision and assessment processes of the Bachelor thesis to be up to standard. The concept and implementation of the thesis circles are welcomed by the panel. The panel suggests to ensure comparable levels of supervision among supervisors, as these levels may differ. Although the thesis scoring forms include relevant criteria and are comprehensive in this respect, the panel advises to add written comments to substantiate the assessments.

The measures taken to assure the validity, reliability and transparency of examinations and assessments are appropriate. Although the programme assessment plan is appreciated by the panel, the panel proposes to elaborate on the constructive alignment of the programme, linking intended learning outcomes, course goals and examinations.

### *Assessment of this standard*

The considerations have led the assessment panel to assess standard 3, Student assessment, to be satisfactory.

#### 4.4 Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

##### *Findings*

The panel studied the examinations of a number of courses of the programme.

In addition, the panel reviewed fifteen Master theses of the most recent years. The average grade for the theses was 7.3 to 7.5 in the last five years. The last five years, a total of 21 students co-authored international peer-reviewed journal articles (14) or practitioner journal articles (7) or presented papers at international conferences (6), based upon the Master thesis research. In addition, four students won prizes for their thesis.

The results of the recent programme alumni surveys show most programme graduates finding jobs within three months after their graduation and the vast majority of the graduates (91 %) having obtained salaried employment within one year after their graduation. As has been indicated, students find positions as human resource advisors, recruiters, consultants or administration and payroll employees, and may start in junior positions.

##### *Considerations*

The panel considers the course examinations, which the panel reviewed, to be very much up to standard and to be rather high level.

The Master theses the panel studied, match the intended learning outcomes. The panel considers the theses in terms of contents and in terms of scientific structure to be up to standard.

The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer a suitable preparation for the labour market. The panel noted the programme graduates finding jobs in rather short time and by far most of them obtaining fitting positions.

##### *Assessment of this standard*

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

## 5. Overview of assessments

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



## 6. Recommendations

In this report, a number of recommendations by the panel have been listed. For the sake of clarity, these have been brought together below. These panel recommendations are the following.

- To add specification to the *credible activist* concept, for it to serve better as the guiding principle of the programme.
- To consider changing the current programme label to bring this closer to the programme contents.
- To balance the gender diversity among the staff.
- To monitor the workload of the lecturers.
- To consider introducing the mentoring system.
- To formulate a clearer vision on assessment.
- To elaborate the competency framework for the vocational skills' assessments.
- To require students to have a pass for vocational and personal skills.
- To ensure comparable levels of supervision among supervisors of the Master theses.
- To add written comments to the thesis scoring forms to substantiate the assessments.
- To elaborate on the constructive alignment in the programme, linking intended learning outcomes, course goals and examinations.