

**Business programmes  
Maastricht University  
School of Business  
and Economics (SBE)**

**QANU, March 2012**

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This report was finalized on 27 March 2012.



# Report on the Business programmes of the Maastricht University School of Business and Economics (SBE)

This report follows the NVAO's Assessment Framework for Limited Programme Assessments, but only covers the NVAO-standards 1 and 2, in accordance with the NVAO Guideline for the assessment of Dutch university programmes by AACSB.

The visit of the Peer Review Team for the business programmes to the Maastricht University School of Business and Economics took place on 12-14 February 2012.

## Administrative data regarding the institution

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Name of the institution: Maastricht University School of Business and Economics (SBE)  
Status of the institution: publicly funded institution  
Institutional assessment: pending

## Administrative data regarding the programmes

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### (1) Bachelor's programme International Business

CROHO number: 50019  
Level of the programme: bachelor  
Orientation of the programme: academic  
Number of credits: 180 EC  
Location: Maastricht  
Mode of study: full-time  
Expiration of accreditation: 31-12-2013

### (2) Master's programme International Business

CROHO number: 60019  
Level of the programme: master  
Orientation of the programme: academic  
Number of credits: 60 EC  
Specialisations or tracks: The programme offers the following specialisations:

- Accountancy
- Accounting and Control (part-time only; language of instruction: Dutch)
- Business Intelligence
- Controlling
- Entrepreneurship and SME Management (full- or part-time)
- Finance (full- or part-time)
- Information Management (full- or part-time)
- Marketing-Finance
- Organisation: Management, Change and Consultancy
- Strategic Marketing (full- or part-time)
- Strategy and Innovation (full- or part-time)
- Supply Chain Management (full- or part-time)

Location: Maastricht

Modes of study: full-time and part-time  
Expiration of accreditation: 31-12-2013

### **(3) Master's programme Management of Learning**

CROHO number: 60001  
Level of the programme: master  
Orientation of the programme: academic  
Number of credits: 60 EC  
Location: Maastricht  
Mode of study: full-time  
Expiration of accreditation: 10-08-2015

### **(4) Master's programme Infonomics**

CROHO number: 60018  
Level of the programme: master  
Orientation of the programme: academic  
Number of credits: 60 EC  
Location: Maastricht  
Mode of study: full-time  
Expiration of accreditation: 31-12-2013

### **(5) Master's programme Global Supply Chain Management and Change**

CROHO number: 60445  
Level of the programme: master  
Orientation of the programme: academic  
Number of credits: 60 EC  
Location: Venlo  
Mode of study: full-time  
Expiration of accreditation: 10-12-2014

## **Quantitative data regarding the programme**

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The required quantitative data regarding the programme are included in Appendix 7.

## **Composition of the Peer Review Team**

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The Peer Review Team (PRT) that assessed the business programmes of the School of Business and Economics consisted of:

- Prof. Thierry Grange (chair), dean Grenoble Business School;
- Prof. Susan Hart, dean Strathclyde Business School, Glasgow;
- Prof. Gonzalo Garland, Vice President for Development, Director of External Relations, Instituto Empresa, Madrid;
- Jeroen Jurgens (student member), student MSc Business Administration, Organizational and Management Control, University of Groningen.

Appendix 1 contains a short profile of the members of the Team.

The Team was supported by Roel Bennink, QANU staff member, who acted as secretary.

All members of the Team and the secretary signed a declaration of independence as required by the NVAO protocol to ensure that the team members judge without bias, personal preference or personal interest, and the judgement is made without undue influence from the institute, the programme or other stakeholders.

## **Working method of the Peer Review Team**

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### **Combined AACSB-NVAO framework; two reports**

The Association to Advance Collegiate Schools of Business (AACSB) and the Accreditation Organisation of the Netherlands and Flanders (NVAO) have an agreement which provides the opportunity to obtain programme accreditations under Dutch law on the basis of an AACSB accreditation. This agreement is laid down in a guideline issued by the NVAO (see Appendix 3: *NVAO Guideline for the assessment of Dutch university programmes by AACSB*). The guideline specifies a number of requirements that must be taken into account by the university when filing a request for accreditation of their programmes to the NVAO. The core requirement is that the AACSB-team must give a substantiated assessment on NVAO-standard 1 (intended learning outcomes) and NVAO-standard 2 (teaching-learning environment) for each programme that is to be accredited. Reference must be made to the contents of the programme to explain the scores that the AACSB-team gives on these NVAO standards 1 and 2.

To comply with these extra requirements, it was decided that the AACSB-team that would visit SBE for the renewal of the AACSB accreditation ('Maintenance of Accreditation'), would produce two reports, one along the lines of the AACSB-rules, and one supplementary report along the lines of the NVAO Guideline.

The present report is the report that is aimed at the (additional) NVAO requirements. This report is to be regarded as complementary to the report that the Team submits to the AACSB-Maintenance of Accreditation Committee (MAC) for renewal of the AACSB accreditation.

It was not the task of this Team to assess the programmes on NVAO standard 3, which covers the assessments and the achieved learning outcomes. The programmes will be assessed on NVAO standard 3 by a different independent panel, approved by the NVAO. That panel will formulate a final conclusion on the basis of the reports of the AACSB peer review team and on the basis of its own assessment on NVAO standard 3.

### **Preparations for the site visit**

The site visit was organised by SBE and AACSB, according to the rules of the AACSB maintenance of accreditation. SBE was first accredited by AACSB in 2002 for a period of 10 years<sup>1</sup>. SBE prepared a Maintenance of Accreditation Report (or 'self-assessment report') comprising 75 pages plus 17 appendices. The maintenance of accreditation concerns all the business programmes of SBE that also were initially accredited by AACSB in 2002, plus the new degree programmes MSc Financial Economics (2006), MSc Management of Learning (2007) and MSc Global Supply Chain Management and Change (2009).

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<sup>1</sup> At that time the accreditation could be either for 5 years or for 10 years. Since then the AACSB accreditation switched to a 5 year cycle only.

Because SBE wishes to use the AACSB accreditation also for filing a request to the NVAO for accreditation under Dutch law of their business programmes, a student and an NVAO-certified secretary were added to the AACSB-panel.

In line with AACSB regulations, the Peer Review Team members have received the report two months before the site visit.

Upon receiving the Maintenance of Accreditation Report on 12 January 2012, the secretary checked the report to see if it could serve as the starting point for the combined assessment. This also required a careful comparison of the AACSB standards and the NVAO standards (see Appendix 4). It was found that the AACSB accreditation mainly focuses on the level of the School and on systemic requirements regarding the programmes (Assurance of Learning), but that the terminology of NVAO standards 1 and 2 corresponded closely with the AACSB standards 9-14 and 15-20.

As a result of the difference in focus between AACSB and NVAO, the Maintenance of Accreditation Report provided a very limited amount of information about the programmes that need to be accredited, compared to the information that is required for regular visitations under NVAO rules. The secretary alerted the AACSB-panel and SBE to a possible lack of information at the programme level. This led to an assurance by SBE that more detailed programme information would be provided to the panel during the site visit. In advance to the site visit, the secretary received outlines of the programme contents and lists of learning objectives per programme, plus online access to the course database and the electronic learning platform EleUM. This additional programme information was also provided to the panel in a folder (and online) that was handed to them upon arrival in Maastricht.

### **The site visit**

The site visit took place on 12-14 February 2012. It started with a two-hour preparatory meeting on Sunday afternoon, in which the procedures for the combined visitation were discussed and the questions and issues to be raised in the interviews with representatives of SBE. The Team agreed that the role of the student would be to verify that the assessment would be based on facts and be equally fair to each of the programmes. The Chair emphasized that the maintenance of accreditation visit is only 1 ½ days and concentrates on improvement aspects and updates, rather than a standard-by-standard assessment. The Team agreed that the members would take turns in leading the interviews, according to their expertise. The secretary gave an overview of the NVAO standards and their relationship to the AACSB standards, and of the requirements for the distinctive quality feature Internationalisation.

On Monday, the Team conducted interviews with the SBE-Board, the faculty management, the programme management, the research management, the student support staff, the faculty members, and the students (see Appendix 2). In addition, the members of the Team had the opportunity to study additional materials made available by the School, including strategic plans of SBE and Maastricht University, SBE budgets 2009-2011, programme brochures, curriculum outlines, learning objectives, course descriptions, exam regulations, course material, sample exams, teaching evaluations, minutes of SBE committees (SBE Board, Exam Committee, Programme Committee, SBE Council, International Advisory Board), rankings, programme evaluations (bachelor, master, study abroad, tutoring and supervision), course



evaluations, CV's and publication lists of core faculty, HRM policy, research strategy, internationalisation policy, corporate connections, ethics and community outreach.

After the interviews on Monday, the Team held an internal meeting in which it discussed its findings, phrased its conclusions and gave its assessment of the standards of the NVAO assessment framework. This meeting was continued on Tuesday morning. Also on Tuesday morning the Team had a meeting with the President and the Rector of Maastricht University. Finally, the Chairman and the members of the Team presented the main findings to the SBE Board.

### **After the site visit**

Following the site visit, the Chair of the Team produced a report according to the AACSB standards. The secretary produced a draft version of the report that follows the NVAO requirements and presented it to the members of the Peer Review Team. Then the secretary processed all corrections, remarks and suggestions for improvement provided by the Team members to produce the preliminary report. This version was sent to the SBE Board, inviting them to check it for factual errors, inaccuracies and inconsistencies. The secretary forwarded the comments provided by the Board and Institute to the chairman of the Team, and, where necessary, to the other team members. The Team decided whether the comments should lead to changes in the report. On the basis of the Team's decisions, the secretary compiled the final version of the programme report.

### **Explanation of the definitions used for the assessment**

In accordance with the NVAO's Assessment Framework for Limited Programme Assessments, the Team was asked to use the following definitions for the assessment and scores on the NVAO standards 1 and 2.

#### *'Generic quality'*

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

#### *Unsatisfactory*

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

#### *Satisfactory*

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

#### *Good*

The programme systematically surpasses the current generic quality standards across its entire spectrum.

#### *Excellent*

The programme systematically surpasses the current generic quality standards well across its entire spectrum and is regarded as an (inter) national example.

The NVAO framework specifies that the default assessment is 'satisfactory', i.e. the programme complies adequately with the criteria.



## Summary judgement regarding the business programmes of the Maastricht University School of Business and Economics (SBE)

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The judgement of the assessment team is based on information provided in the Maintenance of Accreditation Report (i.e. the self-assessment report), additional documentation provided during the site visit and interviews conducted with staff, students and graduates of the programmes. During its assessment, the Team focused on positive aspects as well as aspects that may need improvement. Taking these aspects into consideration, the Team decided that the business programmes in SBE fulfil the requirements set by the NVAO standards 1 and 2 for accreditation.

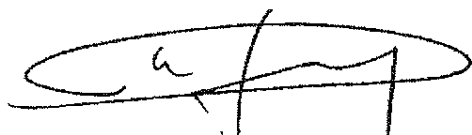
	Assessment on NVAO standard 1 (Intended Learning Outcomes)	Assessment on NVAO standard 2 (Teaching-Learning Environment)
1. BSc International Business	Good	Excellent
2. MSc International Business	Good	Excellent
3. MSc Management of Learning	Good	Excellent
4. MSc Infonomics	Good	Excellent
5. MSc Global Supply Chain Management and Change	Good	Excellent

Regarding the objectives of the programmes, the Team concluded that they are research oriented and well in line with the requirements of the international corporate world. The intended learning outcomes constitute a concrete translation of the general aims of the programme, also in terms of level and orientation, thus providing a solid basis for the curriculum development. The resulting structure can be regarded as equal to the best programmes in the international field of business and management.

The Team concluded that the curricula contain a clear, well-integrated and cumulative path towards the objectives, involving problem solving, role awareness and self-directed learning. The concept of the international classroom, the internationally unique problem-based learning (PBL), the rigour of the research-based and academically oriented methodology, and the established links with the corporate world, constitute a teaching and learning environment that can be regarded as equal to the best programmes in the international field of business and management, and that can be regarded as an international example.

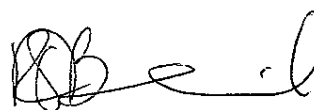
The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 27 March 2012



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Prof. Thierry Grange



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Roel Bennink

## **Assessment according to the standards 1 and 2 of the NVAO framework for limited programme assessments**

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### **Structure and organisation of the institute**

The School of Business and Economics (SBE) was formally established in 1983. Studying and analysing business and economics problems from an international perspective has always been a core driver of the School's curriculum development. SBE's character has also been shaped by Maastricht University's decision to adopt Problem-Based Learning (PBL) as its core educational philosophy. In this system of self-directed learning, tutorial groups of maximum 15 students are the core of the teaching and learning environment, rather than the traditional large scale lectures. The fact that Maastricht University is a research university, has resulted in a focus on high quality, internationally visible research. A fourth important factor was added in 2009, when the economic and financial crises made clear that in a dynamic and interconnected world it is necessary to collaborate within international networks.

Since the beginning of the 90's, the language of instruction of nearly all SBE programmes has been English. A network of 139 exchange partners in 38 countries has been built, a compulsory study abroad has been integrated into all SBE bachelor's programmes, international exchange opportunities, internships and double degrees are offered to all master's students and international weeks are a compulsory part of the executive MBA curriculum. The percentage of international students has increased to 68% in the BSc programmes and to 55% in the MSc programmes, whilst 49% of the (academic and support) staff are not from the Netherlands. SBE has developed into an international school with an extensive partner network based in an international academic and corporate community.

### **Programmes for NVAO accreditation**

SBE intends to file a request to the NVAO for accreditation of the following programmes:

1. BSc International Business
2. MSc International Business
3. MSc Management of Learning
4. MSc Infonomics
5. MSc Global Supply Chain Management and Change.

SBE provided the Team with a schematic overview of the curriculum of each programme or track, which specified the course names and their time slots in the curriculum. The intended learning outcomes of the programme or track were also specified and for each of them it was indicated to which of the Dublin Descriptors it is linked. For each programme or track the intended learning outcomes were presented as 6 to 12 'learning goals', each with 2 or 3 more specific 'learning objectives'. The text of the 'learning goals' closely matched the relevant Dublin Descriptors. The text of the 'learning objectives' described what is expected of the students in slightly more concrete terms. Links between learning objectives and courses of the curriculum were shown for each programme in the AoL matrices in the Maintenance of Accreditation report.

The Team used these three-page overviews as their main source of information for the assessment of the NVAO-standards, apart from the material that was provided to comply with the AACSB requirements and the material in the 'base room' and on the web.

In the following sections of this report, the main descriptive elements of each programme are summarised, and the assessment of the Team is given for NVAO standards 1 and 2.

## BSc International Business

This section of the report is about the BSc programme International Business, but to avoid duplication the elements in this section will not be repeated in the sections concerning the four other programmes, insofar as they are also regarded as fully applicable to those programmes. In those sections, only other programme specific findings and considerations are mentioned.

### **NVAO standard 1: Intended learning outcomes**

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

- 1.1 As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework.
- 1.2 In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

### **1.1. Findings (summary of the information for the assessment)**

This standard is about the mission of the programme (§1.1.1.), the requirements in the professional and academic field of International Business (§1.1.2.), the objectives (§1.1.3.), the level and orientation (§1.1.4.).

#### ***1.1.1 Mission of the programme BSc IB***

The Maintenance of Accreditation report does not specify the mission of the programmes that were accredited by AACSB in 2002, only of the programmes that were added to the portfolio since then, namely Management of Learning (2007) and Global Supply Chain Management and Change (2009).

The information brochure for bachelor students states that the programme International Business will enable them to:

- understand the 'value chain' from input to output;
- demonstrate an awareness of, and confidence in, themselves – their working style, their reaction to situations and their degree of self-discipline;
- deal with others, in terms of managing conflict situations, demonstrating leadership and teamwork skills;
- observe and analyse the society in which they live, being aware of the outside world in which companies operate.

The SBE-website states that International Business is about:

“The ins and outs of running international businesses, from tiny detail to global perspective. Where to get your raw materials? How best to manage your people and the finances? How to make, market and sell your product? Evaluate sales and adjust the strategy as needed? All these topics are covered, from accounting to marketing, supply chain management to information management. But so, too, are all the personal qualities you'll need to succeed in the international business world: adaptability, creativity, self-assurance and more.”

The learning activities in the programme are further described as follows:

- “Work in small teams with students from around the world

- Learn by doing: your study setting is designed to mirror a real work environment
- Examine the latest developments in international business and solve real-world cases
- Find out how to make a business run, taking into account factors like law, taxation and globalisation
- Develop the skills to apply this knowledge: conflict management, leadership, teamwork, communication skills and more.”

### **1.1.2 Requirements in the field**

The Maintenance of Accreditation Report does not contain a domain specific framework for the individual programmes. However, the AACSB standards 15-20 can be regarded as the domain specific framework for bachelor’s and master’s programmes in the field of business and management, because they set requirements and criteria for curriculum management, general knowledge and skills, management specific knowledge and skills, learning goals, and educational level, both on the bachelor’s and on the master’s level. In that sense they serve as a model representing the current content requirements in the professional and academic field of business and management worldwide. The international network of business schools also provides important benchmarks for the curriculum development of SBE.

The AACSB Assurance of Learning standards 15-20 are provided in Appendix 4.

### **1.1.3 Objectives of the programme BSc IB**

As stated above, the SBE provided the Team with the intended learning outcomes of the programmes. The intended learning outcomes were presented as 6 to 12 ‘learning goals’, each with 2 or 3 more specific ‘learning objectives’, linked to the Dublin Descriptors for either the bachelor’s or the master’s level.

These ‘learning objectives’ can be regarded as what the NVAO-framework calls the ‘intended learning outcomes’ of the programme. For the BSc International Business, they are as follows:

<b>DD</b>	<b>Learning objectives of the BSc International Business</b>
D1	<b>First year</b>
	to demonstrate an understanding of the basic theories used in organisation and marketing
	to demonstrate an understanding of the basic concepts in mathematics and statistics
	<b>Second year</b>
	to demonstrate an understanding of the concepts and theories of international management
	to demonstrate an understanding of the basic statistical tools
	<b>Third year</b>
	to demonstrate an understanding of various perspectives and theories in organization design
D2	to demonstrate an understanding of the techniques in management accounting, such as cost allocations and performance measurement
	<b>First year</b>
	to demonstrate that they can apply theories in organisation and marketing to real world problems
	to demonstrate that they can apply techniques in statistics and mathematics to solve research problems
	<b>Second year</b>
	to demonstrate how to apply the theories of international marketing management to solve a real-life business problem
	to demonstrate the ability to apply quantitative methods and conceptual frameworks to solve realistic business problems
	<b>Third year</b>
to demonstrate how to apply the theories of knowledge management to solve real world problems	

D3	to demonstrate the ability to make a critical review of the academic literature
D4	to demonstrate an ability to communicate and work in groups
	to demonstrate the ability to facilitate, lead and stimulate a group discussion
D4	to demonstrate an understanding of problem based learning and how it should be used as a learning tool
	to demonstrate the ability to work independently, to gather relevant information for class discussion

### *The Assurance of Learning cycle*

The Maintenance of Accreditation Report describes in detail the process of curricula development and the related quality assurance system of the SBE, which operates at three levels: the portfolio level, the curriculum/programme level and the course level. This process has relevance both for the intended learning outcomes (NVAO standards 1) and for the content of the curriculum (NVAO standard 2).

The report states that SBE is currently finalising the process to embed an Assurance of Learning (AoL) system as proposed by AACSB into their own system that has been running successfully for years.. As a first step of this process, a closer link between learning goals and objectives of programmes and course content has been established. This has been achieved by establishing a point of measurement for each objective, which is a graded item in a course or the final thesis. As part of this operation, bachelor's capstone evaluation forms and master's thesis score forms have been significantly refined to provide such points of measurement. In addition, a range of representative course items have been identified to complement the thesis-based measurements at graduation. The results from data collection are part of the yearly evaluation and adjustment of teaching programmes. Boundaries are set for each point of measurement showing the percentage at which the student is performing according to, below or above standard. Similar to the low or high performance of courses measured in student questionnaires, the Programme Committee and programme directors will address coordinators critically or provide appraisal. At programme level, the data collected will complement the year and programme evaluations of the Programme Committee. Results below the desired standard for course items will not only have an impact on the particular course, but will trigger a discussion about whether earlier courses in the same programme linked to the same objective prepare students insufficiently. Ultimately, this results in course as well as programme adjustments.

SBE has assured the Team that this AoL cycle (the 'loop') has now been set up and completed at least once for all programmes in this review, closely linked to the existing cycles of curricula development and quality assurance at SBE.

### *Previous assessments & follow-up*

The programme International Business was evaluated by a QANU committee in 2004 (with a supplementary assessment for BSc and MSc in 2006) and accredited by the NVAO on the basis of the QANU report. The committee recommended to clarify the distinction between the business programme and the economics programme of the School. Another recommendation was to make the intended learning outcomes more specific and more visible in the curriculum. The committee found that the international objectives of the programme needed further operationalisation in order to be able to monitor whether they are actually achieved. The committee recommended to increase the link with research with a focus on international business and to designate core chairs for the programme.

In 2008 a number of changes were made to the BSc International Business and BSc Economics and Business Economics in order to increase the level of efficiency in the programmes while increasing differentiation between the two programmes, among others

based on recommendations by AACSB and EQUIS. This led to a series of changes including the introduction of several new courses, including Global Business, Operations and Product Development, Human Resource Management while other courses were made compulsory for all students (e.g. Corporate Governance).

#### *Students' opinion*

During the site visit the Team found that students and alumni are generally enthusiastic about the objectives of the programme. They feel that these respond to a clear labour market demand in the field of international business on an academic level, but firmly grounded in practice. The students reported that the learning goals of the courses are clearly communicated before and after each course, so that it is always clear what the targets are for the next session. If you miss a session, you must make an effort to get the information from other students or from the tutors.

#### **1.1.4 Level and orientation**

SBE provided overviews of the learning goals of the programmes, with reference to the relevant Dublin Descriptors (see Appendix 6). These overviews show that concrete links have been established between the Dublin Descriptors for the bachelor's level and the intended learning outcomes of the programme, and that each of the five Dublin Descriptors is covered in the curriculum, which means that adequate attention is paid to acquiring and applying knowledge and insight, and to judgement, communication and learning skills on an academic level.

The research based approach is an important characteristic of the academic orientation of the programme. The research programmes in SBE's research school METEOR (Maastricht Research School of Economics of Technology and Organizations) have clear links with the contents of the curricula: Marketing and Supply Chain Management (Prof. De Ruyter), Accounting and Information Management (Prof. Moers), Technology, Innovation and Industrial Dynamics (Prof. Carree), Development and Utilisation of Human Resources (Prof. Dohmen), Economic Theory, Behaviour and Computing (Dr. Peeters), Econometrics, Finance and Monetary Economics (Prof. Urbain).

The attainment level of the programme is supported by entrance level requirements and decentralized selection (BSc) and admission/selection procedures (MSc) that ensure a high minimum level of the student population.

## **1.2 Considerations (substantiated assessment)**

#### *Objectives*

Regarding the objectives of the programme, the Team concluded that they are research oriented and well in line with the requirements of the international corporate world. The intended learning outcomes constitute a concrete translation of the general aims of the programme, also in terms of level and orientation, thus providing a solid basis for the curriculum development. The resulting structure can be regarded as equal to the best programmes in the international field of business and management.

#### *Internationalisation*

The Team believes that the international/intercultural dimension of the programme objectives and the intended learning outcomes could be further enhanced by defining more specific aspects of that dimension, in terms of the challenges and the methodological approaches to overcome them. Though SBE provides training programmes for faculty and students in international awareness, student integration and intercultural cooperation to



promote awareness of and overcome the many pitfalls of working in multicultural groups, it is not very transparent how these elements are incorporated in the curriculum and to what extent the faculty training in these aspects is obligatory. In the opinion of the Team, structured reflection on multicultural challenges can enhance the added value of the link between teaching and research in these programmes. This can be more strongly expressed in the intended learning outcomes of the programme.

#### *Quality assurance*

Although the aspect of quality assurance is not included in the NVAO standards for the limited programmes assessment, the Team has also taken the elaborate quality assurance systems of SBE into consideration. In the NVAO approach these are part of the separate institutional assessment at university level, but in the AACSB approach the quality assurance system in relation to curricula development is a prominent element for the accreditation of the School.

### **1.3 Conclusion**

Based on these considerations, the Team assesses the degree in which the intended learning outcomes of the programme BSc International Business meet the NVAO standard 1 as Good.

## **NVAO standard 2: Teaching-learning environment**

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

- 2.1 The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes.
- 2.2 The quality of the staff and of the programme-specific services and facilities is essential to that end.
- 2.3 Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

### **2.1 Findings**

This standard covers the contents and structure of the curriculum (§2.1.1.), the didactic approach (§2.1.2.), the quality of the academic staff (§2.1.3.), the services and facilities (§2.1.4.).

#### ***2.1.1 The curriculum***

SBE provided the Team with a schematic overview of the curriculum of the programme, which specified the course names and their time slots in the curriculum. See Appendix 5. Documentation was also available in the form of brochures, evaluations, staff CV's, access to on-line course descriptions, etc.

The bachelor's programme in International Business has a study load of 180 EC, with a duration of 3 years full time. The study load per week is 8 hours of classes, 12 hours group work and 20 hours individual study. The learning methods are problem based learning, guest lectures, presentations, assignments and papers. A study period abroad is compulsory in the third year, first or second term. After obtaining the bachelor's degree, three master's programmes can be entered without additional admission requirements: MSc International Business, MSc Management of Learning and MSc Global Supply Chain Management & Change. For entering other master's or research master's programmes, additional requirements may apply.

SBE is dedicated to teaching its students ethical behaviour by emphasising integrity, professionalism, caring and teamwork. Activities and initiatives on ethics and corporate responsibility are typically integrated in many of SBE's courses, such as Leadership, Managers@Work, Business Innovation and Sustainable Development in the BSc and MSc courses.

#### ***2.1.2 Didactic approach***

In the problem-based learning (PBL) approach the student acquires knowledge which can be remembered and is directly applicable; the student learns to learn, and to analyse and solve problems. The method gives students a great deal of responsibility for structuring their own studies, thus requiring a considerable degree of independence on their part.

The PBL-approach is further characterised by:

- the study programme, which is based upon a sequence of problems, both practical and theoretical. Practical problems are frequently taken from real life and revised as necessary to keep the curricula up-to-date;
- training in professional skills;
- assessment of the student's overall progress instead of examinations in particular disciplines.

In the PBL environment, as applied by SBE since its founding, teams of coordinators and tutors are responsible for developing the content of courses. The close interaction with students in tutorial groups facilitates direct feedback about learning achievements between tutors and coordinator. Performance of students in exams is centrally administered, so that programme coordinators and directors can intervene if students consistently underperform in particular areas (e.g. first year courses in quantitative methods).

### *Students' opinion*

In the interview session with the students of the five programmes for the NVAO accreditation, the Team learned that the students appreciate the small groups and the PBL. These aspects enhance the study and provide a good preparation for their future careers in companies. The real-life cases are regarded as a clear advantage because they allow the students to put into practice what they have just learned. The diversity in the small groups, but also the interactions with international students in general, are regarded as a valuable extra of the study. Integration of the different nationalities is achieved by putting effort into achieving common goals. The group work is generally regarded as very valuable, although problems can sometimes arise when the contribution of the individuals in the group is too diverse. The student associations also play a valuable role in linking theoretical knowledge and practice, for example by organising events to meet potential employers and other organisations. Some students remarked that there is room for further enhancing the attention that is paid to intercultural communication. In the current student population, the Dutch and German cohorts are the majority, although the total number of nationalities is very high.

BSc IB		
total	1473	
EU	1450	98%
NL	316	21%
Belgian	62	4%
German	983	67%
	D, NL, B	92%

The compulsory study abroad during the bachelor study is appreciated by the students, as are the other opportunities for international internships or exchanges.

The students said that the amount of time they spend on their study varies between 20 and 50 hours a week, depending on the phase. The workload is generally regarded as reasonable, with a peak towards the master's thesis. The degree in which they regard their study as difficult or challenging varied between 6 and 8 on a scale of 10. The impression was given that the School might pay more attention to challenging elements, at least for some students.

### **2.1.3 Academic staff**

The Management of Accreditation report states that SBE is dedicated to talent management and supports the professional and personal development of its faculty through coaching and training. Tenured faculty members with full-time appointments usually spend 50% of their time on education (lecturing, tutoring, educational innovation, course development at undergraduate, postgraduate and executive levels) and 40% on research. Management and/or administrative duties are generally restricted to a maximum of 10%. Lecturers generally spend 80% of their time on education.

All faculty members belong to one of SBE's departments and/or a research institute. Department heads provide strategic leadership and are responsible for faculty recruitment and promotion, as well as management and development – in line with the School's mission and

strategy. Departments have full budget responsibility and supply educational and research capacity to the BSc, MSc and postgraduate programmes and to the METEOR research school.

To be eligible for tenure, an associate or assistant professor must have shown solid performance in both research and education: a minimum research requirement is eligibility for a METEOR fellowship by the end of the fifth year.

SBE provides training programmes for faculty and students among others in international awareness, student integration and intercultural cooperation to promote awareness of and overcome the many pitfalls of working in multicultural groups. The Maastricht University Language Centre offers training for individuals and groups in 13 languages.

#### *Staff sufficiency*

The number of academic staff (without support staff, student assistants and PhDs) has increased from 190 fte in 2007 to 222 fte in 2011. PhD students are also academic faculty and employed as such by the university but are counted separately. The current number of PhD students is 127 fte.

#### *Diversity*

Of all the 461 fte employees of SBE in 2011, 49% have a non-Dutch background, compared to 40% in 2007. The percentage of non-Dutch academic faculty is 62% (incl. PhDs) representing 43 different nationalities. Female academic faculty in 2011 totals 30% (incl. PhDs). Efforts are being made to increase female representation at SBE, especially in higher positions. The School's age structure has a good balance between senior and junior faculty.

#### *Tutors and lecturers*

PBL, the problem-oriented, small-scale learning environment, results in a greater demand for tutoring faculty, with fluctuations depending on the number of students. SBE responds to these needs by appointing lecturers (also called 'tutors') for fixed time periods of usually one to three years, with a maximum extension to six years. Tutors/lecturers all have master's degrees and thus an academic qualification, but their responsibilities do not transcend teaching activities. The proportion of senior faculty interacting with students increases as the study advances from 10-15% in year 1 to 25-30% in year 2, up to 45-50% in year 3, peaking in the master's programmes with 75 -90%.

#### *Types of qualifications*

The AACSB standards distinguish between 'academically qualified' and 'professionally qualified' faculty (AQ and PQ). For each of these categories, the School must specify the required qualifications. In the case of SBE, all senior faculty have an academic qualification, including faculty classified as PQ. Faculty classified as PQ hold a position in a company, or have held such a position less than 5 years ago. They have a postgraduate or master's degree in the field in which they teach, and a proven track record of teaching and professional experience.

'Academically qualified' faculty at SBE is divided into two categories: AQ+ and AQ. The AQ+ are faculty who are active fellows of the research school METEOR and who stand out for their level of excellence in research. Research at SBE is generally conducted through METEOR. The research programmes in METEOR have clear links with the contents of the curricula.

The percentage of faculty in the AQ+ category has grown from 15 in 2001 to 35 in 2011.

Year	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
AQ+ (fte)	29.10	46.85	51.80	53.60	51.70	58.60	62.20	65.95	74.60	78.30
% of total	15%	26%	28.5%	31%	30.5%	34%	33%	32%	33%	35%

### ***2.1.6 Services and facilities***

At central level, Maastricht University offers a range of services to students. In recent years, additional SBE specific services have been set up to expand the level of assistance to its students. These include an information and service desk; an on-line database with information about exams, student life, enrolment and registration, scheduling, international affairs, facilities, etc.; four student advisors for general study support; an International Relations Office (IRO) for all matters pertaining to student exchange; and training in intercultural skills and dealing with cultural diversity.

There are special provisions for students with a disability or students who have physical or mental problems during the course of their studies.

Supplementary language courses in 13 languages are offered by the UM Language Centre.

Alumni relations are managed by the School's alumni officer, in cooperation with the Maastricht University Alumni Office. Currently there are 35,000 Maastricht University alumni, of whom some 9,500 are SBE graduates.

The facilities of the School are specifically adapted to the PBL approach, which requires a large number of small classrooms for tutorial meetings. SBE's building has 56 such rooms for 10-15 students, all of which are equipped with an overhead projector, computer, beamer and wireless internet access. Besides tutorial rooms, there are 11 colloquium rooms (accommodating 20-60 students) and two lecture halls (200 and 500 seats). All rooms at SBE have whiteboards and a complete set of multimedia equipment. Since 2009, half of them have also been equipped with electronic smart boards.

The Team has observed that the facilities of the School serve as a learning environment, research environment and social environment. This reflects SBE's aim to create an international community that supports interaction, independent study, instruction, experiments and socialising.

The services and facilities are fully commensurate with the current number of students in the School. The SBE management and the Executive Board of Maastricht University pointed out that the number of students in the School will not be allowed to grow. The number of students will be controlled via the entry selection system. Until 2011, SBE was only allowed to select 50% of the BSc IB and E&BE students through a decentralised selection procedure. Because of a change in legislation, from 2012/13 there will be a 100% decentralised selection for these two programmes. The selection procedures will also be used to enhance the diversity of the student population in terms of their nationalities.

## **2.2 Considerations (substantiated assessment)**

### ***2.2.1 Curriculum***

In view of the various aspects of the programme's teaching and learning environment, the Team concluded that the contents and structure of the curriculum enable students to achieve

the intended learning outcomes. The elements described in the findings above, namely the contents of the curriculum, the problem-based learning approach, the quality and quantity of the staff, the elaborate services and excellent facilities, constitute a coherent teaching and learning environment that has gained international recognition and prestige.

The curriculum contains a clear, well-integrated and cumulative path towards the objectives, involving problem solving, role awareness and self-directed learning. The concept of the international classroom, the internationally unique problem-based learning (PBL), the rigour of the research-based and academically oriented methodology, and the established links with the corporate world, constitute a teaching and learning environment that can be regarded as equal to the best programmes in the international field of business and management, and that can be regarded as an international example.

### ***2.3 Conclusion***

Based on these considerations, the Team assesses the degree in which the curriculum, staff, services and facilities of the programme BSc International Business enable the incoming students to achieve the intended learning outcomes (NVAO standard 2) as Excellent.

### **General conclusion**

The Team has assessed the BSc programme International Business as Good on NVAO standard 1 (intended learning outcomes) and as Excellent on NVAO standard 2 (teaching learning environment). It was not the task of this Team to assess the programme on NVAO standard 3, which covers the assessments and the achieved learning outcomes. The programme will be assessed on NVAO standard 3 by a different independent panel, approved by the NVAO. That panel will formulate a final conclusion on the basis of the reports of the AACSB peer review team and on the basis of its own assessment on NVAO standard 3.

The general conclusion of the Peer Review Team regarding this programme is very positive, also taking into account the findings relating to the AACSB standards. The well-defined profile of the programme, its position within the international field, the clearly formulated intended learning outcomes, the coherent structure and contents of the curriculum, the well-adapted and up-to-date facilities, and the overall enthusiasm displayed by staff members and students in the School were impressive.

The Team wishes to applaud the continuous efforts of the School to reflect, adapt and improve.

**In the following sections, only programme specific findings and considerations are mentioned. The elements that have already been mentioned in the previous sections are not repeated, insofar as they are also regarded as fully applicable to the other programmes.**

## **MSc International Business**

### **Mission**

The mission is the same as for the BSc International Business. See §1.1.1.

### **Learning goals**

- Students demonstrate knowledge and insight on the level of up-to-date academic research into at least one of the specializations of International Business.
- Students are well trained in empirically based business research methods
- Students demonstrate the capability of applying knowledge, insight and problem-solving skills to semi-structured or unstructured problems.
- Students have the capability to integrate various perspectives when encountering complex problems in the field of International Business.
- Students possess insights and skills to critically reflect on developments and proposed solutions.
- Students show awareness and professional responsibility with respect to societal and ethical aspects of International Business practice and research.
- Students possess intercultural skills and are able to operate in an international business setting.
- Students are strong in communication in written and spoken words, to an academic and non-academic audience.
- Students are capable in self-directed learning and critical reflection.
- Students demonstrate a professional attitude.

### **Curriculum**

See Appendix 5.

### **Specific findings**

Detailed learning goals are specified for this programme. The objectives are 100% identical for all twelve specialisations/tracks.

Only the specialisation Accounting and Control (part-time) has Dutch as the language of instruction, but the course material of this specialisation/variant is the same as the material for the corresponding full-time variant.

### **Considerations**

In the view of the Team the learning goals provide a good basis for the translation into concrete curriculum contents that comply with the master's level and the academic orientation. The learning goals are in line with the requirements in the academic and professional field of International business at the master's level. The alumni report shows that the teaching-learning environment enables the students to realise the intended learning outcomes.

### **Conclusion**

The Team assesses the degree in which the intended learning outcomes of the programme MSc International Business meet the NVAO standard 1 as Good.

The Team assesses the degree in which the teaching-learning environment of the programme MSc International Business enable the incoming students to achieve the intended learning outcomes (NVAO standard 2) as Excellent.

## **MSc Management of Learning**

### **Mission**

The MSc Management of Learning programme helps students develop the competences required to position learning and development of professionals as a strategic tool in organisations on a level that reflects the state-of-the-art of research in that area. Students analyse problems with respect to the effective use and development of human capital as a strategic decision that organisations are required to make to remain or become competitive in a fast-changing environment. Graduates should be able to answer the question 'how to organise learning and development of professionals as a strategic tool for an organisation to become a market leader', recognising the relevance of insights from three disciplines, i.e. labour economics, organisational sciences and learning sciences.

### **Learning goals**

#### Knowledge and insight

- Students can position learning and development as part of the organisational strategy.
- Students can develop a learning and development policy.

#### Knowledge and insight put into practice

- Students can manage the quality of the learning and development function.
- Students possess a well-structured scientific knowledge base related to the management of learning that is on the level of up-to-date research.

#### Judgement

- Students demonstrate a high level of academic reasoning.
- Students demonstrate problem-solving skills.
- Students demonstrate learning skills.

#### Communication skills

- Students show international communication skills.

#### Learning skills

- Students demonstrate interpersonal and team-working skills.
- Students demonstrate project management skills.
- Students show leadership skills.
- Students show research skills.

### **Curriculum**

See Appendix 5.

### **Specific findings**

The programme started in September 2007 and the number of students is still very small, with 10 graduates in 2009/10 and 16 in 2010/11.

### **Considerations**

The team appreciates that the learning objectives of the programme MSc Management show a high level of detail and appropriate links with the management of human resources. The programme is clearly supported by the innovative culture of SBE.

### **Conclusion**

The Team assesses the degree in which the intended learning outcomes of the programme MSc Management of Learning meet the NVAO standard 1 as Good. The Team assesses the degree in which the teaching-learning environment of the programme enables the incoming students to achieve the intended learning outcomes (NVAO standard 2) as Excellent.



## **MSc Infonomics**

### **Mission**

Infonomics is one of the few academic programmes in the world to combine economics and business, with a focus on information technology. Having the theoretical knowledge and practical skills to be able to cross these disciplines is becoming increasingly important. This is because Information and Communication Technologies (ICTs) are developing rapidly and companies often do not know how to keep up with them or how best to integrate them for maximum productivity and performance. Infonomics will equip the student with the theoretical and practical skills to develop policies and strategies that address ICT challenges in a business environment.

### **Learning goals**

- Students have gained in-depth academic knowledge in the field of Infonomics.
- Students are well trained in empirical research methods
- Students demonstrate the capability of applying knowledge, insight and problem-solving skills in unknown or ill-defined circumstances when encountering problem situations in the field of Infonomics
- Students have the capability to integrate various perspectives when encountering complex problems in the field of Infonomics
- Students are able to align academic reasoning with practical judgments
- Students are capable to work together with international professionals and operate in an international (business) setting.
- Students are strong in communication in written and spoken words, to an academic and non-academic audience.
- Students are capable in self-directed learning and critical reflection.

### **Curriculum**

See appendix 5.

### **Specific findings**

The programme started in September 2009 and the number of students is still very small, with 4 graduates in 2009/10 and 4 in 2010/11.

### **Considerations**

The team regards the learning goals as in line with the requirements in the professional and academic field of Infonomics at the master's level.

### **Conclusion**

The Team assesses the degree in which the intended learning outcomes of the programme MSc Infonomics meet the NVAO standard 1 as Good.

The Team assesses the degree in which the teaching-learning environment of the programme enables the incoming students to achieve the intended learning outcomes (NVAO standard 2) as Excellent.

## **MSc Global Supply Chain Management and Change**

### **Mission**

The programme constitutes a multidisciplinary combination of supply chain management, innovation and entrepreneurship, covering in-depth issues of operations, ICT, account management, innovation and strategy. The programme is taught at the UM location in Venlo. Programme delivery is done in close cooperation with international logistics providers operating from Venlo. It has become particularly popular for students from China, and thus contributes to SBE's goal to attract more non-European students.

### **Learning goals**

#### Knowledge and insight

- Students have in-depth academic knowledge of supply chain management.
- Students are well trained in (case-based and empirical) business research methods.

#### Knowledge and insight put into practice

- Students recognise entrepreneurial opportunities in global markets.
- Students deal effectively with suppliers, buyers and customers.
- Students identify areas of improvement and drive change processes.
- Students work in and manage international teams.

#### Judgement

- Students are able to align up-to-date academic research with practical judgement.

#### Communication skills

- Students are capable of working together with international professionals and operating in an international business setting.
- Students can communicate well, verbally and in writing, with an academic and non-academic audience.

#### Learning skills

- Students are capable of self-directed learning and critical reflection.
- Students demonstrate a professional attitude.

### **Curriculum**

See Appendix 5.

### **Specific findings**

The programme started in September 2009 and the number of students is still very small, with 7 graduates in 2009/10 and 16 in 2010/11.

Education takes place in Venlo on the campus of Fontys Hogeschool (Fontys university of applied sciences). Besides SBE's facilities, students can also use the facilities of this campus.

### **Considerations**

The students reported that there are no notable differences in the quality of the facilities.

### **Conclusion**

The Team assesses the degree in which the intended learning outcomes of the programme MSc Global Supply Chain Management and Change meet the NVAO standard 1 as Good. The Team assesses the degree in which the teaching-learning environment of the programme enables the incoming students to achieve the intended learning outcomes (NVAO standard 2) as Excellent.

# APPENDICES

## **Appendix 1: Short profiles of the members of the assessment committee**

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**Prof. Thierry Grange** (chair) is co-founder, Dean and Professor of Management and Entrepreneurship at the Grenoble Ecole de Management. As an international industrial project manager he participated in building projects in developing countries and he was co-founder and CEO of the BFG motorcycle company. His academic and professional publications are in the area of Technology Management and Business Education.

**Prof. Susan Hart** is Executive Dean of Strathclyde Business School (SBS), Glasgow, and has previously been Professor of Marketing, Head of Department and Vice Dean for Research at SBS, Professor of Marketing and Head of Department at the University of Stirling and Professor of Marketing at Heriot Watt University, Edinburgh. She has worked for a variety of private sector companies, ranging from multinational to small manufacturers in consumer and industrial enterprises. Her research areas of interest include innovation and product-service development, marketing and competitive success and marketing performance measurement.

**Prof. Gonzalo Garland** is vice-president for Development and Director of External Relations, Instituto de Empresa, Madrid. He teaches courses on Economic Environment, Business in Developing Countries and several other. His research interests are in the field of macroeconomics: the economic effects of demographic changes, financial crises, the economics of developing countries such as China, India, Brazil and Mexico.

**Jeroen Jurgens** (student member) has completed the BSc Business Economics and is currently in the MSc Business Administration, specialisation Organisational Management and Control, at the University of Groningen. He is chairman of Risk International Financial Programme, organising a study trip to Costa Rica and Panama.

## Appendix 2: Programme of the site visit

### Sunday, 12 February 2012

<b>17:30 – 19:30h</b>	<b>Peer review team meeting at hotel</b>	Peer review team	
<b>19:30 – 22:00h</b>	<b>Dinner with representatives of SBE</b>	Jos Lemmink	Dean Full Professor of Marketing
		Harold Hassink	Associate Dean of Education Full Professor of Auditing
		Mariëlle Heijltjes	Associate Dean of Internationalisation and Strategic Development Director Postgraduate Education Full Professor of Managerial Behavior
		Stan van Hoesel	Associate Dean of Research Full Professor of Operations Research
		Edward Peters	Managing Director
		Ruben van der Aa	Student Advisor to the SBE Board Student MSc International Business
		Wil Foppen	AACSB project leader Full Professor of Strategic Leadership
		Susanne Raeder	AACSB project coordinator

### Monday, 13 February 2012

<b>08:45 – 9:00h</b>	<b>Welcome and introduction to facilities and documentation room</b> A1.22/A1.23	Jos Lemmink	Dean Full Professor of Marketing
		Wil Foppen	AACSB project leader Full Professor of Strategic Leadership
		Susanne Raeder	AACSB project coordinator
<b>09:00 – 10:00h</b>	<b>Strategic Management and Planning (SBE Board)</b> A1.23	Jos Lemmink	Dean Full Professor of Marketing
		Harold Hassink	Associate Dean of Education Full Professor of Auditing
		Mariëlle Heijltjes	Associate Dean of Internationalisation and Strategic Development Director Postgraduate Education Full Professor of Managerial Behavior
		Stan van Hoesel	Associate Dean of Research Full Professor of Operations Research
		Edward Peters	Managing Director
		Ruben van der Aa	Student Advisor to the SBE Board Student MSc International Business
<b>10:00 – 11:00h</b>	<b>Faculty Management</b> A1.23	Jos Lemmink	Dean Chair of the Faculty Evaluation Committee (FEC) Full Professor of Marketing
		Joan Muysken	Member FEC Full Professor of Macroeconomics
		Franz Palm	Member FEC

			Full Professor of Econometrics
		Martin Wetzels	Head of Department Marketing and Supply Chain Management Full Professor of Marketing and Supply Chain Research
		Piet Eichholtz	Head of Department Finance Full Professor of Real Estate Finance
		Hans Peters	Head of Department Quantitative Economics Full Professor of Operations Research
		Jeannette Hommes	Assistant Professor Educational Research and Development Coordinator University Teaching Qualification trajectory (BKO) Faculty training and coaching
		Brigitte Defesche	HRM Advisor

<b>11:00 – 11:15h</b>	<b>Break</b>	Peer review team	
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<b>11:15 – 12:15h</b>	<b>Programme Management</b> A1.23	Harold Hassink	Associate Dean of Education Full Professor of Auditing Director Executive Master of Finance and Control
		Ad van Iterson	Chair Exams Committee Associate Professor of Organisation Studies
		Joan Muysken	Chair Programme Committee Full Professor of Macroeconomics
		Stuart Dixon	BSc Programme Director Director EuroMBA programme Assistant Professor Organisation and Strategy
		Rudolf Müller	MSc Programme Director Full Professor of Quantitative Infonomics
		Ann Vanstraelen	Director METEOR / PhD programme Full Professor of Accounting and Assurance Services
		Martin Carree	Director MSc Business Research Full Professor of Industrial Organization
		Sonja Zaar	Director MBA programmes
		Philip Vergauwen	Director International Executive Master of Finance and Control (iEMFC) Head of Department Accounting and Information Management (offering the MURA programme)
		Peggy Rompen	Head Policy Development and Quality Assurance Office

<b>12:15 – 13:15h</b>	<b>Research - Lunch with METEOR Committee (SBE's research school), METEOR fellows and representatives of affiliated research institutes</b> TS49 - Lounge	Stan van Hoesel	Associate Dean of Research Full Professor of Operations Research
		Ann Vanstraelen	Director METEOR Full Professor of Accounting and Assurance Services
		Jaap Bos	METEOR fellow Research fellow of the European Centre for Corporate Engagement (ECCE) Associate Professor of Finance
		Thomas Dohmen	Leader METEOR programme "The Development and Utilisation of Human Resources" Director of the Research Centre for Education and the Labour market (ROA) Full Professor of Education and the Labour Market
		Wim Gijssels	METEOR fellow Head of Department Educational Research and Development Full Professor of Professional Learning

		Andries de Grip	METEOR fellow Head of Research Employment and Training at ROA Chair of the Board of Network Social innovation (NSI) Full Professor of Economics
		Ronald Peeters	Leader METEOR programme "Economic Theory, Behaviour and Computing" Associate Professor of Economics
		Jean-Pierre Urbain	Leader METOR programme "Econometrics, Finance and Monetary Economics" Full Professor of Time Series Econometrics

<b>13:15 – 14:00h</b>	<b>Viewing documentation room material</b> A1.22	Peer review team	
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<b>14:00 – 14:30h</b>	<b>(Student) Support</b>  A1.23	Wim Bogaert	Head of Student Advice and Academic Counseling Office
		Meredith Bradt	Head of Marketing and Communications Office
		Heiny Eilkes	Head Student Guidance \UM Career Services UM Student Service Centre
		André Jeursen	Head of Education and Exams Office
		Lyan Ploumen	Head of International Relations Office
		Leann Poeth	Alumni Officer
		Nicole Weerts	Internship Officer

<b>14:30 – 15:10h</b>	<b>Faculty members (BSc &amp; MSc) Parallel session</b> A1.23	Huub Meijers	Associate Professor of Economics Programme Coordinator MSc Infonomics Course coordinator in: BSc Economics& Business Economics, MSc Infonomics, MSc International Business
		Stefanie Kleimeier	Associate Professor of Finance Course coordinator in: BSc International Business, MSc International Business
		Annelies Renders	Assistant Professor Accounting and Information Management Course coordinator in: BSc Economics and Business Economics, MSc Financial Economics
		Mien Segers	Full Professor of Corporate Learning Programme Coordinator MSc Management of Learning Course coordinator in: MSc Management of Learning, MSc International Business
		Janjaap Semeijn	Full Professor of Supply Chain Management Strategy Programme Coordinator MSc Global Supply Chain Management and Change Course coordinator in: MSc Global Supply Chain Management and Change, MSc International Business
		Stefan Straetmans	Associate Professor of Finance Programme Coordinator MSc Financial Economics Course coordinator in: MSc Financial Economics
		Kaj Thomsson	Assistant Professor Economics Course coordinator in: BSc Economics and Business Economics
		Bas van Diepen	Lecturer Organisation and Strategy Coordinator Case Competitions Course coordinator in: BSc International Business, BSc Economics and Business Economics, MSc Management of Learning
		Hetty van Emmerik	Full Professor of Organisational Theory and Organisational Behaviour

			Course coordinator in: MSc International Business, MSc Management of Learning
		Dries Vermeulen	Associate Professor of Quantitative Economics Course coordinator in: BSc Economics and Business Economics
<b>14:30 – 15:10h</b>	<b>Faculty members (Research MSc, PhD, postgraduate programmes)</b> <b>Parallel session</b> A0.24	Boris Blumberg	Associate Professor of Organisation and Strategy Academic Director MBA Course coordinator in: MBA programmes
		Ad van Iterson	Associate Professor of Organisation Studies Course coordinator in: MBA programmes
		Bram Foubert	Assistant Professor Marketing and Supply Chain Management Course coordinator in: MSc Business Research
		Martin Carree	Director MSc Business Research Full Professor of Industrial Organization Course coordinator in: MSc Business Research
		Frank Moers	Full Professor of Management Accounting & Control Course coordinator in: (international) Executive Master of Finance and Control, MSc Economic and Financial Research
<b>15:10 – 15:30h</b>	<b>Break</b>	Peer review team	
<b>15:30 – 16:00h</b>	<b>Students (BSc / MSc)</b> <b>Parallel session</b> A1.23	Anna Kleindienst	BSc International Business
		Darius Stein	BSc Economics and Business Economics
		Tim Volkmann	BSc International Business
		Pieter-Bas van der Linden	MSc International Business
		Erwin Humer	MSc Infonomics
		Max van Rooij	MSc International Business
		Patrick Mack	MSc Supply Chain Management
		Falco Carelsz	MSc Management of Learning
		Maximilian Palaschinski	MSc Financial Economics
<b>15:30 – 16:00h</b>	<b>Students (Research MSc, PhD, postgraduate programmes)</b> <b>Parallel session</b> A0.24	Robbert Barel	Modulair Executive MBA
		Helene Bergs	International Modular Executive MBA
		Michele Duparchy	EuroMBA
		Roger van Hooren	Executive Master Finance and Control
		Florian Heine	MSc Economic and Financial Research
		Shengmei Zhu	MSc Business Research
		Anne Edle van Gaessler	PhD candidate – Department of Economics
		Thomas Keusch	PhD candidate – Department of Accounting and Information Management
<b>16:00 – 18:00h</b>	<b>Peer panel meeting</b> A1.23	Peer review team	
<b>18:00 – 19:00h</b>	<b>Reception (Alumni, corporate connections, SBE)</b>	Alexander Schuit	Vodafone Netherlands former CEO
		Gerald Janssen	APG (Dutch public pension fund) Director Human Resources



<b>representatives)</b> Kruithuis	Diederik de Loë	Océ Director Corporate Public Affairs
	Jan Lamkin	SBE Piping Machine- Apparatenbouw B.V. Owner 'Entrepreneur in Residence' of MC4E
	Jill Schlieper	Alumna BSc Economics 2007, MSc International Business 2008 Learning Advisor, Rheinland Refinery Shell
	Mike Batra	Alumnus MSc International Business / drs. Internationale Bedrijfskunde 2002 Managing Director, Dr. Wamser + Batra GmbH
	Simon Gobert	Alumnus MSc International Business 2007 Process Expert, DSM
	Gerben Willemsen	Alumnus MSc Economics / drs. Economie 2000 Program Manager BeNeLux-DACH, Office Depot
	Jan Cobbenhagen	Full Professor of Entrepreneurship Director Maastricht Centre for Entrepreneurship (MC4E) CEO Maastricht University Holding B.V.
	Mariëlle Heijltjes	Associate Dean of Internationalisation and Strategic Development Director Postgraduate Education Full Professor of Managerial Behavior
	Wil Foppen	AACSB project leader Full Professor of Strategic Leadership
	Maurice Olivers	Director Executive Education and Business Development
Leann Poeth	Alumni Officer	

<b>20:00 – 23:00</b>	<b>Peer review team meeting and dinner (Kruisheren Hotel)</b>	Peer review team
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## Tuesday, 14 February 2012

<b>08:30 – 10:45h</b>	<b>Peer review team meeting (Kruisheren Hotel)</b>	Peer review team
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<b>11:00 – 11:30h</b>	<b>Maastricht University Executive Board</b>	Martin Paul	President Maastricht University
		Gerard Mols	Rector Magnificus Maastricht University

<b>11:45 – 12:30h</b>	<b>SBE Board A1.23</b>	Jos Lemmink	Dean Full Professor of Marketing
		Harold Hassink	Associate Dean of Education Full Professor of Auditing
		Mariëlle Heijltjes	Associate Dean of Internationalisation and Strategic Development Director Postgraduate Education Full Professor of Managerial Behavior
		Stan van Hoesel	Associate Dean of Research Full Professor of Operations Research
		Edward Peters	Managing Director
		Ruben van der Aa	Student Advisor to the SBE Board Student MSc International Business

<b>12:30h</b>	<b>End of the visit</b>
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## Appendix 3: NVAO Guideline

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### NVAO Guideline for the assessment of Dutch university programmes by AACSB

HE institutions in the Netherlands who wish to use an AACSB-accreditation for filing a request for accreditation of their programmes to the NVAO, must take the following into account.

#### 1. Panel composition

A student and an NVAO-certified secretary are added to the AACSB-panel, in compliance with the rules of the NVAO. The HE institution ensures that the composition of the panel is submitted well ahead of time to the NVAO for approval. In case the HE institution wishes to request a distinctive quality feature, the expertise of the panel regarding this feature must be shown.

#### 2. Reporting

The NVAO-certified secretary ensures that the AACSB-panel gives a substantiated assessment on NVAO-standard 1 (intended learning outcomes) and NVAO-standard 2 (teaching-learning environment) for each programme that is to be accredited.

The NVAO finds it necessary that for each programme elements of content are specified to explain why the AACSB-panel assesses the standards 1 and 2 as 'unsatisfactory', 'satisfactory', 'good' or 'excellent'.

#### 3. Additional assessment and final judgement

Standard 3 (assessment and achieved learning outcomes) is assessed by an independent panel. The composition of this panel must also be submitted well ahead of time to the NVAO for approval.

Because this concerns the assessment of final projects, it is not necessary to add a student to this panel. The student that was added to the AACSB-panel has already had the opportunity to assess elements of the teaching-learning environment that pertain to the assessment of final projects. This panel reaches a final conclusion according to the decision rules of the NVAO on the basis of the report of the AACSB-panel and its own assessment of standard 3.

#### 4. Distinctive quality feature

In case a distinctive quality feature is taken into account in the AACSB-accreditation, the following conditions apply:

- the NVAO-certified secretary is well-informed about the distinctive quality feature, or acquires such knowledge;
- the AACSB-panel has adequate expertise regarding the distinctive quality feature.

#### 5. Filing the request for accreditation

The request for NVAO-accreditation of the programme(s) contains:

- the AACSB-report with substantiated assessments on standards 1 and 2 per programme
- the report of the additional assessment per programme on standard 3 and the substantiated final conclusion per programme
- if applicable: the report on the assessment and substantiation of a distinctive quality feature.

The request for accreditation can be filed by the HE institution via the normal procedure on the NVAO-website.

## Appendix 4: NVAO-standards and corresponding AACSB standards

NVAO-STANDARD	TRANSLATION	CORRESPONDING AACSB-STANDARDS
<p><b>NVAO-Standard 1: Intended learning outcomes</b></p> <p><i>The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.</i></p> <p>1.1 The intended learning outcomes are in line with the Dutch qualifications framework, in terms of the bachelor's or master's level, and the professional or academic orientation.</p> <p>1.2 From an international perspective, the intended learning outcomes are in line with the current requirements in the professional field and the discipline with regard to the contents of the programme.</p>	<p><b>1.1 Level:</b></p> <p><b><i>Do you regard the intended learning outcomes of these programmes as adequate for an academic bachelor or master?</i></b></p>	<p><b>From AACSB-Standard 18:</b> Participation in a master's level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education.</p> <p>See also the difference between Standard 17 (Bachelor) and Standard 18-19 (Master)</p>
	<p><b>1.2 Content:</b></p> <p><b><i>Do the intended learning outcomes of all these programmes comply with the content requirements in the relevant professional or academic fields?</i></b></p>	<p><b>AACSB-Standard 15: MANAGEMENT OF CURRICULA</b></p> <p>... Normally, the curriculum management process will result in an undergraduate degree program that includes learning experiences in such <b>general</b> knowledge and skill areas as:</p> <ul style="list-style-type: none"> <li>• Communication abilities.</li> <li>• Ethical understanding and reasoning abilities.</li> <li>• Analytic skills.</li> <li>• Use of information technology.</li> <li>• Dynamics of the global economy</li> <li>• Multicultural and diversity understanding.</li> <li>• Reflective thinking skills.</li> <li>•</li> </ul>
		<p>Normally, the curriculum management process will result in undergraduate and master's level general management degree programs that will include learning experiences in such <b>management-specific</b> knowledge and skills areas as:</p> <ul style="list-style-type: none"> <li>• Ethical and legal responsibilities in organizations and society.</li> <li>• Financial theories, analysis, reporting, and markets.</li> <li>• Creation of value through the integrated production and distribution of goods, services, and information.</li> <li>• Group and individual dynamics in organizations.</li> <li>• Statistical data analysis and management science as they support decision-making processes throughout an organization.</li> <li>• Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management.</li> <li>• Domestic and global economic environments of organizations.</li> <li>• Other management-specific knowledge and abilities as identified by the school.</li> <li>•</li> </ul> <p><b>AACSB-Standard 16: UNDERGRADUATE LEARNING GOALS</b></p> <p>Bachelor's or undergraduate level degree: Knowledge and skills.</p> <p>Adapting expectations to the school's mission and cultural circumstances, the school <u>specifies learning goals</u> and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program.</p>

		<p><b>AACSB-Standard 18: MASTER'S LEVEL GENERAL MANAGEMENT LEARNING GOALS</b></p> <p>Master's level degree in <b>general management</b> (e.g., MBA) programs: Knowledge and skills.</p> <p>Participation in a master's level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education.</p> <p>The capacities developed through the knowledge and skills of a general master's level program are:</p> <ul style="list-style-type: none"> <li>• Capacity to lead in organizational situations.</li> <li>• Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.</li> <li>• Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.</li> <li>• Capacity to understand management issues from a global perspective.</li> </ul> <p>Adapting expectations to the school's mission and cultural circumstances, the school <u>specifies learning goals</u> and demonstrates master's level achievement of learning goals for key management-specific knowledge and skills in each master's level general management program.</p>
		<p><b>AACSB-Standard 19: SPECIALIZED MASTER'S DEGREE LEARNING GOALS</b></p> <p>Master's level degree in <b>specialized programs</b>: Knowledge and Skills.</p> <p>Participation in a master's level program presupposes the base of general knowledge and skills appropriate to an undergraduate degree and is at a more advanced level. The level of knowledge represented by the students of a specialized master's level program is the:</p> <ul style="list-style-type: none"> <li>• Application of knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization.</li> <li>• Ability to adapt and innovate to solve problems.</li> <li>• Capacity to critically analyze and question knowledge claims in the specialized discipline.</li> <li>• Capacity to understand the specified discipline from a global perspective.</li> </ul> <p>Master's level students in specialized degree programs demonstrate knowledge of theories, models, and tools relevant to their specialty field. They are able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems.</p> <p>Adapting expectations to the school's mission and cultural circumstances, the school <u>specifies learning goals</u> and demonstrates achievement of learning goals in each specialized master's degree program.</p>

NVAO-STANDARD	TRANSLATION	CORRESPONDING AACSB-STANDARDS
<p><b>NVAO-Standard 2: Teaching-learning environment</b></p> <p><i>The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.</i></p> <p>2.1 The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes.</p> <p>2.2 The quality of the staff and of the programme-specific services and facilities is essential to that end.</p> <p>2.3 Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.</p>	<p><b>2.1 Curriculum:</b></p> <p><b><i>Are the curricula of these programmes adequate to enable the students to achieve the intended learning outcomes?</i></b></p>	<p><b>AACSB-Standard 17: UNDERGRADUATE EDUCATIONAL LEVEL</b> The bachelor's or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.</p> <p><b>AACSB-Standard 20: MASTER'S EDUCATIONAL LEVEL</b> The master's level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.</p> <p><b>AACSB-Standard 14: STUDENT EDUCATIONAL RESPONSIBILITY</b> Individual Students:</p> <ul style="list-style-type: none"> <li>• Operate with integrity in their dealings with faculty and other students.</li> <li>• Engage the learning materials with appropriate attention and dedication.</li> <li>• Maintain their engagement when challenged by difficult learning activities.</li> <li>• Contribute to the learning of others.</li> </ul>
	<p><b>2.2a Staff:</b></p> <p><b><i>Is the quality of the staff in each of these programmes adequate?</i></b></p>	<p><b>AACSB-Standard 9: FACULTY SUFFICIENCY</b> The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, disciplines, and locations have the opportunity to receive instruction from appropriately qualified faculty.</p> <p><b>AACSB-Standard 10: FACULTY QUALIFICATIONS</b> The faculty of the school has, and maintains expertise to accomplish the mission and to ensure this occurs, the school has clearly defined processes to evaluate individual faculty member's contributions to the school's mission. The school specifies for both academically qualified and professionally qualified faculty, the required initial qualifications of faculty (original academic preparation and/or professional experience) as well as requirements for maintaining faculty competence (intellectual contributions, professional development, or practice).</p> <p><b>AACSB-Standard 11: FACULTY MANAGEMENT AND SUPPORT</b> The school has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the school's mission. These include:</p> <ul style="list-style-type: none"> <li>• Determining appropriate teaching assignments, intellectual expectations, and other components of the faculty member's professional responsibilities to the school.</li> <li>• Providing staff and other mechanisms to support faculty in meeting the expectations the school holds for them on all mission-related activities.</li> <li>• Providing orientation, guidance and mentoring.</li> <li>• Undertaking formal periodic review, promotion, and reward processes.</li> <li>• Maintaining overall plans for faculty resources.</li> </ul> <p><b>AACSB-Standard 12: AGGREGATE FACULTY AND STAFF EDUCATIONAL RESPONSIBILITY</b> The business school's faculty in aggregate, its faculty subunits, and individual faculty, administrators, and staff share responsibility to:</p>

		<ul style="list-style-type: none"> <li>• Ensure adequate time is devoted to learning activities for all faculty members and students.</li> <li>• Ensure adequate student-faculty contact across the learning experiences.</li> <li>• Set high expectations for academic achievement and provide leadership toward those expectations.</li> <li>• Evaluate instructional effectiveness and overall student achievement.</li> <li>• Continuously improve instructional programs.</li> <li>• Innovate in instructional processes.</li> <li>•</li> </ul>
		<p><b>AACSB-Standard 13: INDIVIDUAL FACULTY EDUCATIONAL RESPONSIBILITY</b> Individual teaching faculty members:</p> <ul style="list-style-type: none"> <li>• Operate with integrity in their dealings with students and colleagues.</li> <li>• Keep their own knowledge current with the continuing development of their teaching disciplines.</li> <li>• Actively involve students in the learning process.</li> <li>• Encourage collaboration and cooperation among participants.</li> <li>• Ensure frequent, prompt feedback on student performance.</li> <li>•</li> </ul>
	<p><b>2.2b Services &amp; facilities:</b></p> <p><b><i>Are the services and facilities adequate for all these programmes?</i></b></p>	<p><b>AACSB-Standard 8: STAFF SUFFICIENCY-STUDENT SUPPORT</b> The school maintains a staff sufficient to provide stability and ongoing quality improvement for student support activities. Student support activities reflect the school's mission and programs and the students' characteristics.</p>
	<p><b>2.3 Coherence:</b></p> <p><b><i>Is there a coherent teaching-learning environment for each of these programmes?</i></b></p>	

## Appendix 5: Overview of the curricula of the programmes

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### Appendix 5, part 1: BSc International Business

#### Year 1

#### BSc International Business

Term I	1	Management of Organisations and Marketing (EBC1001)	Quantitative Methods I (EBC1005)
	2	Economics and Business (EBC1009)	Accounting (EBC1013)
	3	Reflections on Academic Discourse (EBS1001)	
Term II	4	Strategy (EBC1017)	Quantitative Methods II (EBC1033)
	5	Finance (EBC1025)	Fundamentals of Supply Chain Management (EBC1029)
	6	Management Game (EBS1005)	

#### Year 2

Term III	1	Finance and Accounting (EBC2007)	Management of Organisations (EBC2008)
	2	International Marketing Management (EBC2009)	Global Business (EBC2021)
	3	Quantitative Methods III (EBS2001)	
Term IV	4	Management Information Systems (EBC2003)	Corporate Governance (EBC2020)
	5	Management of Operations and Product Development (EBC2022)	Human Resource Management (EBC2026)
	6	Elective skill	

**Year 3**

**BSc International Business**

		<b>MARKETING</b>	<b>SUPPLY CHAIN MAN.</b>	<b>ORGANISATION</b>	<b>STRATEGY</b>	<b>FINANCE</b>	<b>ACCOUNTING</b>		<b>INF. MANAGEMENT</b>
Term V	1	Brand Management (EBC2062) or Elective	Operations Management (EBC2064) or Elective	Crisis Management in organisations (EBC2100) or Elective	Business and Politics in Europe (EBC2051) or Elective	Investment Analysis and Portfolio Management (EBC2054) or Elective	SAB		Information Management (EBC2060) or Elective
	2	Strategic Marketing (EBC2063) or Elective	Global Supply Chain Management (EBC2030) or Elective	Comparative Management (EBC2067) or Elective	International Business History (EBC2069) or Elective	Financial Management and Policy (EBC2055) or Elective			Knowledge Management (EBC2039) or Elective
	3	Skills	Skills	Skills	Skills	Skills	Skills	Skills	
Term VI	4	Consumer Behaviour (EBC2041) or Elective	Global Transportation Management (EBC2065) or Elective	Organisation Design (EBC2047) or Elective	Project & Production Management (EBC2050) or Elective	International Financial Management (EBC2070) or Elective	Management Accounting (EBC2059)	Internal Control and Accounting Information Systems (EBC2057)	Systems Analysis and Design (EBC2072) or Elective
	5	Services Marketing (EBC2043) or Elective	E-Supply Chain Management (EBC2045) or Elective	Organisational Behaviour (EBC2048) or Elective	Business Innovation (EBC2068) or Elective	Options and Futures (EBC2053) or Elective	Auditing (EBC2058)	International Financial Accounting (EBC2056)	ERP and Business Intelligence Systems (EBC2061) or Elective
	6	Skills/Capstone	Skills/Capstone	Skills/Capstone	Skills/Capstone	Skills/Capstone	Skills/Capstone		Skills/Capstone



## Appendix 5, part 2.1: MSc International Business, Track Accountancy

### September

1	Assurance Services (EBC4037)	Internal Control (EBC4069)
2	Financial Statement Analysis and Valuation (EBC4039)	Elective
3	Writing a Master's thesis IB Accounting, Information Management and Business Intelligence (EBS4011)	
4	Financial Accounting (EBC4074)	Master's thesis
5	Management Control (EBC4154)	Master's thesis
6	Master's thesis	

### February

4	Financial Accounting (EBC4074)	Internal Control (EBC4069)
5	Management Control (EBC4154)	Elective
6	Writing a Master's thesis IB Accounting, Information Management and Business Intelligence (EBS4011)	
1	Assurance Services (EBC4037)	Master's thesis
2	Financial Statement Analysis and Valuation (EBC4039)	Master's thesis
3	Master's thesis	

## Appendix 5, part 2.2: MSc International Business, Track Business Intelligence

### September

1	Supply Chain Operations (EBC4016)	Business Analysis (EBC4104)
2	Business Intelligence Case Study (EBC4107)	Data Management (EBC4091)
3	Writing a Master's thesis (EBS4011) IB-Accounting Information Management and Business Intelligence	
4	IT project management (EBC4118)	Master's Thesis
5	Operational Strategy (EBC4123)	Master's Thesis
6	Master's Thesis	

### February

4	Supply Chain Operations (EBC4016)	IT project management (EBC4118)
5	Business Intelligence Case Study (EBC4107)	Operational Strategy (EBC4123)
6	Writing a Master's thesis (EBS4011) IB-Accounting, Information Management and Business Intelligence	
1	Business Analysis (EBC4104)	Master's Thesis
2	Data Management (EBC4091)	Master's Thesis
3	Master's Thesis	

## Appendix 5, part 2.3: MSc International Business, Track Controlling

### September

1	Internal Control (EBC4069)	Cases in Management Information Systems (EBC4038)
2	Strategic Performance Analysis (EBC4131)	Elective
3	Writing a Master's thesis IB Accounting, Information Management and Business Intelligence (EBS4011)	
4	Financial Accounting (EBC4074)	Master's thesis
5	Management Control (EBC4154)	Master's thesis
6	Master's thesis	

### February

4	Financial Accounting (EBC4074)	Internal Control (EBC4069)
5	Management Control (EBC4154)	Elective
6	Writing a Master's thesis IB Accounting, Information Management and Business Intelligence (EBS4011)	
1	Cases in Management Information Systems (EBC4038)	Master's thesis
2	Strategic Performance Analysis (EBC4131)	Master's thesis
3	Master's thesis	

## Appendix 5, part 2.4: MSc International Business, Track Entrepreneurship & SME Management

### September

1	International Business Research (EBC4073)	Entrepreneurial Theory and Research (EBC4094)	Entrepreneurial or SME Management (EBC4093)
2	Entrepreneurial Finance (EBC4181)	Elective	
3	Writing a Master's thesis SME Management and Entrepreneurship (EBS4018)		
4	Value-Based Marketing (EBC4082)	Master's thesis	
5	Control and Accountability in Small and Medium-Sized Enterprises (EBC4090)	Master's thesis	
6	Master's thesis		

### February

4	International Business Research (EBC4073)	Value-Based Marketing (EBC4082)	Entrepreneurial or SME Management (EBC4093)
5	Control and Accountability in Small and Medium-Sized Enterprises (EBC4090)	Elective	
6	Writing a Master's thesis SME Management and Entrepreneurship (EBS4018)		
1	Entrepreneurial Theory and Research (EBC4094)	Master's thesis	
2	Entrepreneurial Finance (EBC4181)	Master's thesis	
3	Master's thesis		

## Appendix 5, part 2.5: MSc International Business, Track Finance

### September

1	Financial Research Methods (EBC4095)	Corporate Governance and Restructuring (EBC4052)
2	Corporate and Venture Finance (EBC4057)	Elective
3	Writing a Master's thesis IB Finance (EBS4012)	
4	Behavioural Finance (EBC4053)	Master's Thesis
5	Risk Management (EBC4056)	Master's Thesis
6	Master's thesis	

### February

4	Behavioural Finance (EBC4053)	Financial Research Methods (EBC4095)
5	Risk Management (EBC4056)	Elective
6	Writing a Master's thesis IB Finance (EBS4012)	
1	Corporate Governance and Restructuring (EBC4052)	Master's Thesis
2	Corporate and Venture Finance (EBC4057)	Master's Thesis
3	Master's thesis	

## Appendix 5, part 2.6: MSc International Business, Track Information Management

### September

1	Cases in Management Information Systems (EBC4038)	International Business Research (EBC4073)
2	Data Management (EBC4091)	Elective
3	Writing a Master's thesis IB Accounting, Information Management and Business Intelligence (EBS4011)	
4	IT project management (EBC4118)	Master's thesis
5	Managing IT in a Global Environment (EBC4059)	Master's thesis
6	Master's thesis	

### February

4	IT project management (EBC4118)	International Business Research (EBC4073)
5	Managing IT in a Global Environment (EBC4059)	Elective
6	Writing a Master's thesis IB Accounting, Information Management and Business Intelligence (EBS4011)	
1	Cases in Management Information Systems (EBC4038)	Master's thesis
2	Data Management (EBC4091)	Master's thesis
3	Master's thesis	

## Appendix 5, part 2.7: MSc International Business, Track Marketing-Finance

### September

1	Shareholder Value & Market Based Assets (EBC4126)	Customer Analysis (EBC4079)
2	Institutional Investors (EBC4054)	Research for Marketing Decision-Making (EBC4080)
3	Writing a Master's thesis Finance (EBS4012) or Writing a Master's Thesis Strategic Marketing (EBS4016)	
4	Behavioural Finance (EBC4053)	Master's Thesis
5	Financial Product Development A Marketing-Finance Approach (EBC4113)	Master's Thesis
6	Master's thesis	

### February

4	Behavioural Finance (EBC4053)	Customer Analysis (EBC4079)
5	Financial Product Development A Marketing-Finance Approach (EBC4113)	Research for Marketing Decision-Making (EBC4080)
6	Writing a Master's thesis Finance (EBS4012) or Writing a Master's Thesis Strategic Marketing (EBS4016)	
1	Shareholder Value & Market Based Assets (EBC4126)	Master's Thesis
2	Institutional Investors (EBC4054)	Master's Thesis
3	Master's thesis	

## Appendix 5, part 2.8: MSc International Business, Track Organisation Management, Change and Consultancy

### September

1	International Business Research (EBC4073)	Organisational Change and Consultancy (EBC4047)
2	Managing Organisational Learning (EBC4048)	Elective
3	Writing a Master's thesis Organisation (EBS4013)	
4	Leadership (EBC4042)	Master's thesis
5	Managers @ Work (EBC4045)	Master's thesis
6	Master's thesis	

### February

4	International Business Research (EBC4073)	Leadership (EBC4042)
5	Managers @ Work (EBC4045)	Elective
6	Writing a Master's thesis Organisation (EBS4013)	
1	Organisational Change and Consultancy (EBC4047)	Master's thesis
2	Managing Organisational Learning (EBC4048)	Master's thesis
3	Master's thesis	



## Appendix 5, part 2.9: MSc International Business, Track Strategic Marketing

### September

1	Relationship Management (EBC4076)	Customer Analysis (EBC4079)
2	Return on Marketing (EBC4081)	Research for Marketing Decision-Making (EBC4080)
3	Writing a Master's thesis IB Strategic Marketing (EBS4016)	
4	Value Based Marketing (EBC4082)	Master's thesis
5	Marketing Innovation Management (EBC4078)	Master's thesis
6	Master's Thesis	

### February

4	Value Based Marketing (EBC4082)	Customer Analysis (EBC4079)
5	Marketing Innovation Management (EBC4078)	Research for Marketing Decision-Making (EBC4080)
6	Writing a Master's thesis IB Strategic Marketing (EBS4016)	
1	Relationship Management (EBC4076)	Master's thesis
2	Return on Marketing (EBC4081)	Master's thesis
3	Master's Thesis	

## Appendix 5, part 2.10: MSc International Business, Track Strategy and Innovation

### September

1	International Business Research (EBC4073)	International Competitive Analysis and Strategy (EBC4044)
2	Entrepreneurship and Innovation (EBC4041)	Elective
3	Writing a Master's thesis IB- Strategy (EBS4025)	
4	Alliances and M&A's (EBC4043)	Master's thesis
5	Business Innovation and Sustainable Development (EBC4106)	Master's thesis
6	Master's thesis	

### February

4	International Business Research (EBC4073)	Alliances and M&A's (EBC4043)
5	Business Innovation and Sustainable Development (EBC4106)	Elective
6	Writing a Master's thesis IB- Strategy (EBS4025)	
1	International Competitive Analysis and Strategy (EBC4044)	Master's thesis
2	Entrepreneurship and Innovation (EBC4041)	Master's thesis
3	Master's thesis	

## Appendix 5, part 2.11: MSc International Business, Track Supply Chain Management

### September

1	Purchasing Management (EBC4013)	Supply Chain Strategy (EBC4018)
2	Retailing and Distribution (EBC4014)	Supply Chain Research Methods (EBC4088)
3	Writing a Master's Thesis IB-Supply Chain Management (EBS4022)	
4	Supply Chain Operations (EBC4016)	Master's thesis
5	Supply Chain Metrics (EBC4087)	Master's thesis
6	Master's thesis	

### February

4	Supply Chain Operations (EBC4016)	Supply Chain Strategy (EBC4018)
5	Supply Chain Metrics (EBC4087)	Supply Chain Research Methods (EBC4088)
6	Writing a Master's Thesis IB-Supply Chain Management (EBC4022)	
1	Purchasing Management (EBC4013)	Master's thesis
2	Retailing and Distribution (EBC4014)	Master's thesis
3	Master's thesis	

## Appendix 5, part 3: MSc Infonomics

### September

1	Information Products, information markets and information systems (EBC4075)	ICT, Innovation and Economic Performance (EBC4084)
2	Intellectual Property Law and the Information Society (EBC4026)	Internet Economics (Master) (EBC4083)
3	Writing a Master Thesis (INF) (EBS4014)	
4	Information Economics (EBC4025) or IT-Project Management (EBC4118)	Master's thesis
5	Intellectual Capital and Knowledge Systems (EBC4085)	Master's thesis
6	Master's thesis	

### February

4	ICT, Innovation and Economic Performance (EBC4084)	Information Economics (EBC4025) or IT-Project Management (EBC4118)
5	Intellectual Capital and Knowledge Systems (EBC4085)	Internet Economics (Master) (EBC4083)
6	Writing a Master Thesis (INF) (EBS4014)	
1	Information Products, information markets and information systems (EBC4075)	Master's thesis
2	Intellectual Capital and Knowledge Systems (EBC4085)	Master's thesis
3	Master's thesis	

## Appendix 5, part 4: MSc Management of Learning

1	Economics of labour markets and human capital (EBC4092)	Organisational Change & Consultancy (EBC4047)	Study Coaching Trajectory (EBC4099)
2	Theories and models of learning (EBC4102)	Managing Organisational Learning (EBC4048)	
3	Writing a Master Thesis: MOL (EBS4005)		
4	Selected topics in Strategic HRM (EBC4098)	Master's thesis	
5	Supporting learning at the workplace (EBC4100)	Master's thesis	
6	Master's thesis		

## Appendix 5, part 5: MSc Global Supply Chain Management and Change

### September

1	Methods and Methodology (EBC4122)	Supply Chain Operations (EBC4127)
2	Entrepreneurship and Innovation (EBC4111)	Supply Chain Relationships (EBC4128)
3	Project and Change Management (EBS4019)	
4	Business and Supply Chain Strategy (EBC4105)	Master's thesis
5	ICT in the Supply Chain (EBC4114)	Master's thesis
6	Business plan (EBS4002)	

## Appendix 6: Intended learning outcomes

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### Learning goals related to Dublin Descriptors on bachelor's and master's level

	BSc International Business		MSc International Business – all tracks
D1	Students possess a basic academic knowledge in the area of International Business.	D1	Students demonstrate knowledge and insight on the level of up-to-date academic research into at least one of the specializations of International Business.
		D1	Students are well trained in empirically based business research methods
D2	Students are able to identify and solve business problems using theoretical and analytical tools	D2	Students demonstrate the capability of applying knowledge, insight and problem-solving skills to semi-structured or unstructured problems
		D2	Students have the capability to integrate various perspectives when encountering complex problems in the field of International Business
D3	Students are able to reflect critically on solutions proposed in the literature or observed in practice	D3	Students possess insights and skills to critically reflect on developments and proposed solutions.
		D3	Students show awareness and professional responsibility with respect to societal and ethical aspects of International Business practice and research
D4	Students are able to effectively communicate on issues, assignments and projects.	D4	Students possess intercultural skills and are able to operate in an international business setting.
	Students are capable to participate in a group setting. They are able to fulfil different group roles: being a leader, a secretary or a participant.	D4	Students are strong in communication in written and spoken words, to an academic and non-academic audience.
D5	Students have developed self-directed learning skills and are able to gather the relevant information to analyse business problems	D5	Students are capable in self-directed learning and critical reflection.
		D3,4,5	Students demonstrate a professional attitude

	MSc Management of Learning		MSc Infonomics		MSc Global Supply Chain Management & Change
D1	Students possess a well-structured scientific knowledge base in the domain of Management of Learning that is on the level of up-to-date research	D1	Students have gained in-depth academic knowledge in the field of Infonomics.	D1	Students have in-depth academic knowledge of SCM
D1	Students demonstrate a high level of academic reasoning				
D1,2,3	Students demonstrate problem-solving skills				
D1,2,3,4	Students show research skills	D1	Students are well trained in empirical research methods	D1	Students are well trained in (case-based and empirical) business research methods
D1,2	Students are able to position learning and development as part of the organisational strategy			D2	Students recognize entrepreneurial opportunities in global markets
D2	Students are able to develop a learning and development policy			D2	Deal effectively with suppliers buyers customers
D2,3	Students are able to manage the quality of the learning and development-function	D2	Students demonstrate the capability of applying knowledge, insight and problem-solving skills in unknown or ill-defined circumstances when encountering problem situations in the field of Infonomics	D2	Identify areas of improvement and drive change processes
		D2	Students have the capability to integrate various perspectives when encountering complex problems in the field of Infonomics	D2	Work in and manage international teams
		D3	Students are able to align academic reasoning with practical judgments	D3	Students are able to align up-to-date academic research with practical judgments
D4	Students demonstrate interpersonal and team-working skills	D4	Students are capable to work together with international professionals and operate in an international (business) setting.	D4	Students are capable to work together with international professionals and operate in an international business setting.
	Students demonstrate project management skills	D4	Students are strong in communication in written and spoken words, to an academic and non-academic audience.	D4	Students are strong in communication in written and spoken words, to an academic and non-academic audience.
D4	Students show leadership skills			D3,4,5	Students demonstrate a professional attitude
D4	Students show international communication skills				
D5	Students demonstrate learning skills	D5	Students are capable in self-directed learning and critical reflection.	D5	Students are capable of self-directed learning and critical reflection.



## Appendix 7: Quantitative data regarding the programmes

### 1. Contact hours

#### BSc International Business

Contact hours year 1	Lecture	Practical/Skill (as part of a course)	Study Information	Tutorial	Grand Total	Average per week
Courses	106,00	7,00		170,00	283,00	8,8
Skills trainings	8,50			48,00	56,50	1,8
<b>Total year 1</b>	<b>114,50</b>	<b>7,00</b>		<b>218,00</b>	<b>339,50</b>	<b>10,6</b>

Contact hours year 2	Lecture	Practical/Skill (as part of a course)	Study Information	Tutorial	Grand Total	Average per week
Courses	37,25		5,75	195,75	238,75	7,5
Skills trainings	4,00	6,00			10,00	0,3
<b>Total year 2</b>	<b>41,25</b>	<b>6,00</b>	<b>5,75</b>	<b>195,75</b>	<b>248,75</b>	<b>7,8</b>

Contact hours year 3* (one semester **)	Lecture	Practical/Skill (as part of a course)	Study Information	Tutorial	Grand Total	Average per week
Core courses	8,26	12,83		48,52	69,61	4,4
Elective courses	15,1	0,00		47,50	62,60	3,9
Elective skills	3,84	13,81			17,65	1,1
<b>Total year 3 semester 1</b>	<b>27,2</b>	<b>26,64</b>		<b>96,02</b>	<b>149,86</b>	<b>9,4</b>

\*average

\*\*one semester is obligatory study abroad

#### MSc International Business – all tracks except for Entrepreneurial and SME Management

(6 courses, 1 skill)

Contact hours*	Lecture	Practical/Skill (as part of a course)	Study Information	Tutorial	Grand Total	Average per week
Courses	57,42	69,48		136,2	263,1	8,22
Skills training	5,8			27,71	33,51	1,05
<b>Total</b>	<b>63,22</b>	<b>69,48</b>		<b>163,91</b>	<b>296,61</b>	<b>9,27</b>

#### MSc International Business –track Entrepreneurial and SME Management

(7 courses, 1 skill)

Contact hours*	Lecture	Practical/Skill (as part of a course)	Study Information	Tutorial	Grand Total	Average per week
Courses	66,99	81,06		158,9	306,95	9,59
Skills training	5,8			27,71	33,51	1,05
<b>Total</b>	<b>72,79</b>	<b>81,06</b>		<b>186,61</b>	<b>340,46</b>	<b>10,64</b>

\*average

### MSc Management of Learning

(6 courses, 1 skills training, 1 study coaching traject)

Contact hours	Lecture	Practical/Skill (as part of a course)	Study Information	Tutorial	Grand Total	Average per week
Courses	57,42	69,48		136,2	263,1	8,22
Skills training	5,8			27,71	33,51	1,05
Study coaching traject				2,0	2,0	0,1
<b>Total</b>	<b>63,22</b>	<b>69,48</b>		<b>165,91</b>	<b>298,61</b>	<b>9,33</b>

### MSc GSCMC

(6 courses, 2 skills)

Contact hours*	Lecture	Practical/Skill (as part of a course)	Study Information	Tutorial	Grand Total	Average per week
Core courses	57,42	69,48		136,2	263,1	8,22
Skills trainings	11,6			55,42	67,02	2,09
<b>Total</b>	<b>69,02</b>	<b>69,48</b>		<b>191,62</b>	<b>330,12</b>	<b>10,32</b>

### MSc Infonomics

(6 courses, 1 skill)

Contact hours*	Lecture	Practical/Skill (as part of a course)	Study Information	Tutorial	Grand Total	Average per week
Courses	57,42	69,48		136,2	263,1	8,22
Skills training	5,8			27,71	33,51	1,05
<b>Total</b>	<b>63,22</b>	<b>69,48</b>		<b>163,91</b>	<b>296,61</b>	<b>9,27</b>

## 2. Student/staff ratio

<b>Student / staff ratio</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>SBE staff total (fte)</b> (academic and support staff)	318.1	341.3	378.9	410.9	460.6	461.2	441.89
<b>Academic staff (fte)</b> (incl PhDs and student assistants)	234.7	250.9	282.0	312.1	355.7	359.6	341.64
<b>Academic staff teaching responsibilities* (fte)</b> (incl PhDs and student assistants)	96.4	97.9	104.5	115.2	129.8	125.1	117.58
<b>Student / staff ratio</b> (SBE staff total)	11.0	8.5	8.2	8.4	8.6	8.6	11.2
<b>Student / staff ratio</b> (Academic staff)	14.9	11.5	11.1	11.1	11.1	11.0	11.6
<b>Student / staff ratio</b> (Academic staff teaching responsibilities)	36.3	29.6	29.9	30.1	30.3	31.5	33.6

- \* Teaching responsibilities calculated as follows:
- 50% for Full, Associate and Assistant Professors
  - 80% for Lecturers
  - 20% for PhD students
  - 50% for Student assistants





### MSc Infonomics

Academic Year	Cohort (T)	# Students dropped out within year 1 (T Opl)	% Students dropped out within year 1 (T Opl)	# Students dropped out within year 2 (T Opl)	% Students dropped out within year 2 (T Opl)	# Students graduated within year 1 (T Opl)	% Students graduated within year 1 (T Opl)	# Students graduated within year 2 (T Opl)	% Students graduated within year 2 (T Opl)	# Students graduated within year 3 (T Opl)	% Students graduated within year 3 (T Opl)	# Students graduated within year 4 (T Opl)	% Students graduated within year 4 (T Opl)
2005	9	0	0%	0	0%	5	56%	8	89%	9	100%	9	100%
2006	13	2	15%	2	15%	0	0%	6	46%	8	62%	9	69%
2007	5	0	0%	2	40%	1	20%	3	60%	3	60%	4	80%
2008	4	1	25%	0	0%	1	25%	3	75%	3	75%		
2009	2	0	0%	0	0%	1	50%	2	100%				
2010	7	2	29%	0	0%	2	29%						

### MSc International Business

Academic Year	Cohort (T)	# Students dropped out within year 1 (T Opl)	% Students dropped out within year 1 (T Opl)	# Students dropped out within year 2 (T Opl)	% Students dropped out within year 2 (T Opl)	# Students graduated within year 1 (T Opl)	% Students graduated within year 1 (T Opl)	# Students graduated within year 2 (T Opl)	% Students graduated within year 2 (T Opl)	# Students graduated within year 3 (T Opl)	% Students graduated within year 3 (T Opl)	# Students graduated within year 4 (T Opl)	% Students graduated within year 4 (T Opl)
2005	294	9	3%	11	4%	67	23%	214	73%	265	90%	271	92%
2006	399	12	3%	20	5%	80	20%	276	69%	327	82%	346	87%
2007	399	25	6%	40	10%	59	15%	216	54%	296	74%	321	80%
2008	556	33	6%	45	8%	52	9%	288	52%	438	79%		
2009	722	29	4%	51	7%	90	12%	447	62%				
2010	693	34	5%	0	0%	117	17%			265	90%	271	92%

### MSc Global Supply Chain Management and Change

Academic Year	Cohort (T)	# Students dropped out within 1 year (T Opl)	% Students dropped out within 1 year (T Opl)	# Students dropped out within 2 years (T Opl)	% Students dropped out within 2 years (T Opl)	# Students graduated within 1 year (T Opl)	% Students graduated within 1 year (T Opl)	# Students graduated within 2 years (T Opl)	% Students graduated within 2 years (T Opl)	# Students graduated within 3 years (T Opl)	% Students graduated within 3 years (T Opl)	# Students graduated within 4 years (T Opl)	% Students graduated within 4 years (T Opl)
2009	12	0	0%	0	0%	7	58%	12	100%				
2010	12	1	8%	0	0%	11	92%						

### MSc Management of Learning

Academic Year	Cohort (T)	# Students dropped out within 1 year (T Opl)	% Students dropped out within 1 year (T Opl)	# Students dropped out within 2 years (T Opl)	% Students dropped out within 2 years (T Opl)	# Students graduated within 1 year (T Opl)	% Students graduated within 1 year (T Opl)	# Students graduated within 2 years (T Opl)	% Students graduated within 2 years (T Opl)	# Students graduated within 3 years (T Opl)	% Students graduated within 3 years (T Opl)	# Students graduated within 4 years (T Opl)	% Students graduated within 4 years (T Opl)
2007	16	0	0%	0	0%	8	50%	14	88%	15	94%	15	94%
2008	14	2	14%	3	21%	3	21%	10	71%	11	79%		
2009	18	3	17%	5	28%	2	11%	12	67%				
2010	10	0	0%	0	0%	5	50%						