

Business Administration

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CONTENTS

Report on the Bachelor’s programme International Business Administration and the master’s programme Business Administration of VU University Amsterdam	5
Administrative data regarding the programmes.....	5
Administrative data regarding the institution.....	5
Quantitative data regarding the programmes.....	6
Composition of the assessment committee	6
Working method of the assessment committee	6
The general assessment of the programme can be excellent when at least two standards, including standard 3, are assessed as ‘excellent’.....	8
Summary judgement	9
Description of the standards from the Assessment framework for limited programme assessments	13
Appendices	31
Appendix 1: Curricula vitae of the members of the assessment committee	33
Appendix 2: Domain-specific framework of reference	35
Appendix 3: Intended learning outcomes	39
Appendix 4: Overview of the curricula.....	41
Appendix 5: Quantitative data regarding the programmes.....	49
Appendix 6: Programme of the site visit	63
Appendix 7: Theses and documents studied by the committee.....	67
Appendix 8: Declarations of independence	71

This report was finalized on 10 June 2013

Report on the Bachelor's programme International Business Administration and the master's programme Business Administration of VU University Amsterdam

This report takes the NVAO's Assessment framework for limited programme assessments as a starting point.

Administrative data regarding the programmes

Bachelor's programme International Business Administration

Name of the programme:	International Business Administration
CROHO number:	50952
Level of the programme:	Bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	-
Location:	Amsterdam
Mode(s) of study:	full time
Expiration of accreditation:	31-12-2013

Master's programme Business Administration

Name of the programme:	Business Administration
CROHO number:	60644
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Entrepreneurship Financial Management Human Resource Management Information and Knowledge Management Management Consulting Strategy and Organization Transport and Supply Chain Management
Location(s):	Amsterdam
Mode(s) of study:	full time
Expiration of accreditation:	31-12-2013

The visit of the assessment committee Business Administration to the Faculty of Economics and Business Administration of VU University Amsterdam took place on 28 February and 1 March 2013.

Administrative data regarding the institution

Name of the institution:	VU University Amsterdam
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	applied (pending)

Quantitative data regarding the programmes

The required quantitative data regarding the programmes are included in Appendix 5.

Composition of the assessment committee

The committee that assessed the bachelor's programme International Business Administration and the master's programme Business Administration consisted of:

- Prof. dr. Th.M.M. (Theo) Verhallen, Professor of Marketing and Marketing Research, Tilburg University (chair);
- Prof. dr. H. (Hans) van der Heijden, Professor of Accounting and Information Systems, School of Management, Royal Holloway, University of London, UK;
- Prof. dr. ir. G.J.C. (Gerard) Gaalman, Professor of Industrial Engineering and Industrial Services, University of Groningen;
- Prof. dr. M.G. (Mariëlle) Heijltjes, Professor of Managerial Behavior and Associate Dean, Maastricht University School of Business and Economics;
- Prof. dr. E.J.J. (Hans) Schenk, Professor of Economics, University of Utrecht;
- C. (Charissa) van Mourik, BSc, student of master's programme Business Administration, Radboud University Nijmegen.

The committee was supported by drs. Linda van der Grijspaarde, who acted as secretary.

Appendix 1 contains the curricula vitae of the members of the committee.

Working method of the assessment committee

Preparation

The assessment of the *Bachelor's programme International Business Administration* and the *Master's programme Business Administration* of VU University Amsterdam is part of a cluster assessment of twelve Business Administration degree programmes offered by five universities. The entire cluster committee consists of eleven members.

The preparatory meeting for the cluster assessment was held on 14 December 2012. During this meeting the committee members received an introduction to the assessment framework and evaluation procedures and agreed upon the general working method. Furthermore, the domain-specific requirements and the most recent developments concerning the Business Administration domain were discussed. These domain-specific requirements and the actual context form the starting point for the evaluation of the quality of the degree programmes.

In preparation for the assessment of the programmes of VU University Amsterdam, a self-assessment report was produced by the programme management. This report was sent to QANU and forwarded to the committee members, after a check by the secretary of the committee to ensure that the information provided was complete. The committee prepared for the site visit by studying the self-assessment report and a number of bachelor and master theses. The secretary of the committee selected fifteen theses randomly per programme from a list of all graduates of the last two years and stratified them. The following stratification was used: five theses for each programme with low grades (6-6.5), five theses with average grades

(7-7.5) and five theses with high grades. QANU asked the programmes to send the theses along with the assessment forms and divided them among the committee members. Each committee member therefore assessed three theses per programme.

When a thesis was assessed as questionable or unsatisfactory by a committee member, a reassessment was done by another committee member. If more than 10% of the theses were assessed as questionable or unsatisfactory by two committee members, the selection of theses for the programme was extended to 25. At VU University Amsterdam, this was not the case.

Site visit

The committee members formulated questions raised by studying the self-assessment report in advance. These questions were circulated among themselves.

The committee visited the programmes on 28 February and 1 March 2013. In addition to the *Bachelor's programme International Business Administration* and the *Master's programme Business Administration*, the *Bachelor's programme Bedrijfskunde* and the *part-time Master's programme Business Administration* of VU University Amsterdam were assessed as well. These programmes are described in separate reports. The committee organised a preparatory meeting on the first morning of the site visit. The programme of the site visit was developed by the committee's secretary in consultation with the chair and the programme management. The committee spoke with students, teachers, alumni, the programme management and representatives of the Faculty Board, the Examination Board and the student and teacher members of the programme committee. An open consultation hour was scheduled and announced (but no one made use of it).

During the site visit, the committee studied additional material provided by the programme management. Appendix 7 gives a complete overview of all documents available during the site visit. The last hours of the site visit were used by the committee to establish the assessment of the programme and to prepare the preliminary presentation of its findings to the representatives of the programme.

Report

The secretary wrote a draft report based on the findings of the committee. It was amended by the committee members. After approval of the draft report by the committee, it was sent to the Faculty of Economics and Business Administration for a check of its facts. The Faculty's comments were discussed by the committee. This discussion resulted in some changes in the report, and subsequently the committee approved the final report.

The assessment was performed according to the NVAO (Accreditation Organisation of the Netherlands and Flanders) framework for limited programme assessment (20 November 2011). In this framework a four-point scale is prescribed for both the general assessment and the assessment of each of the three standards. The committee used the following definitions for the assessment of both the standards and the programme as a whole.

Decision rules

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

General Assessment

When standard 1 or standard 3 is assessed as 'unsatisfactory', the general assessment of a programme is 'unsatisfactory'.

The general assessment of the programme can be good when at least two standards, including standard 3, are assessed as 'good',

The general assessment of the programme can be excellent when at least two standards, including standard 3, are assessed as 'excellent'.

Summary judgement

This report presents the findings and considerations of the committee that assessed the *Bachelor's programme International Business Administration* and the *Master's programme Business Administration* of VU University Amsterdam. The committee studied the information available and discussed the programmes with representatives of the institution and of the programme during a site visit. Based on their positive comments and the identified points for improvement, the committee concluded that both programmes meet the current generic quality standards and show an acceptable level across their entire spectrum. Therefore, the committee assesses the *Bachelor's programme International Business Administration* and the *Master's programme Business Administration* as satisfactory.

Bachelor's programme International Business Administration

Standard 1: Intended learning outcomes

The goal of the bachelor's programme is to produce academically trained business administrators with special expertise in the field of professional services. In addition, graduates can operate in an international context and are sensitive to cross-cultural issues. In the first two years, the foundations are laid for training in all-round business administration. In year three, a start is made on specialization in the various sectors of the professional services industry. According to the committee, the programme ties in well with the domain-specific reference framework for business administration programmes. The programme contains the broad range of subjects as referred to in the reference framework.

The aims of the programme are translated into nine intended learning outcomes. These outcomes are well described in terms of level and orientation. The programme wishes to focus on an international context. The intended learning outcomes do not explicitly reflect this focus of the programme, according to the committee. In addition, the committee does not see the goal of the programme, to position itself in the market for professional services, clearly reflected in the intended learning outcomes.

Standard 2: Teaching-learning environment

Each year of the three-year, full-time programme consists of four teaching periods. Each teaching period consists of six weeks of lectures and two weeks of assessments. After the second period and after the last period, in January and June, four-week integration courses are taught.

In the first two years, students acquire knowledge in eight separate sub-disciplines: strategy, marketing, finance, management accounting, organization studies, HRM, ICT and logistics. In addition, courses are taught in subjects such as law, economics and philosophy, as well as specific international subjects including European law and cross-cultural management. According to the committee, students get a clear picture of the different aspects and sub-disciplines of business administration.

In the third year, the student can choose three electives from one of the areas within Business Administration. Starting this academic year, an international exchange in their third year is a compulsory element of the programme. The committee welcomes this new element, which fits with the international focus of the programme. The system of approval of exchange electives is too complex and time-consuming at the moment. The committee advises developing a less complex procedure, for example by working with accredited partners and fixed sets of courses.

The Faculty of Economics and Business Administration offers, together with the *Bachelor's programme International Business Administration*, a Dutch *Bachelor's programme Bedrijfskunde*. The committee notes a lack of clear profile differences between this Dutch programme and this *Bachelor's programme International Business Administration*. A minority of courses is different in the international programme, and not all of these different courses are specifically international. In addition, differences in approach in the courses offered in both programmes are not laid down in the course manuals. The committee advises elaborating the international profile and translating this profile more in the programme. In addition, the programme wishes to position itself in the market for professional services, thereby standing out from other comparable programmes in the Netherlands. The committee welcomes this clear positioning of the programme, but does not feel this is translated strongly enough in the programme.

The programme makes use of diverse working methods and teaching environments, such as lectures, tutorials, response sessions and individual supervision. The working methods and the design of courses stimulate interaction and discussion in the international group of students.

The teaching staff use current research in their teaching. The staff are enthusiastic and supportive of students. However, students reported that a few staff members have weak didactic skills and need some training and support.

Standard 3: Assessment and achieved learning outcomes

The modes of examination comprise mainly written assessments with open questions, multiple choice assessments, written reports and oral presentations. For the subjects in which the emphasis is on the examination of the knowledge level, written assessments with open questions or multiple choice assessments are used, or a combination of both. In subjects in which elements of the learning tracks are examined, the form of examination comprises not only a written examination but also an assignment, sometimes in groups of not more than three students, in which they produce a report or prepare a presentation. Assessments are adequately related to the programme. There is a variety of assessment forms and a good balance between individual and group assignments.

In the final stage of the programme, the learning outcomes are tested by means of the bachelor's thesis. The committee assessed fifteen recent bachelor theses and established that they all met the requirements for graduation. The theses are of sufficient quality. They illustrated that the students have achieved the intended learning outcomes as formulated by the programme. However, according to the committee, the international profile of the programme is not reflected adequately enough in the theses.

The current assessment form for assessing the theses does not encourage consistent practice. The committee recommends that the form be revised and that more specific guidelines on assessment be developed, in order to ensure consistent marking throughout.

The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

Bachelor's programme International Business Administration:

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

Master's programme Business Administration

Standard 1: Intended learning outcomes

The *Master's programme in Business Administration* is designed for students who have acquired a broad basic knowledge of business administration in their bachelor's programme and now wish to specialize in one of its subject areas. The programme comprises seven specializations: (1) Entrepreneurship, (2) Financial Management, (3) Human Resource Management, (4) Information & Knowledge Management, (5) Management Consulting, (6) Strategy and Organization, (7) Transport & Supply Chain Management. All of the specializations have a multidisciplinary focus: students use knowledge drawn from several disciplines when examining a particular field.

The aims of the programme are translated into eight intended learning outcomes. According to the committee, the learning outcomes are well described in terms of level and orientation. The committee does not see the goal of the programme to position itself in the market for professional services clearly reflected in the intended learning outcomes.

Standard 2: Teaching-learning environment

The English-taught one year programme consists of six periods. In the first two periods, students start with four courses of their specialization. In period 4, a fifth specialization course is scheduled. According to the committee, the specializations make the programme clearly structured and focused. It studied the contents of the specializations and concludes that they cover the common subjects.

Two Research Seminars and a course on Ethics are organized in period 3 and 4. In the Research Seminars attention is paid to academic skills, research methodology and research types relevant to the specialization. The committee discovered that the course on Ethics is more theoretical than practical. The committee advises redesigning the course, and focus more on Business Ethics.

The committee feels that the multidisciplinary of the programme is too limited. According to the committee, the programme needs to be clearer on what disciplines must be part of the programme and where to address them. In addition, the programme wishes to position itself in the market for professional services, thereby distinguishing itself from other faculties in the Netherlands. The committee welcomes this clear positioning, but does not feel this is translated strongly enough in the programme.

The working methods and the design of courses stimulate regular study and ensure that students master the material in an active way. The tutorials offer the opportunity to discuss

and share ideas. For the popular specializations, some of the tutorial groups are too large. The committee is of the opinion that the link to the professional field is sufficiently emphasised through guest lectures, case materials or applications.

Students are not stimulated enough to finish the programme in one year. The committee advises the programme to monitor and intervene more strongly when study delay becomes evident.

Standard 3: Assessment and achieved learning outcomes

Within the master's programme, a variety of assessment methods are used, like individual exams, assignments, team reports, process evaluations and presentations, and also participation in a management game. Assessments are adequately related to the programme. There is a good balance between individual and group assignments. The committee appreciates the use of case studies and projects.

In the final stage of the programme, the learning outcomes are tested by means of the master's thesis. The committee assessed fifteen recent theses and established that all of them meet the requirements for graduation. On average, the theses are of sufficient quality. The committee did not encounter theses that were unsatisfactory. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme.

The current assessment form for assessing the theses does not encourage consistent practice. The committee recommends that the form be revised and that more specific guidelines on assessment be developed, in order to ensure consistent marking throughout.

The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

Master's programme Business Administration:

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

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 it. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 10 June 2013



Prof. dr. Th. M. M. Verhallen



drs. L. van der Grijspaarde

Description of the standards from the Assessment framework for limited programme assessments

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.

Explanation:

As for level and orientation (Bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. 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.

Findings

For this standard, the domain-specific requirements are described (1.1). After that, the profile of the programmes is given (1.2), followed by the goal and intended learning outcomes (1.3).

1.1 Domain-specific requirements

In 2011, a subject-specific reference framework for the business discipline was developed by the business programmes of the Radboud University Nijmegen, the University of Amsterdam, VU University Amsterdam, Tilburg University and the Open Universiteit Nederland. It is presented in appendix 2.

In the reference framework, a description of the business discipline is given. The aims, level and orientation of the degree programmes are described. In addition, subject-specific skills and general skills are defined for bachelor's degree programmes and master's degree programmes. According to the committee, the subject-specific reference framework is well described in terms of orientation. It differentiates sufficiently between the bachelor's and master's level.

The committee considers the reference framework as rather broad. It agrees with this approach, because of the broad nature of the multidisciplinary field of business. This requires programmes to make choices in research and education, as the full breadth of the field cannot be covered in one programme. Because of the broad nature of the reference framework, the committee would like to emphasise that there is a need for the business programmes to translate the subject-specific and general skills, described in the reference framework, into their own profile and specific intended learning outcomes.

1.2 Profile of the programmes

Bachelor's programme International Business Administration

The *Bachelor's programme in International Business Administration* aims to produce academically trained business administrators with special expertise in the field of professional services. In addition, graduates can operate in an international context and are sensitive to cross-cultural issues. In the first two years, the foundations are laid for training in general business administration. In the third year, a start is made on specialization in the various sectors of the professional services industry.

According to the committee, the programme ties in well with the domain-specific reference framework for business administration programmes. The programme contains the broad

range of subjects referred to in the reference framework. The committee appreciates the focus on an international context and cross-cultural issues.

Master's programme Business Administration

The *Master's programme in Business Administration* is designed for students who have acquired a broad basic knowledge of business administration in their bachelor's programme and now wish to specialize in one of its subject areas.

The programme comprises seven specializations: (1) Entrepreneurship, (2) Financial Management, (3) Human Resource Management, (4) Information & Knowledge Management, (5) Management Consulting, (6) Strategy and Organization, and (7) Transport & Supply Chain Management. All specializations have a multidisciplinary focus: students use knowledge drawn from several disciplines when examining a particular field. According to the self-evaluation report, this multidisciplinary approach is a key differentiator of the programme. The committee appreciates the intended multidisciplinary focus of the programme

Positioning of the programmes

According to the self-evaluation reports, the programmes wish to position themselves in the market for professional services, thereby gaining distinction from other faculties in the Netherlands. The location on Amsterdam's Zuidas, the business heart of the Netherlands, also ties in well with this positioning. The committee welcomes this clear positioning of the programmes, but does not feel this is translated strongly enough in the programmes (as discussed in the section on the intended learning outcomes and on standard 2, teaching-learning environment).

Benchmark

The programmes measured their profile, curricula and specializations against other academic Business Administration programmes in the Netherlands and internationally. They give a description of this benchmark in their self-evaluation reports. For example, the *Bachelor's programme International Business Administration* compares itself with similar programmes at the Rotterdam School of Management of the Erasmus University Rotterdam and internationally with a similar programme at the Mendoza Business School of the University of Notre Dame in South Bend, USA. The committee is of the opinion that the programmes carried out a thorough benchmark procedure.

1.3 Intended learning outcomes

The aims of the *Bachelor's programme International Business Administration* are translated into nine intended learning outcomes (appendix 3). The committee studied the intended learning outcomes and concludes that they are well described in terms of level and orientation. However, it thinks that they are not as explicit as they could be. According to the specified goal of the bachelor's programme, it wishes to focus on an international context. The intended learning outcomes do not explicitly reflect this focus. At the moment, the intended learning outcomes are similar to those of the (Dutch) *Bachelor's programme Bedrijfskunde*. According to the committee, this is not a desirable situation. In addition, the intended learning outcomes are rather generic. In the committee's view, an elaboration of the intended learning outcomes would make the intentions of the programme clearer. In addition, this will make it possible to describe more specifically how the curriculum meets the intended learning outcomes.

The aims of the *Master's programme Business Administration* are translated into eight intended learning outcomes (appendix 3). The committee studied the intended learning outcomes and concludes that they are well described in terms of level and orientation. In the self-evaluation report, it is stated that 'Multidisciplinarity is the key differentiator of the programme'. The committee feels that this statement is not fully translated in the intended learning outcomes as described for individual courses.

As described above, the committee welcomes the goal of both programmes to position themselves in the market for professional services. However, it does not see this positioning clearly reflected in the intended learning outcomes. It discussed the positioning on professional services of the programmes with the programme management, students and staff. It noted that students and staff do not recognize this positioning and are not able to give clear examples of the translation of it in the curricula. It advises the programmes to reconsider their profiling and make their programmes tie in better with the profiles.

Considerations

The committee established that the *Bachelor's programme International Business Administration* intends to offer students a thorough, up-to-date education in the field of Business Administration. The *Master's programme Business Administration* intends to offer students a thorough, up-to-date education in one of the specializations of Business Administration.

According to the committee, the intended learning outcomes of both programmes are well described in terms of level and orientation. However, they are rather generic. Points of improvement regarding the intended learning outcomes are to (i) distinguish better between the Dutch and the international bachelor's programme so as to reflect more focus on an international context, (ii) to reflect multidisciplinarity more in the master's programme and (iii) in general, to reflect the orientation on professional services more clearly.

The committee welcomes the goal of both programmes to position themselves in the market for professional services. However, it does not see this positioning clearly reflected in the intended learning outcomes.

Conclusion

Bachelor's programme International Business Administration: the committee assesses Standard 1 as **satisfactory**.

Master's programme Business Administration: the committee assesses Standard 1 as **satisfactory**.

Standard 2: Teaching-learning environment

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

Explanation:

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

Findings

The contents (2.1), the learning environment (2.2), the quantity and quality of the staff (2.3) and the programme-specific quality assurance (2.4) of the *Bachelor's programme International Business Administration* and of the *Master's programme Business Administration* are discussed below.

2.1 Contents of the programmes

The contents of the bachelor's and of the master's programme are considered separately. In addition, the correspondence between the intended learning outcomes and the programmes are discussed.

2.1.1 Curriculum of the Bachelor's programme International Business Administration

The three-year programme is offered as a full-time programme of 180 EC. Each year consists of four teaching periods of six weeks of lectures and two weeks of assessments. After the second period and after the last period, in January and June, four-week integration courses are taught and assessed. Appendix 4 provides an overview of the curriculum.

First and second year

In the first two years, students acquire knowledge in eight separate sub-disciplines: strategy, marketing, finance, management accounting, organization studies, HRM, ICT and logistics. In addition, courses are taught in subjects such as law, economics and philosophy, as well as specific international subjects including European Law and Cross-Cultural Management.

Alongside the eight separate sub-disciplines, the programme includes method-based subjects necessary for the analysis of business administration problems. They comprise Business Research Methods, Mathematics and Statistics/Econometrics. To maintain and further develop the knowledge and skills thus acquired in the subjects from the sub-disciplines, use is made of mathematical and statistical skills, and method-based subjects are combined with content-based subjects including Marketing Management and Business Research Methods (in year 1) and HRM and Statistics II (year 2). By offering these subjects simultaneously, the links between the disciplines become clearer, according to the self-evaluation report. The committee studied the curriculum of the first two years and concludes that students get a clear picture of the different aspects and sub-disciplines of business administration.

The programme draws attention to the integration of sub-disciplines in the integration periods (January and June) during which students work on specific business administration problems. To emphasise their coherent character, two or more sub-disciplines are combined on several occasions (also outside the integration periods), in such subjects as Logistics & Information Systems. The committee is positive about the integration of sub-disciplines in the programme. Students reported that they recognise this integration: what is learned comes up in other classes and ties in together.

In the first year, the students are taught mathematics, statistics and Business Research Methods, to give them an impression of the difficulty of the programme. Business mathematics is introduced with an indicative test before the programme starts; tutorials are taught in period 1, and the subject itself is taught intensively in period 2. The intention is therefore to offer entrants from all different levels of previous education the possibility of catching up with the level required, and subsequently passing the subject. The committee appreciates the early confrontation with the basic principles of academic research and mathematics, so students get a clear view of the level of difficulty of the programme.

The committee studied the position of the compulsory Skills Lab in the third period of the first year. There are no credits assigned to the Skills Lab, but it is linked to the Organizational Behaviour course in the fourth period (6 EC). A grade for the course is given when the Skills Lab is finished. According to the committee, this construction is not clear. Separate learning objectives are described for the Skills Lab, and their assessment should lead to separate credits.

Third year

In the third year, students can choose two electives of 12 EC and an elective of 6 EC from one of the areas within Business Administration (Strategy & Organization, Financial Management, Human Resource Management, Information & Knowledge Management, Management Consulting, Transport & Supply Chain Management or Entrepreneurship). Specializations aimed at master's programmes at other universities are also possible. It is then up to the student to select subjects in such a way that admission is made possible. Specialization focused on employment, which includes an internship, is also a possibility. Few students now take advantage of the internship opportunity (5%).

For the first-year students of the current academic year, an international exchange in their third year will be a compulsory element of the programme. Students will go abroad and choose electives (24 EC) at a partner university in the first two periods of the third year. Over the past few years, this exchange was made compulsory. Approximately 60% of the students have undertaken an exchange. Many travel to Scandinavia, the UK, Taiwan, Australia, China and South Africa. The introduction of the compulsory exchange is still in the implementation phase. Support for the exchange, placement with partner universities and communication with students still need to acquire their final form. The Board of Examiners ensures that courses comply with the standards of the programme. The committee welcomes the compulsory exchange, which fits the international focus of the programme. It discussed the system of approval of exchange electives with students and the Board of Examiners and noted that this procedure can be complex and time-consuming. For some students, it took too long before an approval for courses was given. The committee advises developing a less complex procedure, for example by working with accredited partners and fixed sets of courses.

In the third year, the previously acquired, quantitative method-based knowledge is deepened in two core courses: Advanced Business Research Methods (6 EC) and Social Network Analysis (6 EC). In addition, the students follow the core courses 'Philosophy II', 'Professional Skills' and 'Inception Bachelor Thesis'. In period 6, the students write their bachelor thesis (9 EC).

Learning tracks

In September 2011, a start was made with implementing four cross-subject learning tracks in the curriculum: Academic Research, Judgement Forming, Communication and Learning Skills. In these learning tracks, skills are selectively and successively learned, practised and tested. In the 2012-2013 academic year, further implementation of these learning tracks is being undertaken in the second year and in 2013-2014, in the third.

For each of the tracks, three learning moments have been identified: an initial moment in which the skill is taught in a lecture, a second moment in which the skill is practised, and a third and final moment in which the skill is assessed. For example, for 'presentation skills,' the foundations are laid in the Academic Skills course in the third period of the first year, followed by practising in the Organizational Behaviour course in period 4 of the first year, while the final assessment of the skill presentation takes place in the Business Plan course in period 6 of the second year.

The committee welcomes the development of the learning tracks, which provide students with courses on skills such as interviewing in the first and second year rather than in the third year, as was previously the case. It was not able to judge yet if the skills are successively

learned and if the assessment criteria are of increasing difficulty. It advises the programme to monitor closely if the learning tracks provide the planned cumulative learning.

Link with professional field

In subjects in all three years of the programme, guest lectures are provided by managers from the business community. In the integration periods, for example, in the Business Processes (year 1) and Business Plan (year 2) courses, the students conduct their assignment with a company of their own choice. Furthermore, performing projects or during thesis processes students visit businesses to prepare and present case studies. The committee believes that the programme has sufficient links with the professional field.

Internationalisation

In the programme, there is an inflow of approximately 25% international students. The committee asked for an overview of the home countries of these international students. It became clear that the students are from a wide range of countries. Most of them are German and Greek, with a substantial number from Lithuania and Romania. The committee appreciates that the students originate from a wide range of countries, but feels that the percentage of international students is quite low for this international programme.

The committee asked for an overview of the curricula of the *Bachelor's programme Bedrijfskunde* and the *Bachelor's programme International Business Administration*, to determine the differences between them. It became clear that in the *Bachelor's programme International Business Administration*, some specific unique subjects are taught, such as Cross-Cultural Management in the first year, European Law in the second year and Social Network Analysis in the third year.

The self-evaluation report stated that even when subjects are identical to those taught in the *Bachelor's programme Bedrijfskunde*, they will still utilise different cases, as they will apply to an international context. The committee studied the course manuals, handbooks and literature of the curricula of both bachelor's programmes. The committee did not find any material differences except for language. The use of different cases and the embedding in international contexts is not laid down in educational goals and lecture descriptions.

The committee concludes that there are no clear profile differences between the two programmes. A minority of courses is different in the international programme and not all of them are specifically international. An example is the Social Network Analysis course. In addition, differences in approach in the courses offered in both programmes are not laid down in course manuals. The most prominent differences are the compulsory exchange period and the inflow of international students. According to the committee, these differences are not convincing enough to claim that the profile of this programme is international and differs substantially from the regular *Bachelor's programme Bedrijfskunde*. The committee advises elaborating the international profile and translating it more in the programme.

2.1.2 Curriculum of the Master's programme Business Administration

Appendix 4 provides an overview of the curriculum of the 60 EC master's programme. The programme is taught in English. The programme consists of six periods (of 12 EC, 12 EC, 6 EC, 12 EC, 12 EC and 6 EC, respectively).

Structure of the programme

As described before, since September 2010, the programme comprises seven specializations: (1) Entrepreneurship, (2) Financial Management, (3) Human Resource Management, (4) Information & Knowledge Management, (5) Management Consulting, (6) Strategy and Organization, and (7) Transport & Supply Chain Management. In the first two periods, students start with four courses of their specialization of 6 EC each. In period 4, a fifth specialization course is scheduled.

The committee welcomes the introduction of specializations. They make the programme clearly structured and focused. The committee studied the contents of the specializations and concludes that they cover the common subjects of Business Administration. However, it did not find that 'multidisciplinarity is the key differentiator of the programme', as stated in the self-evaluation report. In some courses, disciplines are combined, for example in the 'Distribution Logistics & Interorganizational Systems' specialization course. But this multidisciplinarity is limited. For example, the Financial Management specialization only consists of courses in Finance and Accounting. In the Human Resources Management specialization, more disciplines of Business Administration are covered. According to the committee, the programme needs to be clearer on what disciplines need to be part of the programme and where to address them.

Two Research Seminars and a course on Ethics (3 EC each) are organized in period 3 and 4. In the Research Seminars attention is paid to academic skills, research methodology and research types relevant to the specialization. It is also possible to devote a research seminar to integration or casework, e.g. by scheduling a 'Managerial Integration Project,' in which various disciplines have to be combined in the analysis and solution of a concrete business problem. The committee studied the materials of the course on Ethics and spoke with students about it. The committee notes that the course is more theoretical than practical. It advises redesigning the course, so it focusses more on business ethics.

In March, students start with their master's thesis (15 EC). If the optional Capital Selecta course in period 5 is also included, the total master's thesis time may add up to 21 EC.

Similar to the bachelor's programme, the master's programme is aimed at the professional services industry. According to the self-evaluation report, this orientation returns in specific courses, such as Competition through Services, but also in cases that are used in lectures and in the subjects of the master's thesis. As stated before, the committee feels that the focus on the services industry could be elaborated more in the programme.

Link to professional field

The link to the professional field is made through guest lectures, case materials or applications. In many of the master's courses, students have to analyse relevant real-world fields in actual companies. Some of the lecturers work part-time in the sector, for instance as members of advisory boards of sector organizations, or are actively involved in research in the sector. The committee noted that students were enthusiastic about the guest lectures, the company visits and the assignments from companies. They were very interesting, according to the students.

The programme has an advisory board consisting of managers and advisors holding key positions in different professional services industry sectors. Examples include ABN AMRO Pension Fund, Vopak Sweden AB, Shell Global Solutions International BV, PricewaterhouseCoopers Nederland NV, IBM Global Business Services, and the ING Group. Master's coordinators have regular meetings with the Advisory Board about the

results of the programme and proposed changes. An example of the impact of the Advisory Board is the introduction of a new assessment category, Student reflection on managerial relevance, in the master's thesis assessment form.

The committee is of the opinion that the programme's link to the professional field is adequate.

2.1.3 Correspondence between the intended learning outcomes and the programmes

The committee examined how the various components of the programmes contribute to the intended learning outcomes. It studied the matrices included in the self-evaluation reports, setting out the components of the programmes linked to the intended learning outcomes. In addition, it studied the study material of the different courses. It concluded that both programmes offer students the possibility to achieve the necessary knowledge and skills.

In the self-evaluation report, the *Bachelor's programme International Business Administration* describes in general how the programme meets the intended learning outcomes. The *master's programme Business Administration* also gives examples in their self-evaluation report of how various courses meet the intended learning outcomes. For example, the intended learning outcome 2 'Capability to conduct scientific research' is taught and assessed in the Research Seminars, where specific methodological knowledge for the domain is obtained. Furthermore, some specialization courses also focus on this capability, such as Knowledge Management Scan (Information and Knowledge Management), Internationalization Project (Strategy & Organization) and Managerial Integration Project (Transport & Supply Management), in which actual research projects are conducted. Finally, this objective is explicitly addressed in the master's thesis as well.

The intended learning outcomes of the programmes are translated per course into specific learning objectives. These learning objectives are linked with the intended learning outcomes. The committee discussed with the programme management how to assure that the intended learning outcomes are addressed by the correct programme elements. The management explained that their next step will be to have a closer look at this, for example, for the learning tracks like Academic Research. The committee agrees with the need for this next step.

2.2 Learning environment

The learning environment of the Bachelor's programme and of the Master's programme is described separately.

2.2.1 Learning environment of the Bachelor's programme International Business Administration

For the learning environment, the didactic concept, the tutoring and study advice, the study load, the study duration and the dropout rate are treated.

Didactic concept

The bachelor's programme makes use of diverse working methods and teaching environments, such as lectures, tutorials, response sessions and individual supervision. Tutorials in groups of thirty students are used in the courses that form part of the learning tracks in which skills are learned, practised and examined. More mathematical subjects like Business Mathematics and Statistics I are taught in small-scale, activating modes of instruction. For the remaining subjects, response or instruction sessions have been scheduled (in groups of between 60 and 90 students) where homework assignments are discussed or case studies dealt with.

One component of tutorials is that students work together in groups of generally three to complete assignments and prepare presentations to be given in these tutorials. In the tutorials, the subject-transcending learning tracks are implemented. In the integration periods, the modes of instruction consist on the one hand of lectures in which the subject matter is explained, and on the other of tutorials in which students receive feedback on their project or assignment. In the integration periods, they also practise academic skills such as presentation and reporting. Teaching is done, often in projects and assignments, but these integration periods also include company simulations.

The committee discussed the working methods with the students. The latter explained that the working methods and the design of courses do stimulate interaction and discussion among the international group of students. Those who are selected for this programme are motivated and interact actively in the different small-scale sessions. They told the committee that the small-scale sessions were one of the reasons for choosing this programme. One reason for preferring this programme over the Dutch bachelor's programme was the opportunity to improve their English proficiency. They reported that they do indeed get the chance to have discussions on Business Administration topics at a high level of English. They also learn from the different cultures in class.

Students reported to the committee that they tend to start too late with studying for assessments. They often do not feel stimulated to start early. In some courses, for example in Logistics and Operational Research, students are stimulated to start working early by testing material every week and providing the students bonus points. Students explained to the committee that they welcome this type of structure. The committee advises the programme to monitor the effect of this kind of good practice and see if they can elaborate on it.

Tutoring and study advice

The committee discussed the way students are counselled during the bachelor's programme.

In combination with the introduction of the Binding Study Advice (BSA), the Faculty of Economics and Business Administration launched a tutoring system for first-year students. Each student is allocated a tutor (a lecturer from the bachelor's programme) who supervises him/her during periods 1 and 2 of the first year. The purpose of the tutoring system is to make sure that first-year students quickly feel at home in the university and within their programme. To accelerate integration with the academic world, students receive information from their tutor about studying at the university, plagiarism, learning for an examination, time management and preparing a study plan. This takes place during two meetings, in working groups. Next, in small groups of five, the students speak to their tutor on two occasions about their experiences with their study, the problems they have come across, and their progress. In period 2, the tutors also discuss the first examination period and the first BSA recommendations with the students. If the students run into problems that the tutor is not able to solve immediately, they are referred to the study advisors.

Students who are the first from their family to attend university, the so-called first-generation students, participate together with staff from the programme in the Summer School organized by VU University Amsterdam. During the summer months, these students are offered an introductory programme with the purpose of learning what studying at a university is all about. Starting in August, these students are allocated a student coach who will continue to be available for advice and support while they study at the university.

Throughout the programme, students can consult with study advisors. In their first year, during the first six months of the programme, each student also has access to a tutor, a lecturer from the programme, who is fully informed of the full nature of the programme. There is a Summer School for first-generation students. The deficiency courses offered for mathematics are among the other strengths of the programme.

The committee discussed the tutoring and study advice with the study adviser. It is positive about the active role of the study advisor and the tutors. Students reported to the committee that they feel well guided and monitored in a structured way. They know where to go when they need support. The contact with the tutor was mentioned by the students as a positive aspect of the programme. The collaboration between tutors and study advisors increases the involvement of the lecturing staff with study progress problems.

Study load, study duration and dropout rate

The committee notices that the time it takes for students to finish the programme needs improving. According to the figures, in 2008, only 17% of the students finished the programme after three years, and 42% after four years. According to the self-evaluation report, this is partly due to the fact that especially Dutch students enter the programme with wrong expectations or too little motivation. The committee discussed the study duration with the programme management. Management provides partial explanations for the low graduation rates after three and four years, but the committee strongly advises monitoring the study duration and reasons for delay more closely, and acting more strongly on delays.

According to the self-evaluation report, the dropout rate is fairly high. First-year selectivity (the number of students who drop out after one year as a percentage of the total number who drop out) has fluctuated between 40% and 50% over the last few years. The committee considers this percentage too low; dropping out needs to be concentrated in the first year of the programme.

The committee discussed the study work load with students. According to them, the study load is spread evenly over the curriculum. As said before, they report a higher workload at the end of a period. The workload depends on the courses followed, but is on average 30 hours a week. They find the programme challenging. Especially for Dutch students, the first periods are difficult, mainly because of the level of English in class and the literature.

2.2.2 Learning environment of the Master's programme Business Administration

For the learning environment of the master's programme, the didactic approach, the study load and the study duration are discussed.

Didactic approach

The programme makes use of diverse working methods and teaching environments, such as lectures, tutorials, response sessions and individual supervision. The committee discussed the working methods with the students. In general, they are positive about the working methods and about the tutorials. They feel the tutorials offer the opportunity to discuss and share ideas. For the popular tracks, like Strategy and Organization, many smaller working groups and small group assignments are programmed. However, students reported that for the popular tracks, some working groups are too big. They recommend smaller groups, so the opportunity for active participation is guaranteed. The committee agrees with this recommendation.

Study load and study duration

The committee noted that the time students take to finish the programme needs to be improved. According to the figures, students tend to take longer than one year to complete their studies, some come close to two years. After one year, only about one-third graduates on average.

According to the self-evaluation report, through the introduction of specializations, the programme is more clearly structured and has more focus. For the programme management this creates an opportunity to follow students more closely in their study progress but also to be more selective. The first steps have now been taken to advise students to stop their studies when their results for the first core courses are below par, a development that will be worked out further in the coming years. The committee welcomes the initiatives to discourage study delay. However, it noted from the meetings with staff and students that students are still not stimulated enough to finish the programme in one year. Staff members encourage students to do an internship, which slows down their study progress. In addition, students do not feel stimulated to hand in drafts of their thesis as scheduled. They state that 'if you want to make your thesis perfect, you take longer'. In addition, they reported that the study pressure is not very high, mainly because: 'it doesn't matter if you finish in July or in December'. The committee feels this is not acceptable and advises the programme to monitor and intervene more strongly in terms of the study duration, for example by introducing strict deadlines for the delivery of chapters of the thesis.

2.3 Quality and quantity of staff

The committee studied the information provided about the teaching staff and discussed the quality and quantity of staff in the meetings.

Academic staff from all research departments within the Faculty of Economics and Business Administration participate in the programmes.

All core lecturers with tenure (a permanent contract) are expected to meet the national Basic Teaching Qualification (BKO) requirements. They have to complete either the University Lecturer Training Programme provided by the VU University Amsterdam Teaching Centre, or have demonstrable competences acquired elsewhere. Junior lecturers without these basic qualifications are mentored by senior peers and must complete the BKO at the teaching centre as soon as possible. VU University Amsterdam recently decided that as of the 2011/2012 academic year, only those staff whose English is at the C1 level of the Common European Framework (CEF) are allowed to teach courses in English. All staff are tested and if necessary will follow a training course to attain the C1 level. The staff confirmed they all are expected to obtain the BKO. Students reported that the English proficiency of the staff is sufficient.

The core lecturers of the *Bachelor's programme International Business Administration* are mainly Dutch: 11% of the staff come from abroad. Wherever possible, the faculty uses visiting professors, especially in the third-year elective subjects. For instance, the International Marketing course is taught by a professor from the University of Utah. Many members of staff have also studied or worked at foreign universities. Almost 80% of the staff has a doctorate.

According to the self-evaluation reports of both programmes, the idea of reducing work groups but at the same time amplify the remaining ones by means of structured learning tracks has resulted in a higher staff:student ratio than anticipated. The faculty board has

installed a review committee to address this problem. The committee noted the high workload and welcomes the management's efforts to reduce this.

The committee studied the information provided about the teaching staff and discussed the quality and quantity of staff in the meetings. According to the committee, staff are involved in courses in line with their specializations and fields of expertise. The English proficiency of the staff is high. The staff are engaged and committed; their dedication to the bachelor's and master's programme is impressive, according to the committee. Students reported to the committee that it is quite straightforward to contact the staff. Appointments can easily be made, and the staff reacts adequately to their questions.

Overall, the teaching in the programmes is adequate, but there are staff members who have weak didactic skills, according to the students. The committee discussed this remark with the staff. They told the committee that they need to take extra didactic courses when student evaluations give rise to that. In addition, staff mentors visit lectures to monitor the quality of the teaching and give feedback.

2.4 Programme-specific quality assurance

The committee studied the information provided on the programme-specific quality assurance and discussed it in the meetings.

Student feedback is obtained through written course evaluations after every course. The response on these evaluations is low. The response rates range between 6% and 50%. First and second-year courses have a lower average response rate (around 10%) than third-year and Master courses (between 15 and 50%). Students reported that they would like to receive information about the changes made as a consequence of the evaluations. Some lecturers present the improvements from last year in the course manual. Students welcome this information and would like to see it done for every course.

The committee discussed the quality assurance with students and staff members of the educational committee. It concludes that a sufficient quality assurance system is in place. The educational committee performs its tasks adequately.

The professional field is actively involved in the programme's internal quality assurance, for example through the advisory board. Until now, only limited progress has been made in developing an alumni tracking system. The committee advises the programmes to stay more in contact with the alumni and provide for an alumni platform.

Considerations

According to the committee, the content and structure of the bachelor's and the master's programme enable the admitted students to achieve the intended learning outcomes. The staff is adequate for realising the programmes. The committee concluded on the evidence provided that the teaching staff is active in research. The staff is enthusiastic and supportive of the students. The programme-specific quality assurance is sufficient.

Bachelor's programme International Business Administration

In the first two years of the programme, students get a clear picture of the different aspects and sub-disciplines of business administration. The committee appreciates the early confrontation with the basic principles of academic research and mathematics, so students get a clear view of the level of difficulty of the programme. Skills are cumulatively learned in the

recently introduced learning tracks. The didactic concept that structures the programme is supportive of the students' learning process, in the view of the committee.

The committee welcomes the compulsory international exchange in the third year, which fits with the international focus of the programme. The system of approval of exchange electives is too complex and time-consuming at the moment. The committee advises developing a less complex procedure, for example by working with accredited partners and fixed sets of courses.

The committee notes a lack of clear profile differences between the Dutch *Bachelor's programme Bedrijfskunde* and this programme. A minority of courses is unique to the international programme and not all of them are specifically international. In addition, differences in approach in the courses offered in the two programmes are not laid down in the course manuals. The committee advises elaborating the international profile and translating it more in the programme.

Master's programme Business Administration

The committee has established that the master programme enables the students to develop their competences in business administration on an advanced level and prepares them for continuing their studies in a PhD programme or taking up a position in the labour market for which an advanced scientific education in business administration is required.

The committee feels that the multidisciplinary of the programme is too limited. The programme needs to be clearer about what disciplines must be part of the programme and how they are addressed in intended learning outcomes of courses.

The working methods and the design of courses do stimulate regular study and ensure that students master the material in an active way. The tutorials offer the opportunity to discuss and share ideas. The committee is of the opinion that the link to the professional field of the programme is sufficiently guaranteed through guest lectures, case materials or applications.

Conclusion

Bachelor's programme International Business Administration: the committee assesses Standard 2 as **satisfactory**.

Master's programme Business Administration: the committee assesses Standard 2 as **satisfactory**.

Standard 3: Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Explanation:

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

Findings

For this standard, the assessment methods (3.1) and the achieved learning outcomes (3.2) of the *Bachelor's programme International Business Administration* and the *Master's programme Business Administration* are discussed.

3.1 Assessment methods

The assessment methods are described separately for the bachelor's programme and for the master's programme. In addition, quality control and improvement are discussed.

3.1.1 Bachelor's programme International Business Administration

The modes of examination in the first two years comprise mainly written assessments with open questions, multiple choice assessments, written reports and oral presentations. For the subjects in which the emphasis is on the examination of the knowledge level, written assessments with open questions or multiple choice assessments are used, or a combination of both. In subjects in which elements of the learning tracks are examined, the form of examination comprises not only a written examination but also an assignment, sometimes in groups of not more than three students, in which they produce a report or prepare a presentation.

In the first and second years of the programme, multiple choice assessments are more common; in the third year of the programme, there are either written assessments with only open questions or written assignments in which the level of knowledge and understanding is examined individually. The skills are examined in the subjects covered by the subject-transcending learning tracks. Presentation, for example, is examined in the Organizational Behaviour course in the first year.

Assessments are held at the end of each course component. The uniform year layout at VU University Amsterdam means that assessments are spread at regular intervals throughout the year. Opportunities for retakes are scheduled at the end of the period after the one in which the subject was taught. Each subject offers two examination opportunities per year, whereby the re-sit is planned in week 7 of the next period of 8 weeks.

The committee examined the learning assessment procedure and looked into a selection of assessments. It concludes that the assessments are adequately related to the programme. There is a variety of assessment forms and a good balance between individual and group assignments. The committee understands the reason for the use of multiple choice questions in the first year. However, it would like to advise monitoring closely whether or not these assessments just assess knowledge, or also assess higher-order skills like comprehension and application.

3.1.2 Master's programme Business Administration

Within the master's programme, a variety of assessment methods are used, like individual exams, assignments, team reports, process evaluations and presentations, and also participation in a management game.

Most specializations have two seminars. Research Seminar 1 consists of a series of lectures teaching students to make an informed choice about the research design that is most appropriate for a given research question. The examination consists of an individual essay on two research-based journal articles within similar areas of study – one applying a qualitative research design, the other a quantitative one. Students are assessed on how well they have identified, critically reviewed and compared the methodology underlying the two studies by using obligatory literature from the course. The knowledge gained in Research Seminar 1 is then applied in Research Seminar 2, which consists of a series of tutorials where student-teams practise research, design implementation and data analysis. The examination consists of grading two reports by each team - one on interviews and one on surveys - in which they give the results of a minor research project involving data collection and data analysis. Student

reports are assessed according to the same criteria that are used for the master's thesis, and the assessment includes an individual component as well.

The committee examined the learning assessment procedure and looked into a selection of assessments. It concludes that assessments are adequately related to the programme. There is a variety of assessment methods and a good balance between individual and group assignments. The committee appreciates the use of case studies and projects.

3.1.3 Quality control and improvement

Multiple choice assessments are subject to a standard statistical analysis, whereby such elements as the reliability of the examination as a whole and the discriminating character of part questions are assessed. In those cases where the results deviate from what is expected, the process of the examination is investigated further, and the cut-off score may be adjusted.

As a rule, the exams need to be checked by at least two examiners before they are submitted to the study secretariat, which also performs an independent check of the completeness and consistency of the exam. The committee noticed that in practice, the check by two examiners is not always the case. Since this check makes a contribution to valid assessments, the committee advises keeping it up and formalizing it by putting the name of the second examiner on the front page of the assessment as well.

The Faculty rule is that all examinations must have been marked within ten working days. The committee heard from students that marking sometimes takes longer. It was explained to the committee that due to rising student numbers and understaffing in certain departments, it is not always possible to mark examinations with open questions within the specified period. The committee understands why delays occur, but advises sticking to the Faculty rule and informing students up front if delay is expected.

The programmes falls under the jurisdiction of the Examination Board for Business Administration. The Board consists of academic staff from various departments within the Faculty, plus a secretary. The committee met with the Board of Examiners during the site visit and discussed the activities the Board carries out, in regard to the quality assurance of the exams. The committee concludes that the Board is starting to perform its legally mandated tasks.

In 2011, the Board organized a pilot scheme according to which the quality of assessments underwent additional monitoring by one of its members. This took the form of a random sample, with 6 to 8 assessments analysed in each teaching period. The lecturers received a request to submit the examination, the list of marks and a statistical analysis. The assessments were subsequently discussed by the Board of Examiners, and where necessary, measures were taken. The pilot scheme has now been concluded and resulted in the establishment of a faculty-wide Assessment Committee to monitor quality starting from 2012. As well as the investigation by the Assessment Committee, every examination about which complaints are received via the Board of Examiners or the Programme Committee are also discussed by the Board. The committee welcomes the introduction of the Assessment Committee.

3.2 Achieved learning outcomes

The achieved learning outcomes are described separately for the bachelor's programme and for the master's programme. In addition, the assessment of the theses is discussed.

3.2.1 Bachelor's programme International Business Administration

Thesis supervision takes place individually or in small groups. Students notify the study secretariat that they wish to start with their thesis, after which a thesis supervisor is allocated via the department that best covers the subject of their thesis. The thesis supervisor organizes personal appointments with the student during the thesis-writing process, and delivers feedback during the interim stages. Students write their theses within the various business administration departments of the Faculty such as Organization, Marketing, Accounting or Logistics. All departments use the thesis guide and the thesis evaluation form as their starting point, but the evaluation form is adapted at the department level in order to tie in better with the type of thesis written. For example, in Marketing, theses are often written with an empirical component, while a strategy-based thesis will often involve a literature study. An international component must always be present in the thesis.

According to the self-evaluation report, depending on the type of thesis (empirical or conceptual), the majority of final attainment levels of the programme is examined in the thesis. The emphasis is on the examination of research skills, judgement forming and the ability to report to an academic public. Learning skills, in the form of the ability to work independently, are also examined during the thesis. The final attainment levels regarding the ability to operate in groups and oral presentation skills are not assessed in the thesis. The final assessment of these skills takes place earlier in the curriculum.

The committee assessed fifteen recent bachelor theses and established that all of them met the requirements for graduation. The theses are of sufficient quality. The committee did not encounter theses that were unsatisfactory on the whole. The grading of the assessors is in line with the grading of the committee. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme. For example, students show in their theses that they are able to design, conduct and report an academic research project. The committee noted that the theses are not by definition more internationally oriented than the theses of the *Bachelor's programme Bedrijfskunde*, despite the profile of the programme. Some international students choose a topic in their home country. According to the committee, this is not what should be meant by an international orientation. To make a thesis internationally oriented, the topic needs to cover a crossing-border activity, and for example, differences (cultural) between countries need to be studied. The implications of internationalisation for companies (small and large) must be part of the analysis, according to the committee.

The fact that the theses are not by definition more internationally oriented than the theses of the *Bachelor's programme Bedrijfskunde*, might be a consequence of the insufficient differentiation of the two programs. Once a clear differentiated profile for *Bedrijfskunde* and this programme has been established, clear learning goals for the thesis should be derived from that.

Students are allowed to choose between writing a thesis with an empirical component and doing a literature study. The committee noted that, in general, theses with an empirical component are graded higher than literature studies. It feels that this is not appropriate; in the assessment no distinction should be made between the chosen methods.

The committee discovered that theses with an empirical component did not routinely discuss research ethics, nor were ethical guidelines (such as those used in scholarly associations) provided or used by students in planning research. Both ethical compliance and student reflection needs to be formalised, according to the committee.

For the theses of this programme, a specific assessment form was developed, which includes a criterion on the international orientation of the thesis. The committee noted that for some theses, the assessment form of the *Bachelor's programme Bedrijfskunde* was used. As a result, the international aspect was not assessed. The committee advises the programme to monitor the international component more closely and always include this in the assessment.

3.2.2 Master's programme Business Administration

The master's thesis is an academic paper in which the student needs to demonstrate that he is able to study real-world phenomena using scientific theories and methods. In November, students are informed of possible thesis topics and the respective supervisors. Before January 20, the student has to apply for thesis supervision. This application is based on the student's preference for a theme selected from a list of specialization themes. In February, students write a proposal about their thesis topic and are assigned a thesis supervisor. The supervisor spends on average about thirty hours on supervision.

The committee assessed fifteen recent master's theses and established that they all met the requirements for graduation. On average, the theses are of sufficient quality. The grading of the assessors is in line with the grading of the committee. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme. For example, students show with their theses that they are able to deal creatively and systematically with problems that arise in scientific or professional practice. The students show that they are able to work at the clarification or solution of a problem applying relevant theoretical and methodological choices (intended learning outcome 4). Although all of the theses reviewed were on the whole satisfactory, the committee noted large differences in quality between them.

3.2.3 Assessment of theses

An assessment form is used for the bachelor's and master's theses. The committee studied the assessment forms accompanying the selected theses and discovered that there are large differences in the amount of written feedback. It feels that this is not appropriate; some students receive too little feedback on their work, and the way students receive feedback should be uniform. According to the committee, the current assessment form does not support consistency. It recommends elaborating the form and providing more guidelines and quality control on the assessment.

Theses are assessed by two members of staff. Following independent reading, the assessors jointly determine the final grade, complete the assessment form and sign the form on which the grade is notified to the study secretariat. If the assessors are unable to reach agreement in determining the grade, the thesis, together with the opinions of the two assessors, is presented to the head of the department where the thesis was written, who will make the final decision. The committee does not agree with this current procedure of grading. On the assessment form, every assessor should be able to make his or her remarks independently. In addition, it needs to be made clear how the comments on every aspect of the assessment come together in the final grade. The committee welcomes the introduction of a new assessment form, on which the faculty is already developing.

Considerations

The committee has established that both the bachelor's and the master's programme have adequate assessment systems and procedures. The assessment procedures are sufficiently implemented in the programme. The Board of Examiners performs its legally mandated tasks,

making sufficient use of the available information. The committee welcomes the introduction of the Assessment Committee, to analyse the quality of assessments.

The committee assessed fifteen recent bachelor's theses and fifteen master's theses and established that all of them met the requirements for graduation. In general, the theses are of sufficient quality. The committee did not encounter theses that were unsatisfactory. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme. Students show that they are able to design, conduct and report an academic research project. According to the committee, the theses of the *Bachelor's programme International Business Administration* need to be more internationally oriented.

According to the committee, the current assessment form could be improved so as to encourage consistent assessment practice. The committee has recommended to develop more specific guidelines and welcomes the introduction of a new assessment form.

Conclusion

Bachelor's programme International Business Administration: the committee assesses Standard 3 as **satisfactory**.

Master's programme Business Administration: the committee assesses Standard 3 as **satisfactory**.

Appendices

Appendix 1: Curricula vitae of the members of the assessment committee

Theo Verhallen (chair)

Theo M.M. Verhallen (1948) started his academic career at Tilburg University in The Netherlands as assistant and associate professor in Economic Psychology. In 1985 he went to Unilever to become research director at Research International, international marketing research. In 1988 he also became research professor at TIAS, the new business school of Tilburg University. In 1991 he returned full time to academia as a professor of marketing and marketing research. In 2000 he became Dean of the Faculty of Economics and Business Administration, followed by the deanship of the Faculty of Social and Behavioral Sciences. In 2010 he founded TiSIL, the Tilburg Social Innovation Lab, coordinating this initiative for 4 universities in the southern Netherlands. He is also research director of the TIASNimbas business school, teaching research methodology for master and PhD students. He has published 150 papers in international journals on diverse topics: behavioral economics, environmental issues, research methodology, innovation and strategy.

Mariëlle Heijltjes

Mariëlle G. Heijltjes is Associate Dean of Maastricht University School of Business and Economics (SBE), director of SBE-Postgraduate Education and full professor of Managerial Behaviour. Her professional interest revolves around questions that relate to the functioning of (top) managers and (top) management teams: What drives their behaviour, when is it effective, when is it responsible and what explains the dynamics in (top) management teams? Her research has been published in international journals such as the *Academy of Management Review*, *Small Group Research* and the *Journal of International Business Studies*. Along with an academic interest in managerial behaviour, she enjoys working on these themes together with companies and consultants in SBE's executive development programmes. The interaction between science and practice is an important source of inspiration for her in the development of new education and research programs.

Hans van der Heijden

Prof. Hans van der Heijden is a full professor of Accounting and Information Systems at Royal Holloway, University of London. His research interests include the user acceptance of enterprise systems and the effectiveness of various IFRS formats. His publications have appeared in a range of journals including *MIS Quarterly*, the *British Accounting Review*, and *Behavioral Research in Accounting*. He assumed senior responsibilities for the annual European Conference on Information Systems (Research Chair, Research-in-Progress Chair), the Australian Conference on Information Systems (Track Chair), and the International Conference on Information Systems (Associate Editor). He is currently on the editorial board of *Behavioral Research in Accounting* and the *European Journal of Information Systems*.

Hans Schenk

Prof. Hans Schenk, MBA, is a chaired professor of economics and business in the Faculty of Law, Economics and Governance at Utrecht University where he founded the Tjalling Koopmans Research Institute in 2003. Before accepting his position at Utrecht, he was on the faculties of Groningen, Erasmus and Tilburg Universities and had visiting faculty positions at universities in the UK, France and China. He taught courses ranging from operations research to financial accounting and institutional economics, and started the new Law & Economics master at Utrecht in 2013. He has published widely on industrial policy, mergers, corporate governance and strategic management, is an advisor to many multinational firms as well as health organizations, and is a member of various supervisory boards.

Gerard Gaalman

Emeritus professor of Industrial Engineering and Industrial Services at University of Groningen, Faculty of Economics and Business, department of Operations. His research interests include dynamic behaviour of production inventory systems, flexible manufacturing systems, integration of product design and production, engineering change management and maintenance, production planning and control, work load control and lean production. He has been published in a range of international journals and co-edited special issues. He was a director of the Technology Management programme and a chairman of the department Operations. A sizable and varied number of activities have been performed in industry, ranging from supervising internships of Master and PhD students, consultancy, in house courses and EU funded projects.

Charissa van Mourik

Charissa van Mourik is master student of Business Administration in the specialization Organizational Design and Development at the Radboud University Nijmegen. Last year she was a fulltime board member (chairman and commissioner internal affairs) of study association Synergy, the study association of Business Administration in Nijmegen. She was responsible for relation management with the Radboud University Nijmegen and its employees and she was involved in the educational affairs of the study business Administration and looking over the interest of the students of Business Administration. The year before she was chairman of the Student Council of Business Administration. Together with the rest of that committee she watched over the quality of the study Business Administration in Nijmegen by evaluating all the bachelor- and master courses. Furthermore they gave advice about the Education and Examination Regulations.

Appendix 2: Domain-specific framework of reference

19 December 2011

The Business discipline

Business programmes focus on the interdisciplinary study of organisations with respect to their internal processes as well as their interaction with their environment. Due to its broad nature, a precise definition of business as an academic discipline is difficult to give. Academic Business programmes emphasize research, analysis and reflection and do not offer specialized professional training.

Business students study the complex and dynamic functioning of organisations in its broadest sense. The aim is to understand how the various activities within an organisation contribute to achieving the organisation's goals, and how these activities may be managed to increase this contribution. The Business discipline does not differentiate between for-profit and not-for-profit organisations, as commercial, governmental, voluntary and international organisations are all object of study.

Students will encounter sub-disciplines such as Marketing, Strategy, Human Resources Management, Organisation Behaviour, Business Ethics, Information Management, Accounting, Finance, Economics, International Management, Logistics, Business Law and Entrepreneurship. The common theme underlying all these sub-disciplines is a link with organisational activities and change. Business students distinguish themselves through their ability to integrate two or more disciplines, to tackle organisational problems and to understand and participate in organisational change processes.

Due to the broad nature of this multidisciplinary field, Business programmes will differ in the emphasis on each of the disciplines, since they cannot all be covered to the same extent. For example, programmes may profile and position themselves as an economics programme, a social sciences programme, or a technical programme. Also, programmes may focus more on understanding organisational processes or on designing interventions to improve these processes.

The relevance of the programmes follows from a reference frame consisting of the business and management practice, programmes offered by schools and universities which are internationally recognized as being of high quality, and academic research communities. There are a number of international accreditation bodies that focus on the business field (e.g., EQUIS, AACSB) whose activities help in identifying good programmes. However, these bodies typically refrain from meeting discipline-specific learning outcomes as part of their accreditation, which is a reflection of the broad nature of the field. As such, individual programmes will emphasize various aspects within the general reference frame.

The broad nature of business and management professions implies that many students soon find themselves working in jobs that make demands on know-how beyond their specialization. In this respect, it is imperative that BSc degree programmes provide their graduates with acquired academic, research and communicative skills to a basic standard. In addition, the learning outcomes need to be related to the admission requirements of at least one MSc degree programme and, where applicable, the professional sphere. Additionally, the MSc degree programmes provide graduates with academic, research and communicative skills to an advanced level, and graduates are able to link these learning outcomes to the world of work.

Aims, level and orientation of the degree programmes

The degree programmes aim to train students both in the chosen discipline (i.e. in relation to the field of practice) and academically. This means that students should gain knowledge and understanding of the field and acquire both relevant subject-related and general academic skills. Hence the programmes emphasize the characteristics and value of academic research, the importance of knowledge and understanding of theory and methodology, and the relative nature of interpretations; they also offer a framework within which students can learn to apply that knowledge and understanding appropriately.

A BSc degree programme offers a broad, general education to an elementary academic standard. Students who have completed a BSc degree meet the criteria for entry to an MSc degree programme. An MSc programme offers the opportunity to go deeper into a particular field, subfield or combination of subfields than is possible in a BSc programme. The various degree programmes also prepare students for careers in society at large, where the knowledge and skills gained during their studies may be put to use. Generally speaking, this is not so much a case of preparation for specific career paths; rather, it is about acquiring an academic attitude and a box of academic tools.

Subject-specific skills

The skills acquired by students on a degree programme depend on the subfield and specialization of the programme in question. Thus, the content-related exit qualifications depend on the specific choices made by the student. However, in general, students on a BSc degree programme learn how to use their knowledge when confronted with a relatively straightforward problem in the realm of business or public policy. They must also be able to put what they've learned into perspective. For instance, this can be achieved by comparing one theory with another, or by confronting disciplinary concepts (e.g. from psychology) with approaches from other disciplines (e.g. from economics).

Students with a BSc degree in Business will have acquired the following skills:

- Reproduction and interpretation – graduates can reproduce conceptual and methodological principles of business, and can discuss them with colleagues.
- Analysis and explanation – graduates can analyse and explain phenomena and problems in various sub-disciplines of business using the conceptual and methodological principles of the disciplines.
- Graduates of an MSc degree programme in Business meet the following profile:
- Graduates are able to work independently, and can formulate relevant research questions themselves and draft a plan of action in justification. This includes sourcing and using relevant subject-specific literature, and plugging any gaps there may be in the knowledge required to answer the research question.
- Graduates are able to read and understand recent articles from journals and relevant sections of renowned academic publications and put their own research question in the context of existing literature.
- Graduates should also be able to analyse variations on existing models to some extent.

General skills

General academic skills

- Graduates of BSc degree programmes have the skills needed to devise and sustain arguments and to solve problems within study. Graduates of MSc degree programmes are able to apply the same skills to new or unfamiliar circumstances within a wider, or multidisciplinary, context within study.

- Graduates of BSc degree programmes have a general understanding of the nature and function of academic research. Graduates of MSc degree programmes have an in-depth knowledge of their subject.
- Graduates of BSc degree programmes are able to collect and interpret relevant information from a range of sources and subfields. Graduates of MSc degree programmes are able to assimilate knowledge and deal with complex subject matter.
- Graduates of BSc degree programmes are able to form an opinion that is at least partly based on a comparative assessment of relevant social, academic or ethical aspects. Graduates of MSc degree programmes are able to form an opinion based on incomplete or limited information, taking into account the aforementioned aspects when applying their own knowledge and judgement.
- Graduates of BSc degree programmes are able to work independently under supervision and as part of a team. Graduates of MSc degree programmes are able to work both independently and as part of a multidisciplinary team.

Research skills

- Graduates of BSc degree programmes are, under supervision, able to set up and carry out a modest literature search or other research on a limited scale that has a reasonable and realistic programme. Graduates of MSc degree programmes are able independently to set up and carry out an academic research project that meets the requirements of the field of study.
- Graduates of MSc degree programmes have a thorough understanding of the relevant research methods and techniques in study. Graduates of BSc degree programmes have a passive understanding of all these methods, and an active understanding of some of them.

Communication skills

- Graduates of BSc degree programmes are able to communicate information, ideas and solutions to both specialist and non-specialist audiences. Graduates of MSc degree programmes are able to draw conclusions and use their knowledge, understanding, motivation and considered reasoning to substantiate these conclusions and convey them to similar audiences.
- Graduates of BSc degree programmes are able to summarize the results of research on a limited scale orally or in writing, in a way that is clear and precise. Graduates of MSc degree programmes are able to do the same for research where the scope and complexity matches the level of the degree programme.

Relationship with the professional sphere

The learning outcomes are tailored to the expectations of future employers, regardless of diversity or otherwise.

- Graduates have the necessary skills to perform work in which an academic education to BSc level or MSc level is required or preferred.
- Graduates of BSc degree programmes are aware of the possible relevance and use of academic insights in their field of study in relation to social issues and needs. Graduates of MSc degree programmes are able to make a considered judgement on the possible relevance or use of academic insights within their field of study in relation to social issues and needs.
- Graduates will have been able to consider the options for possible future work at the appropriate level.

Learning environment

A key feature of academic degree programmes is that they encourage students to do things that enrich their academic experience. Encouraging independence and allowing students to work in teams without undue external influence are important in this regard.

Appendix 3: Intended learning outcomes

Bachelor's programme International Business Administration

1. Knows the (international business administration) theories and methodologies as an academic discipline, and recognizes the relationships with the disciplines economy, social sciences, organization studies and technology.
2. Has experience with the design, conduct and reporting of academic research projects; the student has learned to analyse, interpret and critically evaluate the results of fellow students, and is able to report on the findings both orally and in writing.
3. Has the skills for accessing, studying and critically evaluating academic information.
4. Is open to new developments in the academic and social environment and possesses the attitude and skills for independent in-depth learning and further professional growth in the professional field.
5. Possesses sufficient basic knowledge to analyse and solve business problems making use of methods and techniques for accessing and analysing data.
6. Is able to produce clearly-written reports and clear oral presentations targeted at a specific public.
7. Possesses the communication and social skills necessary for working in organizations, cooperating with colleagues and interacting with clients and opponents.
8. Has acquired the professional skills necessary for working in a variety of professional contexts. Is able to work in national (and international) environments and is able to approach business problems making use of perspectives from economics, technology, the social sciences and business administration.
9. Is quality conscious by nature, and is able to deliver products and services of a high professional standard, taking account of the given circumstances.

Master's programme Business Administration

1. Know-how and command of theoretical and methodological domain of the Master Business Administration, both in-depth and broadly.
2. Capability to design and conduct scientific research, and to report about it
3. Capability to access, study and critically evaluate scientific information.
4. Problem-solving attitude: Ability to deal creatively and systematically with problems that arise in scientific or professional practice. The student is able to work at the clarification or solution of a problem applying relevant theoretical and methodological choices.
5. Presentation skills (both orally and in writing).
6. Academic level - intellectual development (logical, reflexive, critical, creative, ethical and independent).
7. Academic level - quality of work: Projects are designed and executed in a systematic/ planned and in-dependent way; has the social and communicative abilities that are necessary in professional practice. In addition, has mastery in practical abilities that are necessary for a starting professional.
8. Awareness of ethical aspects: Ability to communicate about attitudes/values and takes ethical aspects and societal context into account, both in scientific and professional practices.

Appendix 4: Overview of the curricula

Bachelor's programme International Business Administration

First Year

	Subject	ECT C
Period 1 (Sept- Oct)	Introduction to International Business Administration	6
	Business Mathematics	see per. 2
	Business Research Methods	see per. 2
	Marketing Management	3
Period 2 (Nov- Dec)	Business Mathematics	3
	Business Research Methods	6
	Financial Accounting and Bookkeeping	6
Period 3 (Jan)	Integration: Business Processes	3
	Skills lab	-----
Period 4 (Feb- Mar)	Logistics and Operations Research	6
	Organizational Behavior	6
Period 5 (Apr- May)	Finance and Financial Arithmetic	6
	Statistics I	6
Period 6 (June)	Economics	3
	Cross Cultural Management Basics	3

Second Year

	Subject	ECTC
Period 1 (Sept-Oct)	Business Information Technology	6
	Strategy and Environment	6
Period 2 (Nov-Dec)	Financial Management	6
	Organization Design	6
Period 3 (Jan)	Human Resources Management	3
	Statistics II (SPSS)	3
Period 4 (Feb-Mar)	Management Accounting	3
	European Business Law	6
	Quantitative Business Analysis	3
Period 5 (Apr-May)	Logistics and Information Systems	6
	Services Marketing Management	6
Period 6 (June)	Philosophy I	3
	Integration: Business Plan	3

Third Year

	Subject	ECTC
Period 1 (Sept-Oct)	Electives	12
Period 2 (Nov-Dec)	Electives	12
Period 3 (Jan)	Electives	6
Period 4 (Feb-Mar)	Advanced Business Research Methods	6
	Social Network Analysis	6
Period 5 (Apr-May)	Philosophy II	3
	Professional Skills	3
	Inception Bachelor thesis	see per. 6
Period 6 (June)	Bachelor thesis	9

Year 3- Elective courses
<i>Period 1</i>
Advanced Human Resources Management
Business Intelligence
European Integration and Networks
Management Accounting and Control
<i>Period 2</i>
E-Business and IT-Industry
Enterprising behaviour
Management and Organization, Consulting Debates
Organization Perspectives and Dynamics
<i>Period 4</i>
Applied Quantitative Economics
Corporate Financial Management
Development Economics
European Integration and Networks (periods 4 and 5)
Environmental Economics and Management
Investments
Marketing Research
New Venture Creation
Services Logistics
Strategic Management and the Strategy Process
Transport and Network Economics
<i>Period 5</i>
International Marketing

* Over and above the courses listed above, the following area also permitted:

-following the Dutch-taught courses taught by FEWEB

-following courses of the Bachelor programmes 'Business Administration' and 'Economics and Business Economics'

Master's programme Business Administration

Programme for the specialization Entrepreneurship

Period	Courses	# EC
1 (Sept-Oct)	Entrepreneurship and Innovation Strategy Control and Design	6 6
2 (Nov-Dec)	Social Dynamics in Entrepreneurship One of the following courses: <ul style="list-style-type: none"> • Entrepreneurship, Institutions and Corporations • Small Business Development 	6 6
3 (Jan)	Ethics Research Seminar I	3 3
4 (Febr-Mar)	Entrepreneurship in Action Research Seminar II Master Thesis (Start)	6 3 3
5 (Apr-May)	One of the following courses: <ul style="list-style-type: none"> • Capita Selecta Entrepreneurship • Other course* Master Thesis	6 6
6 (June)	Master Thesis	6

*Choice of Cross Cultural Management (HRM), E-Business Development (I&KM) or any other Feweb MSc course is suitable, for other courses you must ask permission of the examination board.

Programme for the Master specialization Financial Management..

Period	Courses	# EC
1 (Sept-Oct)	Advanced Corporate Financial Management Advanced Finance, Banking and Insurance	6 6
2 (Nov-Dec)	Advanced Management Accounting Elective I	6 6
3 (Jan)	Ethics Research Seminar FM	3 3
4 (Febr-Mar)	Elective II Research Seminar FM Master Thesis (Start)	6 3 3
5 (Apr-May)	Optional course / Elective III Master Thesis	6 6
6 (June)	Master Thesis	6

Guidance in choice of electives

A broad package of electives is offered to students. Two profiles (further specialization) are defined to help students in making their choice of electives.

	Finance and Accounting	Banking and Insurance
<i>Elective I</i>	Advanced Financial Reporting (BA) Valuation and Corporate Governance	Institutional Investments and ALM Valuation and Corporate Governance
<i>Elective II</i>	Management Control Private Equity and Behavioral Corporate Finance	Bank Management
<i>Elective III</i>	Corporate Governance Control and Audit Optional course	Real Estate Management Financial System Design Optional course

Programme for the Master specialization Human Research Management

Period	Courses	# EC
1 (Sept-Oct)	Careers and Organizations Strategy Control and Design	6 6
2 (Nov-Dec)	Performance Management and Control Optional course*	6 6
3 (Jan)	Ethics Research Seminar I	3 3
4 (Febr-Mar)	Diversity in Organizations Research Seminar II Master Thesis (Start)	6 3 3
5 (Apr-May)	Optional course** / Capita Selecta Human Research Management Master Thesis	6 6
6 (June)	Master Thesis	6

* Choice of one course from Entrepreneurship, Institutions and Corporations (ENT), Small Business Development (ENT), Organization Development and Change (MC), Alliances, Mergers and Networks (S&O).

**Choice of Cross Cultural Management (HRM) or any other Feweb MSc course is suitable, for other courses you must ask permission of the examination board.

Programme for the specialization Information and Knowledge Management

Period	Courses	# EC
1 (Sept-Oct)	E-business and Information Management Knowledge and Innovation Networks	6 6
2 (Nov-Dec)	New Ways of Working One of the following specialization courses: <ul style="list-style-type: none"> • Interactive Marketing • Optional course* 	6 6
3 (Jan)	Ethics Research Seminar I	3 3
4 (Febr-Mar)	One of the following specialization courses: <ul style="list-style-type: none"> • Distribution Logistics and Interorganizational Systems • Knowledge Management Scan Research Seminar II Master Thesis (Start)	6 3 3
5 (Apr-May)	One of the following courses: <ul style="list-style-type: none"> - Capita Selecta Information and Knowledge Management - E-business Development - Other course** Master Thesis	6 6
6 (June)	Master Thesis	6

* Choice of one course from Entrepreneurship, Institutions and Corporations (ENT); Alliances, Mergers and Networks (S&O); Organization Development and Change (MC).

** Any FEWEB MSc course is suitable, for other courses you must ask permission of the examination board.

Programme for the Master specialization Management Consulting.

Period	Courses	EC
1 (Sept-Oct)	Management Consulting Strategy Control and Design	6 6
2 (Nov-Dec)	Policy Evaluation and Advice Organization Development and Change	6 6
3 (Jan)	Ethics Research Seminar I	3 3
4 (Febr-Mar)	Consultant Approaches Research Seminar II Master Thesis (Start)	6 3 3
5 (Apr-May)	Optional course* / Capita Selecta Management Consulting Master Thesis	6 6
6 (June)	Master Thesis	6

*Choice of Cross Cultural Management (HRM) or any other Feweb MSc course is suitable, for other courses you must ask permission of the examination board.

Programme for the specialization Strategy & Organization

Period 1 (Sept-Oct)	Strategy Control and Design <i>Choice between</i> - Advanced International Management - Advanced Service Management	6 EC 6 EC 6 EC
Period 2 (Nov-Dec)	<i>Choice between</i> - Alliances, Mergers and Networks - Managing Service Innovation Optional course - Internationalization Project - Service project - Or another optional course listed*	6 EC 6 EC 6 EC
Period 3 (January)	Ethics Research Seminar I	3 EC 3 EC
Period 4 (Feb-Mar)	Strategic and Organizational Change Research Seminar II Master Thesis (start)	6 EC 3 EC see p. 6
Period 5 (Apr-May)	Capita Selecta Strategy and Organization** Optional course*** Master Thesis	6 EC 6 EC see p. 6
Period 6 (June)	Master Thesis	15 EC

* Choice of Performance Management and Control (HRM), Organization Development & Change (MC), Small Business Development (ENT)

** In addition, student can choose more data for their Master Thesis, prepare a PhD proposal, conduct an internship, etc

*** Choice of Cross Cultural Management (HRM), E-Business Development (I&KM) or any Feweb MSc course is suitable, for other courses you must ask permission of the examination board.

Programme for the specialization Transport and Supply Chain Management

Period	Courses	EC
1 (Sept-Oct)	Distribution Logistics and Supply Chain Management Transport Economics and Management	6 6
2 (Nov-Dec)	Decision Making in Supply Chains At least one of the following two specialization courses: <ul style="list-style-type: none"> • Network analysis • Supply Chain Execution and Geo-Logistics 	6 6
3 (Jan)	Ethics Research Seminar I: Managerial Integration Project	3 3
4 (Febr-Mar)	At least one of the following two specialization courses: <ul style="list-style-type: none"> • Airline Business • Distribution Logistics and Interorganizational Systems Research Seminar II Master Thesis (Start)	6 3 3
5 (Apr-May)	At least one of the following courses: <ul style="list-style-type: none"> • Capita Selecta Transport and Supply Chain Management (with selection procedure) • Other course* Master Thesis	6 6
6 (June)	Master Thesis	6

*Choice of Cross Cultural Management (HRM), E-business Development (I&KM), Real Estate Management (FM) or any other FEWEB MSc course is suitable, for other courses you must ask permission of the examination board.

Appendix 5: Quantitative data regarding the programmes

Data on intake, transfers and graduates

Bachelor's programme International Business Administration

Cohort size and composition

Year	Cohort size by prior education type					Total
	VWO	HBO prop	HBO*	International students	Other	
Total Universities						
02/ 03	138	9	22	122	10	301
03/ 04	187	7	29	124	14	361
04/ 05	177	7	36	121	11	352
05/ 06	237	6	54	149	20	466
06/ 07	221	8	63	178	5	475
07/ 08	244	12	53	208	10	527
08/ 09	233	12	32	188	20	485
09/ 10	397	14	51	304	21	787
VU University Amsterdam						
05/ 06	36	2	0	13	0	51
06/ 07	55	3	1	16	2	77
07/ 08	100	4	2	29	3	138
08/ 09	101	5	1	23	11	141
09/ 10	71	1	1	23	11	107

* HBO includes students following the premaster programme

Enrollment (appearance 1 and total) by gender

	appearance 1			Total		
	Total	M	F	Total	M	F
	Absolute	percentage		Absolute	percentage	
Total Universities						
02/ 03	301	58	42	317	58	42
03/ 04	361	60	40	372	60	40
04/ 05	352	63	37	364	63	37
05/ 06	466	60	40	483	60	40
06/ 07	475	59	41	490	59	41
07/ 08	527	54	46	552	54	46
08/ 09	485	58	42	506	58	42
09/ 10	787	56	44	811	57	43
VU						
05/ 06	51	73	27	56	71	29
06/ 07	77	58	42	80	59	41
07/ 08	138	59	41	151	61	39
08/ 09	141	61	39	148	61	39
09/ 10	107	53	47	112	54	46

Drop-out rates Bachelor's students (VWO inflow) Full time

Cohort	Drop-out rates Bachelor's students				
	<i>cohort size</i>	After year 1	After year 2	After year 3	Selectivity first year
	<i>absolute</i>	Percentage (cumulative), only displayed if total is higher than 4			
Total Universities					
02/ 03	138	11	20	22	48
03/ 04	187	16	26	29	55
04/ 05	177	17	23	27	63
05/ 06	237	18	27	30	59
06/ 07	221	15	22	25	60
07/ 08	244	11	19	*20	*55
08/ 09	233	15	*23		
09/ 10	397	*23			
VU					
05/ 06	36	22	42	44	50
06/ 07	55	15	29	35	42
07/ 08	100	8	21	*21	*38
08/ 09	101	13	*27		
09/ 10	71	*11			

*preliminary figures on 1 October

Discontinuing Bachelor's students, by destination (VWO Inflow)

Cohort	Discontinuing Bachelor's students							
			Within university		within WO		To HBO	Leaving higher education
	Cohort size	Discontinued	To Master	To Bachelor	To Master	To Bachelor		
	<i>absolute</i>	Percentage (cumulative), only displayed if total is higher than 4						
Total Universities								
02/ 03	138	31	0	16	0	35	32	16
03/ 04	187	55	0	22	2	27	31	18
04/ 05	177	48	4	21	0	25	23	27
05/ 06	237	71	6	15	0	28	28	23
06/ 07	221	55	0	20	0	36	18	25
07/ 08	244	49	0	18	0	39	22	20
VU								
05/ 06	36	16	0	13	0	25	31	31
06/ 07	55	19	0	16	0	32	11	42
07/ 08	100	21	0	5	0	48	24	24

Graduation rates re-enrolled students at programme (and HOOP within university)

Cohort	Size re-enrollment	Graduation rates re-enrolled students						hoop /univ
		Total cohort	After 3 years	After 4 years	After 5 years	After 6 years	> 6 years	> 6 years
	absolute	Percentage (cumulative), only displayed if total is higher than 4						
Total Universities								
02/ 03	123	89	27	54	63	75	84	84
03/ 04	157	84	34	47	67	75	80	80
04/ 05	147	83	27	50	65	79		
05/ 06	195	82	33	48	69			
06/ 07	188	85	30	63				
07/ 08	217	89	32					
08/ 09	198	85						
09/ 10	307	77						
VU								
05/ 06	28	78	18	43	71			
06/ 07	47	85	13	38				
07/ 08	92	92	14					
08/ 09	88	87						
09/ 10	63	89						

(VWO Intake) Full time

Graduation rates re-enrolled students at programme (and HOOP within university)

Cohort	Size Re-enrollment	Graduation rates re-enrolled students						hoop /univ
		Total Cohort	After 3 years	After 4 years	After 5 years	After 6 years	> 6 years	> 6 years
	absolute	Percentage (cumulative), only displayed if total is higher than 4						
Total Universities								
02/ 03	266	88	39	65	71	80	85	85
03/ 04	294	81	48	61	73	79	82	83
04/ 05	278	79	33	54	67	77		
05/ 06	372	80	34	47	63			
06/ 07	379	80	32	60				
07/ 08	419	80	35					
08/ 09	400	82						
09/ 10	578	73						
VU								
05/ 06	40	78	20	43	68			
06/ 07	60	78	18	42				
07/ 08	121	88	17					
08/ 09	123	87						
09/ 10	93	87						

(Total Intake)

Graduation rates re-enrolled students HOOP within university (and university)

Cohort	Size re-enrolment	Graduation rates re-enrolled students HOOP/inst						Univ.
		Total cohort	After 3 years	After 4 years	After 5 years	After 6 years	> 6 years	> 6 years
	absolute	Percentage (cumulative), only displayed if total is higher than 4						
Total Universities								
02/ 03	123	89	27	54	63	75	84	84
03/ 04	157	84	34	47	67	76	80	84
04/ 05	147	83	27	50	65	79		
05/ 06	195	82	34	48	69			
06/ 07	188	85	30	63				
07/ 08	217	89	32					
08/ 09	198	85						
09/ 10	307	77						
VU								
05/ 06	28	78	18	43	71			
06/ 07	47	85	13	38				
07/ 08	92	92	14					
08/ 09	88	87						
09/ 10	63	89						

(VWO Intake) Full time

Graduation rates re-enrolled students HOOP within university (and university)

Cohort	Re-enrolment	Total cohort	Graduation rates re-enrolled students HOOP/inst					University
			After 3 years	After 4 years	After 5 years	After 6 years	> 6 years	> 6 years
	absolute	Percentage (cumulative), only displayed if total is higher than 4						
Total Universities								
02/ 03	266	88	39	65	71	80	85	85
03/ 04	294	81	48	61	73	79	83	85
04/ 05	278	79	33	54	67	77		
05/ 06	372	80	34	48	63			
06/ 07	379	80	32	60				
07/ 08	419	80	35					
08/ 09	400	82						
09/ 10	578	73						
VU								
05/ 06	40	78	20	43	68			
06/ 07	60	78	18	42				
07/ 08	121	88	17					
08/ 09	123	87						
09/ 10	93	87						

(Total Intake) Full time

Registered students by type of Education and gender

	Registered students			Full time programme		
	Total	men	women	Total	men	women
Total Universities						
02/ 03	375	216	159	375	216	159
03/ 04	809	467	342	809	467	342
04/ 05	1.081	637	444	1.081	637	444
05/ 06	1.206	736	470	1.206	736	470
06/ 07	1.369	828	541	1.369	828	541
07/ 08	1.487	878	609	1.487	878	609
08/ 09	1.618	960	658	1.618	960	658
09/ 10	2.478	1.485	993	2.478	1.485	993
10/ 11	2.435	1.435	1.000	2.435	1.435	1.000
VU						
05/ 06	57	41	16	57	41	16
06/ 07	123	78	45	123	78	45
07/ 08	242	151	91	242	151	91
08/ 09	347	217	130	347	217	130
09/ 10	381	227	154	381	227	154
10/ 11	441	249	192	441	249	192

Graduates (Bachelor) by year by university

		Total Universities	VU
Bachelor			
	02/ 03	58	0
	03/ 04	129	0
	04/ 05	202	0
	05/ 06	233	0
	06/ 07	165	0
	07/ 08	261	9
	08/ 09	247	23
	09/ 10	479	45

Total full time and part time together

Enrolment, progress and success rates for the past 6 years

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
intake first-year VU	52	77	141	141	106	140
intake first-year programme	55	78	146	145	107	142
total enrolments	56	120	236	342	371	432
total certificates awarded	0	0	9	23	45	-
intake foreign students:	5	10	19	18	27	24
<i>EER</i>	3	5	12	10	13	13
<i>non-EER</i>	2	5	7	8	14	11

International students in BSc IBA programme 2005-2010

2009/2010		2008/2009		2007/2008		2006/2007	
33		20		23		14	
Country	Students	Country	Students	Country	Students	Country	Students
Austria	1	Belgium	1	China	2	Canada	1
Belarus	1	Brazil	1	Finland	1	China	2
Brazil	1	Denmark	1	Germany	5	Germany	4
Bulgaria	1	Ethiopia	1	Greek	1	Ghana	1
Burundi	1	Finland	1	Hungary	2	Israel	1
Cameroon	1	France	2	Israel	1	Nigeria	2
China	5	Germany	3	Norway	1	Sudan	1
Colombia	1	Ghana		Nigeria	2	Ukraine	1
Finland	1	Hungary	1	Poland	1	USA	1
France	1	Israel	1	Romania	1	Total	14
Germany	3	Morocco	1	Russia	1		
Hungary	1	Nigeria	1	South Korea	2		
Italy	1	Poland	1	Sweden	1		
Myanmar	1	Sierra Leone	1	Uganda	1		
Nepal	1	Spain	1	Ukraine	1		
Netherlands Antilles	1	Suriname	1	Total	23		
Pakistan	1	Zimbabwe	2				
Slovenia	1	Total	20				
Suriname							
Sweden	2						
Switzerland	1						
Turkey	1						
Unknown	2						
Total	33						

Master's programme Business Administration

At the moment, the part-time programme is part of the fulltime programme.

Cohort size and previous education incoming students MSc Business Administration (60644)

Year	Own university		Other universities NL		HBO		International students		Total	
	Full time	Part time	Full time	Part time	Full time	Part time	Full time	Part time	Full time	Part time
Total Universities										
03/04	774	123	7	20	149	53	11	15	941	211
04/05	823	8	18	18	143	56	52	19	1.036	101
05/06	957	7	61	24	231	83	39	11	1.288	125
06/07	1.649	9	99	23	239	74	85	7	2.072	113
07/08	1.839	16	96	35	259	85	126	10	2.320	146
08/09	1.434	11	119	19	218	87	182	8	1.953	125
09/10	1.518	8	135	25	309	92	237	11	2.199	136
VU University Amsterdam										
03/04	3		2		128		4		137	
04/05	97	4	10	8	109	9	12	2	228	23
05/06	157	2	15	8	125	15	13	0	310	25
06/07	138	2	18	6	119	7	10	1	285	16
07/08	173	1	20	11	162	10	16	5	371	27
08/09	131	2	34	6	134	16	33	2	332	26

full time and part time

Enrolling student population MSc Business Administration (60644)

	Total			Full time			Part time/dual		
Cohort	Total	M	F	Total	M	F	Total	M	F
Universities Total									
03/ 04	1.152	837	315	941	664	277	211	173	38
04/ 05	1.137	749	388	1.036	670	366	101	79	22
05/ 06	1.413	967	446	1.288	867	421	125	100	25
06/ 07	2.185	1.471	714	2.072	1.381	691	113	90	23
07/ 08	2.466	1.682	784	2.320	1.557	763	146	125	21
08/ 09	2.078	1.409	669	1.953	1.311	642	125	98	27
09/ 10	2.335	1.531	804	2.199	1.431	768	136	100	36
VU University Amsterdam									
03/ 04	137	96	41	137	96	41	0	0	0
04/ 05	251	184	67	228	166	62	23	18	5
05/ 06	335	212	123	310	194	116	25	18	7
06/ 07	301	203	98	285	189	96	16	14	2

Duration of study in relation to previous education (full time)

Cohort	Own university		Other universities NL		HBO		International students		Total	Average duration of study
	Completed	Average duration of study in months	Completed	Average duration of study in months	Completed	Average duration of study in months	Completed	Average duration of study in months		
Universities Total										
03/04	57	11	1	12	5	12	3	12	66	12
04/05	366	16	5	17	60	23	19	13	450	17
05/06	801	18	13	17	72	25	28	17	914	19
06/07	1.183	16	35	18	83	26	45	16	1.346	19
07/08	1.389	17	70	21	92	28	80	14	1.631	20
08/09	1.457	19	80	23	156	27	126	17	1.819	22
09/10	1.389	21	103	20	143	29	144	17	1.779	22
VU University Amsterdam										
04/05	46	10	3	20	55	24	8	15	112	17
05/06	72	14	8	19	62	27	6	15	148	18
06/07	119	14	7	18	71	28	10	17	207	19
07/08	142	16	18	22	67	31	10	15	237	21
08/09	147	16	17	21	82	28	24	14	270	20
09/10	151	17	27	19	99	30	26	15	303	20

Master graduates' duration of study at the VU University Amsterdam in relation to previous education (full time)

Cohort	Own university		Other universities NL		HBO		International students	
	Completed	Average duration of study in months	Completed	Average duration of study in months	Completed	Average duration of study in months	Completed	Average duration of study in months
Universities Total								
03/ 04	57	42	1	12	5	12	3	12
04/ 05	366	51	5	17	60	23	19	13
05/ 06	801	51	13	17	72	25	28	17
06/ 07	1.183	54	35	18	83	26	45	16
07/ 08	1.389	58	70	21	92	28	80	14
08/ 09	1.457	62	80	23	156	27	126	17
09/ 10	1.389	62	103	20	143	29	144	17
VU University Amsterdam								
04/ 05	46	47	3	20	55	24	8	15
05/ 06	72	54	8	19	62	27	6	15
06/ 07	119	57	7	18	71	28	10	17
07/ 08	142	61	18	22	67	31	10	15
08/ 09	147	64	17	21	82	28	24	14
09/ 10	151	64	27	19	99	30	26	15

Enrolling student population by programme type and gender

Cohort	Intake			Full time			Part time		
	Total	M	F	Total	M	F	Total	M	F
Universities Total									
03/ 04	1.082	789	293	871	616	255	211	173	38
04/ 05	1.658	1.158	500	1.546	1.064	482	112	94	18
05/ 06	1.922	1.314	608	1.785	1.202	583	137	112	25
06/ 07	2.942	1.989	953	2.764	1.845	919	178	144	34
07/ 08	3.809	2.637	1.172	3.500	2.384	1.116	309	253	56
08/ 09	4.133	2.842	1.291	3.809	2.573	1.236	324	269	55
09/ 10	4.340	2.936	1.404	4.047	2.699	1.348	293	237	56
10/ 11	4.118	2.662	1.456	3.870	2.467	1.403	248	195	53
VU University Amsterdam									
03/ 04	134	95	39	134	95	39	0	0	0
04/ 05	315	228	87	315	228	87	0	0	0
05/ 06	440	303	137	421	289	132	19	14	5
06/ 07	515	350	165	471	317	154	44	33	11
07/ 08	618	413	205	579	383	196	39	30	9
08/ 09	670	444	226	624	407	217	46	37	9
09/ 10	880	577	303	821	533	288	59	44	15
10/ 11	1.033	631	402	1.033	631	402	0	0	0

Master graduates per year per university (the total of full time and part time intake)

MSc Business Administration		
Cohort	Total	VU
03/ 04	66	0
04/ 05	450	112
05/ 06	946	148
06/ 07	1.427	226
07/ 08	1.739	257
08/ 09	1.958	283
09/ 10	1.898	320

Enrolment master's students

M Business administration (60644)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
instroom eerstejaars VU	37	44	42	82	98	98	
instroom eerstejaars opleiding	127	150	192	211	293	292	585
totaal inschrijvingen	271	346	399	497	590	684	854
totaal uitgereikte diploma's	148	226	257	283	320	-	
instroom buitenlandse studenten:	8	5	15	31	41	52	99
<i>EER</i>	3	2	9	18	26	35	70
<i>niet-EER</i>	5	3	6	13	15	17	29

Enrolment premaster's students

Premaster Bus. Administration	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
instroom eerstejaars VU	130	127	165	140	231	275	
instroom eerstejaars opleiding	134	130	172	141	238	286	337
totaal inschrijvingen	153	151	198	161	275	322	371
instroom buitenlandse studenten:	1	1	2	2	1	6	
<i>EER</i>	1	1	2	1	0	2	
<i>niet-EER</i>	0	0	0	1	1	4	

Success rates Master's students

Cohortjaar	Omvang cohort	Masterrendement (% van cohort - cumulatief)						Nog actief in 2010
		(absoluut)	na 1 jr	na 2 jr	na 3 jr	na 4 jr	na 5 jr	
2003	6	0	33	50	67	67	67	0
2004	110	47	72	84	87	87	87	1
2005	176	28	64	82	82	82		0
2006	154	38	79	90	90			0
2007	200	32	79	92				1
2008	191	36	85					8
2009	273	30						66

Success rates premaster's students

Cohortjaar	Omvang cohort	Premasterrendement (% van cohort - cumulatief)						Nog actief in 2010
		(absoluut)	na 1 jr	na 2 jr	na 3 jr	na 4 jr	na 5 jr	
2003	131	0	44	68	72	74	74	0
2004	118	0	34	57	64	65	65	0
2005	134	0	28	58	63	65		0
2006	131	1	18	49	56			1
2007	171	0	24	59				12
2008	141	1	21					50
2009	240	0						78

Definitions used: The progress and success rate is the cumulative percentage of students from specific cohort that successfully completed the MSc programme in Business Administration.

Teacher-student ratio achieved

Bachelor's programme International Business Administration

The programme has a staff student ratio of 1:9. This is calculated according to the most recent NVAO definition (May 2012): the balance between the total number of enrolled full time students and the total number of FTE's of the academic staff active in the programme in the most recent study year.

Staff-student ratio according to NVAO-definition May 2012

Most recent study year	Total number of fte's academic staff in the programme	Total number of full time students	Staff/student ratio
2011/2012	49.15	438	1 : 9

The programme recalculated the numbers according to the Faculty's own support load mode, where each course is assigned a specific amount of FTE based on the course type and its student numbers that year. The total FTE of all courses in a programme equals the total FTE available for education during a study year. The results for the past four years are shown below.

Staff-student ratio 2007-2011

	FTE education	Students in programme	Staff/student ratio
2007/2008	9.15	242	1 : 26
2008/2009	10.02	347	1 : 34
2009/2010	8.42	381	1 : 45
2010/2011	7.25	441	1 : 61

Master's programme Business Administration

The Programme has a staff student ratio of 1:18 as shown in the table below. This is calculated according to the most recent NVAO definition (May 2012): the balance between the total number of enrolled full time students and the total number of FTE of the academic staff active in the programme in the most recent study year. Using this definition allows better comparison of the staff student ratio with other programmes in this cluster visitation.

Staff-student ratio according to NVAO-definition May 2012

Most recent study year	Total number of FTE academic staff in the programme	Total number of full time students	Staff/student ratio
2011/2012	50,05	879	1 : 18

The programme recalculated the numbers according to the Faculty's own support load mode, where each course is assigned a specific amount of FTE based on the course type and its student numbers that year. The total FTE of all courses in a programme equals the total FTE available for education during a study year. The results for the past four years are shown below.

Staff-student ratio 2007-2011

	FTE education	Students in programme	Staff/student ratio
2007/2008	11,23	399	1 : 35,5
2008/2009	13,88	497	1 : 35,8
2009/2010	16,81	590	1 : 35,1
2010/2011	18,25	684	1 : 37,5

Average amount of face-to-face instruction per stage of the study programme

Bachelor's programme International Business Administration

In the first year of study, the programme has 14 contact hours per week during the lecture periods. In years 2 and 3 of the programme, the average is 12 hours during the teaching periods. In the third year, the thesis phase for instance has fewer contact hours, but contact is more individual. This also holds for the third-year course Professional Skills, which has 12 students per group.

Master's programme Business Administration

The typical teaching structure for each course is two two-hour lectures and two one-hour discussion or case class. With two courses per teaching period this leads to an average number of 12 contact hours per week, but depending on the specific design of the course, this may sometimes slightly vary. The Master thesis is scheduled for six hours a week.

Appendix 6: Programme of the site visit

Thursday 28 February

8.30 10.30	Meeting committee	
10.30 11.30	Responsibles for programme content	drs. Christer Guldemond - Programme director BSc IBA, Prof. dr. Hester van Herk – Programme director BSc BK Prof. dr. Paul Jansen – Programme director MSc BA ft, drs. Frank Derksen – Programme director BSc BA pt drs. Rob de Crom - Director of Education FEWEB
11.30 12.15	Student Ba BK	Pam de Boer – 1e jaar Femke Wijman – 2e jaar Dylan Janssens – 2e jaar Arsenio Kewaldar – 2e jaar Reinier Garretsen – 3e jaar Djoeke Tijl – 3e jaar Marisse de Boer – 3e jaar
12.15 13.00	Student Ba IBA	Vleghaar, Chinook -1e jaar Viviane Peerenboom – 3e jaar Priscilla Lidia Natasha – 1e jaar Irene Lecluse - 2e jaar Sean Filidis – 1e jaar Fran Taihuttu -3e jaar Johanna Waas - 3e jaar Maartje Poortinga – 2e jaar
13.00 13.45	Lunch	
13.45 14.30	Lecturer Ba BK and Ba IBA	dr. Mathijs Bal - M&O Dr. Marius Rietdijk – M&O dr. Mirella Kleijnen - MKT Prof. dr. Bart van den Hooff - IJL&I dr. Brian Spisak - HRM dr. Meindert Flikkema – S&O dr. Gunseli Tumer Alkan - Fin dr. Bernd Heidergott - Econometrics

14.30 15.15	Student Ma Business Admin ft	Silva Everears - MC
		Diana Kovacheva – FM
		Laura Witmer - HRM
		Nino de Rijk - ENT
		Elise Rydemark - IKM
		Merel Poelman - S&O
		Reineke Koldewijn - TSCM
		Leonie Vervelde – S&O
15.15 15.30	Break	
15.30 16.15	Lecturer masters BA	dr. Svetlana Khapova - HRM
		dr Anjo Koeter - Kant - FIN
		dr. Ir. Elko van Burg - ENT
		dr. Frans Feldberg - IKM
		dr. Marc Bahlman – S&O
		dr. Thomas de Graaff- TSCM
		dr. Onno Bouwmeester - MC
16.15 17.00	Student Ma Business Admin pt	Sven Meijer - 1e jaar
		Simone Poelen - 1e jaar
		Johan Haasnoot - 2e jaar
		mr. Danny te Brinke - 2e jaar
		Maaïke Koop - 2e jaar
		Leen van der Harst - 1e jaar
17.00 17.40	Alumni (all programmes)	Lieke Zeeman BSC IBA 2012
		Amy Landman -IKM, MSc BA 2012 and BSc BK
		Sytze Wierema - ENT, MSc BA and BSc BK
		Sara de Haan - TSCM MSc BA and BSc IBA
		Janika Roodi - HRM, MSc BA 2011
		Ingeborg Lugtenberg - MSc BA part time
		Martijn Meijer - MSC BA Part time
		Jasper Heinen - MSC BA 2012
		Maartje Middag – MSC BA 2012

Friday 1 March

9.00	9.30	Meeting committee	
9.30 10.00	Programme committee BK and IBA	drs. Emile Lancee - chair PC IBA	
		dr. David Kroon - PC BK	
		dr. Donna Driver - Zwartkruis - PC IBA	
		Matthijs Dekker - Student Member PC BK	
		Hosni Sefiane - Student Member PC IBA	
		Rick Emondts - Student Member PC IBA	
10.00 10.30	Programme committee BA pt and ft	dr. Claartje Vinkenburg - chair PC BA	
		dr. ir. Hans Berends - chair PC BA pt	
		Inge van de Weerd - lecturer PC BA FT	
		dr. Elko Klijn - Lecturer PC BA PT	
		Khadija Laye Kabli - student member PC BA FT	
		Verena Austermuhl - student member PC BA FT	
		Laura Heemskerk - student member PC BA pt	
10.30 11.30	Examination board, Examination committee and Study advisor.	Prof. dr. Bart Bossink - chair examination board Business Administration	
		Prof. dr. Hester van Herk - Chair examination committee (toetscommissie)	
		Willem Wijga MBA - secretary ex.board and ex. comm	
		drs. Marjolein Paap - Study Advisor	
11.30 13.30	Break and preparation final meeting (plus lunch)		
13.30 14.15	Final meeting with formally responsible for the programmes	drs. Christer Guldemond - Programme coordinator BSc IBA,	
		Prof. dr. Hester van Herk - Programme director BSc BK,	
		Prof. dr. Paul Jansen - Programme director MSc BA ft,	
		drs. Frank Derksen - Programme coordinator BSc BA pt	
		drs. Rob de Crom - Director of Education	
		Prof. dr. Harmen Verbruggen - Dean	
14.15 16.15	Preparing preliminary conclusions		

16.15	Short presentation preliminary	open to all participants
16.30	conclusions	

Appendix 7: Theses and documents studied by the committee

Prior to the site visit, the committee studied the theses of the students with the following student numbers:

Bachelor's programme International Business Administration

1914502
1823116
1719475
1829416
1921401
1701827
1814451
1714457
1924923
1814478
1943812
1877763
1814036
1858157
1926713

Master's programme Business Administration

2092689
2205757
2206493
2057751
1612883
1705644
1920340
1929402
2205092
2010569
1633031
2205251
1814508
1961047
1965433

During the site visit, the committee studied, among other things, the following documents (in Dutch):

1. Vakdossiers van selectie van vakken per opleiding (zie volgende pagina).
Per vak zit in de map:
 - Course manual
 - Course evaluation
 - Literature overview
 - Lecture notes
 - Student assignments & feedback
 - Exam, answers, grades, examples
2. Notulen van opleidingscommissies
3. Notulen van de opleidingsbesturen
4. Vakevaluaties van collegejaar 2011/2012 en van najaar collegejaar 2012/2013 (op USB-stick). Deze zijn (in beknopte vorm) via de FEWEB website ook openbaar op intranet
5. Extra bijlagen voor de bachelorprogramma's:
 - voorbeeld vragenlijst voor tentamenevaluatie (voor examinatoren)
 - overzicht implementatie vakoverstijgende leerlijnen BK & IBA
6. Examencommissie:
 - Jaarverslagen 2010/2011 en 2011/2012
 - Overzicht slagingsresultaten van alle voor de visitatie geselecteerde vakken
 - Voorbeelden analyse Multiple Choice tentamens
 - Voorbeelden ingevulde vragenlijst tentamen evaluatie (door examinatoren)
 - FEWEB Basic Examination Guidelines (geel, geplastificeerd)
 - Handleiding onderwijsmiddag Toetsing (maart 2010)
 - Ter inzage: notulen vergaderingen examencommissie*
7. Tevredenheid en Management informatie
 - Resultaten NSE enquête 2012 en analyse
 - FEWEB Presentatie voor personeel nav NSE resultaten: Onderwijs 2012-2014
 - Rapportage WO Monitor 2011 (alumni, afgestudeerd 2009/2010)
 - Laatste rendementcijfers volgens VSNU-format (t/m collegejaar 2011-2012)
 - Werkbelevingsonderzoek VU mei 2012
8. Beleidsdocumenten
 - Onderwijsvisie FEWEB en Onderwijsbeleid FEWEB

Overzicht vakdocumentatie visitatie FEWEB

International Business Administration	Jaar 1	Business Research Methods 1.2
		Business Mathematics IBA 1.2
		Organizational Behavior 1.4
	Jaar 2	Financial Management 2.2
		Logistics and Information Systems 2.5
	Jaar 3	Advanced Business Research Methods 3.1/3.4
Strategy and Network Analysis 3.4		
Master Business Administration full time	Spec. Entrepreneurship	Entrepreneurship & innovation 4.1
	Spec. Financial Management	Advanced Corporate Financial management 4.1
		Research Seminar II
	Spec. Human Resource Management	Careers and Organizations 4.1
		Research Seminar II
	Spec. Information and Knowledge Management	E-business & Information Management 4.1
		Research Seminar II
	Spec. Management Consulting	Policy Evaluation and Advice 4.2
		Research Seminar II
	Spec. Strategy and Organization	Advanced International Management 4.1
		Management Service Innovation 4.2
		Research Seminar II
	Spec. Transport and Supply Chain Management	Distribution Logistics and Supply Chain Management 4.1
		Research Seminar II
Spec. Specialisatieoverstijgend	Research Seminar I	
	Ethics	

During the site visit, the committee asked for and received the following information:

- Aanvullende informatie part time master Business Administration
- Financieringsoverzicht Part Time Master Business Administration 2012
- Aanvullende informatie BSc IBA
- Overzicht verschillen programma BK /IBA
- Aanvullende informatie onderwijsstaf
- Aanvullende informatie Internationalisering

In addition, the committee had access to course information on Blackboard.

Appendix 8: Declarations of independence



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Mees Veshalle

HOME ADDRESS

Sportlaan 35 5071 CB Udenhout

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE.

HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS.

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO.

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Utrecht DATE: 14/12/17

SIGNATURE:

Mees Veshalle



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Mees van der Meulen

HOME ADDRESS

Coenlydestraat 6, 1411 CA Almere

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE.

HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS.

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO.

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Almere DATE: 14/12/17

SIGNATURE:

Mees van der Meulen



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED
NAME: E. J. J. Schenk

HOME ADDRESS 288 MATHEWESERLAAN
3021 NT ROTTERDAM
THE NETHERLANDS

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

SEE APPENDIX

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PLACE Utrecht DATE 14 Dec 2012

SIGNATURE



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME M. G. Heijlstra

HOME ADDRESS Viola beemd 37, 6229 2A Maastricht

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

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HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT

PLACE Maastricht DATE 03/02/2013

SIGNATURE



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: GAALHAN GSC

HOME ADDRESS: SAAK-SLOUSS 8
9722HL Groningen

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

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PLACE: Utrecht DATE: 14-12-2012

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Christa van Marck

HOME ADDRESS:

Groeneweg, 100, 6512 CH, Nijmegen

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

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APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

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PLACE: Utrecht DATE: 14-12-2012

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Linda van der Gijpgraade

HOME ADDRESS:

Opleiderweg 150 Oppigdam

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

SEE APPENDIX

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PLACE: Utrecht DATE: 14 December 2012

SIGNATURE:

Appendix 8b

	RU	OU	UvA	VU	UvT
Committee members					
Verhallen, Theo	x	x	x	x	
Heijden, Hans van der	x	x	x	x	x
Harris, Lynette	x		x		
Heijltjes, Marielle		x		x	
Blommaert, Jos		x			
Gaalman, Gerard				x	
Magala, Slawamir					x
Schenk, Hans			x	x	x
Sturdy, Andrew	x				x
Mourik, Charissa van		x		x	
Aar, Marjolein van der	x		x		x
Secretaries					
Linda van der Grijsparde	x		x	x	x
Hugo Verheul		x			

Open Universiteit Nederland (3 programmes)	B Bedrijfskunde (50645)	Parttime
	M Business Process Management and IT (60094)	Parttime
	M Management (60334)	Parttime
Radboud Universiteit Nijmegen (2 programmes)	B Bedrijfskunde (50645)	Fulltime
	M Bedrijfskunde (66834)	Fulltime
Universiteit van Amsterdam (2 programmes)	B Economie en Bedrijfskunde (50905)	Fulltime
	M Business Studies (60902)	Fulltime
Vrije Universiteit Amsterdam (4 programmes)	B Bedrijfskunde (50645)	Fulltime
	B International Business Administration (50952)	Fulltime
	M Business Administration (60644)	Fulltime
	M Business Administration (n.v.t.)	Parttime
Universiteit van Tilburg (1 programme)	B International Business Administration (50952)	Fulltime