

## **Rotterdam University**

**Master programmes in:**

- Consultancy and Entrepreneurship**
- Finance and Accounting**
- Logistics Management**

**Limited Study Programme Assessment**



## Introduction

This is the assessment report of the Master in Consultancy and Entrepreneurship, Master in Finance and Accounting and Master in Logistics Management programmes, part of the degree programmes offered by the Rotterdam University of Applied Sciences. The assessment was conducted by an audit panel compiled by NQA commissioned by Rotterdam University of Applied Sciences. The panel has been compiled in consultation with the study programme and has been approved prior to the assessment process by NVAO.

In this report Netherlands Quality Agency (NQA) gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment frameworks for the higher education system* of NVAO (22 November 2011) and the *NQA Protocol 2014 for limited programme assessment*.

The site visit took place on 8 and 9 September 2014.

The audit panel consisted of:

Mr dr. A.C.J.M. Olsthoorn (chairperson)

Mr prof. dr. J.A.A. van der Veen (representative)

Mr H. van der Wal (representative)

Mr. Ir E. Joustra CPIM (representative)

Mr A.C.P. Peeters BA (student member)

Mr drs. J.G. Betkó, NQA-auditor, acted as secretary of the panel.

The study programme offered a critical reflection; form and content according to the requirements of the appropriate NVAO assessment framework and according to the requirements of the *NQA Protocol 2014*.

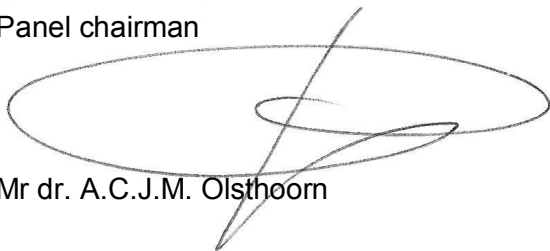
The panel studied the critical reflection and visited the study programme.

Critical reflection and all other (oral and written) information have enabled the panel to reach a deliberate judgement.

The panel declares the assessment of the study programme was carried out independently.

Utrecht, 14 November 2014

Panel chairman



Mr dr. A.C.J.M. Olsthoorn

Panel secretary



Mr drs. J.G. Betkó



## Summary

The professional study programmes Master in Consultancy and Entrepreneurship (MCE), Master in Finance and Accounting (MFA) and Master in Logistics Management (MLM) of Rotterdam University of Applied Sciences are assessed as **satisfactory**. The argumentation on which this assessment is based, is given in this summary and in the audit report.

### *Standard 1 Intended learning outcomes*

The three study programmes, Master in Consultancy and Entrepreneurship, Master in Finance and Accounting and Master in Logistics Management (hereafter: MCE, MFA and MLM) are part of the Rotterdam Business School (RBS). The RBS has an international focus, the programmes are taught in English and there are many international students.

The intended learning outcomes consist of a number of general competencies, which apply to all three of the programmes, and a set of specific competencies per programme. This places the masters somewhere in between a more generalistic and a more specific approach. There are seven general competencies, including the Interpersonal competency, Innovative competency and Environmental competency. MCE has seven specific competencies, MFA has nine and MLM has four. The RBS used the Dublin descriptors and the Standard for HBO Masters to define the master level of the intended learning outcomes. The competencies are validated by both the Advisory Board of the three master programmes, as well as by associate professors of the knowledge centres Entrepreneurship and Innovation and Mainport Innovation & Sustainable Solutions.

The RBS has three themes with which it wants to distinguish itself. These are internationalisation, intercultural awareness and corporate social responsibility/sustainability, which are relevant choices. Integrating these themes in the curriculum is still work in progress.

The panel assesses standard 1 as **satisfactory** for all three the programmes.

### *Standard 2 Teaching-learning environment*

The curriculums are an adequate reflection of the intended learning outcomes. The content of the different programmes is relevant. Compared with similar bachelor programmes, the RBS masters focus more on innovation, company results, problem solving, reflection and gaining a higher level of comprehension.

The programmes have a decent research line, in which students are being taught relevant research skills. Some attention could be given to statistics. It is positive that early in the curriculum, students are stimulated to think about their thesis subject. The interaction with the professional practice is adequate, thanks to interesting guest lecturers, real life case-studies and projects, and the thesis.

The didactics used by the RBS are also adequate. A number of working methods are used, that fit their purpose and the didactical concept, in which there is a large role for student interaction.

The curricula are built-up in 4 blocks, with a practice-driven, student-driven and knowledge-driven track. This adds to the coherence of the programme. The programmes consist of both specific and general modules. There are relatively a lot of different modules, with only a few EC per module. By dropping some of the smaller components and using these EC to add to the core courses in each Master, more balance between specialization and general approach might be obtained. With the relative low total number of EC (many similar programmes are larger) the programmes are ambitious in content.

A thing that requires attention is the studiability of the programmes. There are several aspects that limit the studiability. The large number of modules leads to a large number of tests. The ambitious nature of the programmes makes it common that students study in evenings, weekends or holidays. For almost all students, the programme isn't taught in their first language, which makes studying more difficult. For foreign students, it's more difficult to find an organisation/company to graduate. And there are several issues in the thesis process that affect the studiability negatively. The programme management is aware of this problem and already has taken several actions on the point of studiability, but it remains a major point of attention.

The staff and the facilities are adequate. The teachers cover the different professional fields and teachers are accessible. There might be more PhD's added to the staff, given that it is a programme on the master level.

The panel assesses standard 2 as **satisfactory** for all three the programmes.

### *Standard 3 Assessment and achieved learning outcomes*

The panel is positive regarding the system for testing and assessment. The programmes use good tests and assessments, which fit the competencies and the curriculum. The variety of assessment methods used corresponds with the learning methods. All three programmes mostly use exams in the first block, (individually assessed) integrated group assignments in the second block and individual integrated assignments in the third block. In the integrated assignments, professional products are made by students. The way the RBS gives feedback is a point of attention.

Students who graduate have realized the intended learning outcomes and reach the master level. The topics of the thesis represent the broad, generalist approach of the programmes. The theses are of an acceptable level, but could be improved, especially by improving the supervision. More supervision by experts in the specific field of research would be an improvement, also in the phase of the thesis proposal. When more PhD's are appointed as teachers, it would be beneficial to have at least one supervisor teacher of PhD level per student.

These improvements could lead to better defined research questions and more coherence between the literature that students use and their own research through interviews or questionnaires. The majority of the theses deal with relevant problems for the professional field.

The panel assesses standard 3 as **satisfactory** for all three the programmes.





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# 1 Basic data of the study programme

## Administrative data of the study programme

1. Name study programme as in CROHO	Master in Consultancy and Entrepreneurship Master in Finance and Accounting Master in Logistics Management
2. Registration number in CROHO	70020 70021 70022
3. Orientation and level study programme	Applied sciences, master
4. Number of study credits	60
5. Graduation courses / 'tracks'	Not applicable
6. Variant(s)	Fulltime
7. Location(s)	Max Euwelaan 71-81, Rotterdam
8. Previous year of audit visit and date decision NVAO	Previous visit: 9 en 10 juli 2008 Decision NVAO: 11 augustus 2009
9. Code of conduct	Yes

## Administrative institutional data

10. Name institute	Rotterdam University of Applied Sciences
11. Status institute	Funded (these programmes: not funded)
12. Result institute audit	Positive

## Quantitative data regarding the study programme

**Table 1: Enrolment per nationality**

International background MCE students								
	September 2012		February 2013		September 2013		February 2014	
	Number	%	Number	%	Number	%	Number	%
Dutch	4	14	6	33	14	50	6	38
Other European countries	6	21	2	11	1	4		
Non-western	17	61	10	56	12	43	10	63
US	1	4			1	4		
Total	28	100%	18	100%	28	100%	16	100%

International background MFA students								
	September 2012		February 2013		September 2013		February 2014	
	Number	%	Number	%	Number	%	Number	%
Dutch	2	6	2	14			4	31
Other European countries	4	13	2	14	2	9		
Non-western	26	81	10	71	20	91	9	69
	32	100%	14	100%	22	100%	13	100%

International background MLM students								
	September 2012		February 2013		September 2013		February 2014	
	Number	%	Number	%	Number	%	Number	%
Dutch	7	13	3	14	5	13	2	25
Other European countries	5	9	3	14	4	11	1	13
Non-western	43	78	15	71	28	74	5	63
US					1	3		
Total	55	100%	21	100%	38	100%	8	100%

**Table 2: Success rate**

Definition - The proportion of master students earning a master's degree within the official length of the programme + one year (= 2 years). Students enrol in September and February.

MCE	Cohort 2009-2010		Cohort 2010-2011		Cohort 2011-2012	
	September	February	September	February	September	February
Success rate	100%	0%*	78%	100%	61%	78%

\* The February group in 2010 consisted of only two students.

MFA	Cohort 2009-2010		Cohort 2010-2011		Cohort 2011-2012	
	September	February	September	February	September	February
Success rate	94%	80%	90%	65%	70%	79%

MLM	Cohort 2009-2010		Cohort 2010-2011		Cohort 2011-2012	
	September	February	September	February	September	February
Success rate	95%	92%	93%	63%	93%	56%

### Table 3: Quality of staff

Definition - The proportion of teachers with a master's degree and the proportion of teachers with a PhD among the total teaching staff.

Degree	MA	PhD
Percentage	94%	10%

### Table 4: Student-staff ratio

Definition - The ratio between the total number of fulltime students enrolled and the total number of FTEs logged by the teaching staff of the programme in the most recent academic year.

Ratio MCE, MFA, MLM	10 FTEs : 229 students 1:23
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Some lecturers are involved in all three master programmes (general modules), some are involved in one master programme only (specialisation modules) and others supervise students individually on the master thesis.

### Table 5: Contact hours

Definition - The average weekly number of contact hours (= clock hours) scheduled for each year of the programme.

Study year	1	2
Contact hours	16,4	0,8

The average number of contact hours per week per block.

	MCE	MFA	MLM
Block 1	25,5	25,5	25,5
Block 2	21	21	21
Block 3	18	18	18
Block 4/5	0,8	0,8	0,8

The number of contact hours in the first three blocks is based on 8 weeks (weeks 9 and 10 of a block are for exams, hand in assignments, presentations etc.). In blocks 4 and 5 the student gets 15 hours of thesis supervision (15 hours/20 weeks = 0,8 hour per week average).

## **General information on the study programmes**

The three study programmes, Master in Consultancy and Entrepreneurship, Master in Finance and Accounting and Master in Logistics Management (hereafter: MCE, MFA and MLM) are part of the Rotterdam Business School (RBS). RBS is a part of the Rotterdam University of Applied Sciences. The RBS has an international focus. The programmes are taught in English and a large part of the students are international students (see above in the data).

The programmes MCE, MFA and MLM share a number of general master competencies, as well as a number of modules in which students work on these general competencies. Each programme also trains students for a number of profession specific competencies in a number of programme specific modules. The programmes share 37 EC. This includes a 13 EC thesis, which is related to the specific study programme a student follows. All programmes aim for graduates of a relevant bachelor programme, with little or no experience in the professional field.

The RBS institute, with all BA and MA programmes, went through an uncertain period for a few years. In 2012 more focus could be given to the content and coherence of the programmes. Changes that were made were, among others, the introduction of more programme specific courses in the programmes, replacing general modules. Also the didactics were modernized and became more varied, by the introduction of more case studies, reflection, role play, and integrated projects.

January 2013, the MLM programme started with a double degree programme in collaboration with the Trisatki University in Jakarta, Indonesia. Indonesian students follow both the MLM programme, as well as a management programme in Jakarta, and receive two degrees. The MLM programme in Indonesia is an exact copy of the one in Rotterdam, with teachers in Rotterdam being in charge of the content of the modules taught in Jakarta. Students follow 16 EC in Rotterdam, and the other EC in Jakarta. Assessment of exams and assignments and the supervision and assessment of the master thesis are done in the Netherlands.

The master programmes participated for the first time in the National Student Enquiry (NSE) in 2013. The results of the NSE 2014 are on average higher on almost all themes and sub-aspects.

## 2 Assessment

The panel describes the findings, considerations and conclusions of each standard of the NVAO assessment framework. The final judgement concerning the study programme will be presented in chapter 3.

### 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.*

#### Findings

#### The professions

##### MCE:

In the view of the programme, a management consultant is a professional who exchanges views in organisations through observations, interventions and advice and through supporting change and transition processes, in order to support organisations to improve their performance. MCE focuses on general business issues. An entrepreneur initiates, creates and innovates businesses and leads organisations into the desired market positions. The programme defines change management, intercultural intervention skills, strategic thinking, analytical skills, implementation strategies and entrepreneurial spirit as important skills for both consultants and entrepreneurs. MCE graduates can work as entrepreneurs, or in functions where they consult entrepreneurs.

##### MFA:

A financial manager is the professional in the organisation who is responsible for providing information to all the stakeholders of the company and who has his own responsibility concerning decisions that need to be made in order to keep the company financially healthy. The programme focuses on three main themes: financial accounting, management accounting and financial management.

##### MLM:

A logistic manager develops and communicates the strategic vision with regard to logistics and supply chain issues, such as: customer service, sourcing, production, planning, transportation, distribution, technology, ethics and environmental responsibility.

#### Intended learning outcomes

The intended learning outcomes consist of a number of general competencies, which apply to all three of the programmes, and a set of specific competencies for each of the programmes.

There are seven general competencies, including the Interpersonal competency, Innovative competency and Environmental competency. MCE has seven specific competencies, MFA has nine and MLM has four. Appendix 1 gives an overview of all the competencies. The RBS used the Dublin descriptors and the Standard for HBO Masters to define the master level of the intended learning outcomes. In a number of matrices the content of the curriculum is related to both the general and the specific competencies and the Dublin descriptors.

There is no national competency profile for either MCE, MFA or MLM. The RBS based the general competencies on the competencies of the 'teacher leader' formulated for the Master in Learning and Innovation, since those are useful as generally applicable competencies at master level. They have been translated by RBS to the socio-economic context of (inter)national and local businesses and business development. The specific competencies have been formulated in relation to relevant professional products and roles in the professional field. The competencies are validated by both the Advisory Board of the three master programmes, as well as by associate professors of the knowledge centres Entrepreneurship and Innovation and Mainport Innovation & Sustainable Solutions.

The panel finds that the competencies reflect the master level, are relevant for the professions and are adequately tuned with the professional field. Regarding the Advisory Board though, the panel finds that the way it represents the relevant working fields is up for improvement. A field like for example consultancy is only meagrely represented. There are no international representatives, even though the three programmes have a highly international focus. The Advisory Board has a majority of members who come from the Rotterdam University of Applied Sciences, for example from the knowledge centres, and relatively few external members. Several of the external members are alumni of the RBS, which makes the Advisory Board even more internally focussed.

### **Profile of the programmes**

#### **MCE:**

In comparison with other universities, the MCE programme is unique in combining the domains of consultancy and entrepreneurship in a full-time programme for international students. Comparable programmes offer either consultancy or (international) business.

#### **MFA:**

The combination of financial accounting, management accounting and financial management is rather rare, though the master Accounting and Control from the Haagse Hogeschool is rather similar. Other master programmes focus on either financial accounting (aimed at external stakeholders) or management accounting (aimed at internal stakeholders). MFA combines this, and adds the aspect of financial decision making. It considers financial accounting and management accounting as content related fields, necessary for decision making in the finance function of international business.



MLM:

Compared to other logistics master programmes, MLM emphasizes the aspect of management. It is also a broad programme, that provides students with a company wide view of the role of logistics, strategically and operationally. The main focus is transforming students into well-rounded logistics and supply chain managers.

General:

The RBS has three themes with which it wants to distinguish itself. These are internationalisation, intercultural awareness and corporate social responsibility/sustainability. The management explained to the panel that at the moment, these aspects are mainly found in the general competencies. In the year 2014-2015, the RBS will adjust both the competencies and the Body of Knowledge and Skills to better reflect these themes. The panel did not find in the current curriculum explicit reference to the three themes of RBS. However, in the conversations both with management and staff the panel is convinced that this will be the case in the near future. It is, put differently, work in progress. As a result of the last accreditation visit, the RBS decided to make the programmes more specific and less generalistic. The panel is positive that the programme became more specific since the last visit. That topic stays a relevant one. The programmes are only 60 EC, which isn't that much, and about half of the content consists of general modules (see also standard 2). That leaves rather limited room for the programme specific courses, while the domains the programmes target at are very broad. The panel finds that given this situation, the masters are neither really generalistic, nor specific. On the positive side, this is a niche of it's own, but the panel advises the RBS to formulate a vision. Regarding the profile of the programmes, the panel was surprised that especially MLM does not leverage on the international image of the Rotterdam harbour. Given the position of Rotterdam as one of the biggest harbour cities in the world, and the influx of international students, some attention would be appropriate. There were no subjects specifically related to port economics and logistics were mentioned in any curriculum though. Also see standard 2 under 'incoming students'.

### *Considerations and conclusion*

The panel has determined that the intended learning outcomes of the three programmes are of the appropriate master level. They are relevant for the professions and adequately tuned with the professional field. The representation of the professional field in the Advisory Board can be improved upon, by getting more external, preferably also a few international, representants. Also some domains could be covered more adequately. As for the specific profile, the programmes are somewhere in between generalistic and specific. The three aspects the RBS has as focus points, namely internationalisation, intercultural awareness and corporate social responsibility/sustainability, are relevant choices. It is positive that the RBS will further incorporate them in the intended learning outcomes and the curriculum in the upcoming year.

Based on above mentioned considerations the panel comes to the judgement **satisfactory** for all three programmes.

## Standard 2 Teaching-learning environment

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

### Findings

#### Structure of the curriculum

The curriculum of all three programmes has the same structure. There are three educational blocks, and a fourth block for the master thesis. Due to the similarity in structure, it is possible for students of different programmes to work together in interdisciplinary projects. The educational blocks include eight weeks course work and one week for presentations and exams. The modules that are given in these blocks consist of general and specific modules, and electives, of which students choose two. The general modules are also master-specific. The content of modules is transparently displayed in the module descriptions, which (among others) inform students about the relation with other modules, test criteria, number of EC, and study materials. The electives have a study load of 1 EC, while other modules have a study load of 2 or 3 EC. The entire programme is run two times per year, starting in September and in February. An overview of the programmes is given in annex 2.

Regarding the study load of the different modules, the panel finds that the curriculum consists of a relative large number of small modules, each awarded with a few EC's. The panel spoke about this with several stakeholders, in relation to the workload of teachers and students and the coherence of the curriculum. Students mentioned to the panel that the large number of modules didn't pose problems regarding the workload. They did find it difficult that they worked in different groups all the times. Sometimes, there was some overlap in the modules. Alumni confirm that overlap occurs. Regarding the electives, the panel doubts if they have much added value, given that they are only 1 EC.

#### Contents of the curriculum

The content of the curriculum is an adequate derivative of the intended learning outcomes, the panel finds. It is obviously a step above and beyond the bachelor level, as it should be. Teachers stressed that the master is, compared with the bachelor, less about understanding, remembering and applying some theories, and more about innovation, company results, problem solving, reflection and gaining a higher level of comprehension. The panel recognizes this difference in focus in the programme. The panel has observed that the three 'Competencies covering matrices' are not elaborated properly and include a number of inconsistencies with the referring module descriptions; this requires more attention.

In addition to the competencies, the RBS formulated a Body of Knowledge and Skills (BoKS). Therein it is made clear which knowledge and skills students need to obtain. The current BoKS is formulated in keywords, and should be subject of further improvements by adding one more level of detail. The panel studied the literature lists of the programmes.

The amount of literature to be studied by the students is substantial in relation to the total time available. The literature itself is an adequate representation of relevant literature in the respective fields. In the case of MLM, the panel finds that the content of the curriculum doesn't cover international logistics and the ICT-aspects in logistics sufficiently. Though it is impossible to cover everything in the broad field of logistics, these are important topics, of which the RBS could consider to give them some attention.

This means the curriculum also reflects the hybrid nature of the intended learning outcomes, between specialism and generalism. In some cases these aren't well balanced, like the first block of the MFA programme. This is too broad and generalistic, according to the panel. This is also a comment that has been made by the alumni that the panel has spoken with, who also mentioned overlap with their bachelor studies. The current students are divided on the matter of how far the programmes should specialize. Some prefer a broad approach, and consider endepthment to be their own responsibility, while others would prefer more specific courses. Teachers stress that even though the different modules aren't that large, there are certain recurring features, so that the major topics get more attention than the 2 or 3 EC's a module consists of. An example is the research line (see also below). Nevertheless, the panel wonders if the size of the modules is appropriate for some large, fundamental courses. This also poses a risk for the studiability, if students need in fact more time than the EC's represent.

### **International focus**

All three programmes have a strong international focus. The programme is taught from a global perspective, because the majority of today's business is by nature international. There is an international curriculum and an international classroom. Both staff and students are international. There is much attention for intercultural differences, the programmes are delivered in English and make use of international literature and casuistry. The International Project has an explicit international focus. Students choose for the RBS for, among other things, the international classroom. They have some points of attention though. In some cases, the level of English of some students isn't adequate. To address this, the RBS included an English course in the curriculum, and later in the pre-master. A point of concern is that the Intranet of the Rotterdam University of Applied Sciences is only in Dutch and thereby hardly accessible to international students. The intranet of the RBS is in English.

### **Didactics**

The curriculum is based on the Rotterdam Educational model. It consists of three tracks: knowledge-driven, practice-driven and student-driven. This approach is based on constructivism. Students acquire a substantial knowledge and skill base in the knowledge track. They apply those directly and develop them further in the practice track.

The student track is for coaching and giving students the opportunity to give their own direction to the study, by choosing electives and by the choice of the thesis subject. Part of student coaching is the Management Development Programme (MDP). It runs the first three blocks, and focuses on broadly building self-awareness, soft skills development, and creation of personal development goals. Students demonstrate their progress in a portfolio.

The didactic approach demands intensive student participation in the curriculum. To allow this, classes usually consist of between 20 and 25 students, with a maximum of 30. Students work on case-studies and projects, either alone or in small groups, and present and discuss their findings with each other. The alumni the panel spoke are happy with this approach, they appreciate the group work.

During the programme, there is an increase in the complexity of the modules. The emphasis in block 1 is on (applying) knowledge and understanding, in the subsequent blocks the emphasis shifts from applying knowledge and understanding to problem solving, and competencies are developed in a more integrated way. Product and process coaching are gradually reduced, and education becomes less instructive and supervised, and more demand driven and independent learning. Assignments are structured in block 1, more open in block 2 and in block 3 students are given only few details and prescriptions for working out assignments. An example is the International Project that covers all three of the blocks. Students of all three programmes work together in this project. In block 1 the methodology, principles and tools are introduced, which students apply to a case-study. In block 2 students work in groups, make their own project plan and have only one hour of supervision per week. The rest of the time they work together on the plan and do research. In block 3 students execute the project plan and consult the supervisor at their own initiative. In the thesis in block 4 students must demonstrate their ability to work as independent professionals at master level, by identifying, researching and solving a real life business problem. Students and teachers whom the panel spoke with confirmed this increasing level and complexity during the study.

In the practice-driven track, students work with real life or simulated cases and projects. An example of this is the International Project in block 2 and 3 (see above). Also the thesis research takes place in the working field. The link with the professional practice in the curriculum is further strengthened by the use of teachers with experience in, and guest speakers from the professional field. MFA organises company visits and guest lectures that are open to all RBS-students. MCE organises yearly an Entrepreneur Seminar Day, which is also open to all, with successful entrepreneurs as key note speakers and panel members. The alumni mention that for some of them, the curriculum is too theoretical, and more links with the professional practice would be welcomed. The current students appreciate the way the International project links with the profession. Concerning the thesis, the panel has the following observation: the thesis is meant by the RBS as a research project in a company, on a real life problem. Some students choose to do a placement in the company on their own accord, next to the research. Though this is good for their working experience, it limits them in the time they can spend on research.

## Research

The programme has a research line that prepares students for their final thesis. In block 1, students are taught critical and analytical skills in the module Critical Thinking and Argument Analysis. The RBS stresses that practice in critical thinking is extra important for students from cultures in which this is not encouraged. In block 2 and 3 students follow Research Methodologies part 1 and 2. This prepares the students for the research for and writing of the master thesis. Students learn how to collect and analyse data through interviews, questionnaires and observation research and coding qualitative data using template analysis. The focus is on qualitative approaches, statistical methods are not part of the programme. Most students graduate on a case study. Preferably, students end the module Research Methodologies 2 with a research proposal that they will use for their thesis.

The panel finds that the research line is adequate. On the one hand it is positive that the final thesis receives attention in the programme before the last block. From another perspective, this means that students need to come up with a subject and find a relevant company, before they finish all the educational models. The module Research Methodologies 2 is worth 2 EC. The panel deems this amount of EC quite small, for a course in which they need to write a thesis proposal as well as learn about qualitative methodology. The panel thinks the research line can be better integrated in the rest of the curriculum and related to the profession. The management of the master programmes has acknowledged this and has the ambition to integrate research further in the programme. Given the importance of statistics in all three programme domains, some attention to quantitative research would be appropriate.

To strengthen the programmes regarding research, the RBS started in 2014 with a research platform, in which 17 teachers participate. These teachers do research for several of the knowledge centres of the Rotterdam University of Applied Sciences, like Entrepreneurship and Innovation and Mainport Innovation & Sustainable Solutions. Half of these teachers are educated on PhD level. Teachers are also involved in international research projects, which deliver assignments for student projects in the International Project or for master theses. The RBS doesn't have a knowledge centre of its own, and aims to define specific research themes in relation to these knowledge centres. The Panel strongly supports the RBS in her ambition to define her own research themes as the basis for positioning research both in terms of subjects as well as methodology within the curriculum.

## Incoming students

Students enrol in September or February. Dutch students need to have a bachelor degree in a relevant, NVAO accredited business study-programme, with a thesis grade of at least 6,5. For students with a non-Dutch diploma, admission criteria are: a bachelor degree in business studies, and successfully completed tests GMAT 500, IELTS 6,5 or TOEFL IBT 90. Students who have completed a bachelor programme taught in English are exempt from the English test. RBS offers two different pre-master courses: a 12-month pre-master for students who have a bachelor degree in a non-business field, and a 6-month pre-master for students who do not meet the IELTS/TOEFL and GMAT entry requirements.

The panel is positive about the fact that there are several options for the pre-master, depending on the deficiency an incoming student has. Students mentioned to the panel that the pre-master courses work well, and that most differences in educational level of the students from different parts of the world are overcome due to the pre-master programme. The Exam Board can grant individual students exemptions for a particular course, if they can prove they have taken a comparable course in English on the master level.

Incoming students choose to study at RBS for a number of reasons: the 'applied science' nature of the programmes, the international classroom, the fact that the programmes take only one year, while comparable programmes take longer. Some students indicated that the link between theory and practice can be made stronger and more explicit in the program. Some students come for Rotterdam as the city that is famous for its international, world class harbour. The panel is surprised that there isn't any specific attention for this in the curriculum, especially for a programme like MLM. The more because the recruitment leaflet is decorated with a picture of a big container ship.

### **Studiability**

The Panel has its doubts as the studiability of the programs is concerned. Although RBS makes an effort to spread the workload as evenly as possible over the blocks, students, generally, indicate that they spend more time than one would expect in relation to the number of EC indicated. There are several reasons for this phenomenon.

In their study of the curriculum and the study material, the panel finds that the large number of modules leads to a large number of exams. In some cases, modules are completed with both an exam and a written paper (sometimes one paper for several related modules). This is quite a lot, especially since the papers in question tend to be large. In general, the study load is heavier because the programmes are taught in English. Non-native speakers face difficulties reading and understanding relatively advanced scientific texts, such as articles. It simply requires more time to do so, while the programme expects students to read 10 pages per hour.

The panel spoke with several of the stakeholders about the studiability. Students and alumni the panel spoke with, differ on the matter. Some students come from a country and a culture that finds it normal to spend substantially more hours a week than is assumed by the number of EC. They might not find studiability and issue. However, they are also not representative for all students. The school has to take this into account according to the Panel.

In general, students spend between 30 and 50 hours per week on their study, more in peak periods. They have about 9 contact hours per week, which they deem sufficient. Students think it is realistic to finish the programme in 12 months, when a student starts in August and continues studying during summer, and are willing to (occasionally) work in weekends and evenings. Some students mention that the simultaneous planning of the placement and thesis increases the workload.

Doing a placement together with the thesis research isn't required by the RBS though, but some companies demand that a student also works there, according to students. The alumni the panel spoke, who seemed very ambitious, took on average 15 months to complete the programme.

The completion of the thesis in a reasonable time poses serious problems for students, the panel finds. It starts with the grading of the thesis proposals, at the end of the module Methodology 2. There is one methodology teacher, who needs to grade all the approximately fifty proposals. This has led to delays in the past years. Last year, the methodology teacher was assisted by four other teachers, which helped in elevating this bottleneck somewhat. The grading of the proposals is not done by teachers who are experts on the thesis-topic; they only look at the methodology. This can lead to problems, as students start with questions that are unfit given the domain. When they present their proposal to the supervisor under which they will graduate, they might have to rework their proposal yet again. Also, the grading of the proposals leads to delay for a lot of students. Many are rejected at least three times, which makes it almost impossible to finish the study in 12 months.

Furthermore, during the writing of the thesis there are several issues. Only after a proposal has been accepted, students get their supervisors. The first supervisor is mostly concerned with the structure and methodology, the second supervisor is an expert on the content. It happens that the second teacher is stricter, and that in the thesis process the feedback on the content comes too late to make meaningful changes in the research. Delay in feedback is a problem for several of the alumni the panel spoke. According to them, sometimes they had to wait weeks to get an answer on a 'yes or no'-email, or had to go to the university and find the teacher in person because mail wasn't answered. The RBS states that it is policy that supervisors should answer questions within five working days. A positive note, when speaking with alumni who graduated in different years, is that the most recent graduates experienced more structure and more supervision than the earlier graduated alumni. This shows that the RBS works on the studiability issues and is making improvements.

The first supervisor has 16 hours for supervision, including one visit to the company or organisation in which a student does his research. The panel thinks a few more hours for doing the supervision would be more appropriate.

The RBS gives students a lot of responsibility; they need to look actively for supervision if they need it. This is done on purpose, given the master level of the programmes. Due to the international nature of the programme, there are quite some students from cultures in which asking questions is more difficult. Thus, not all students are used to the degree of independency and responsibility given to them by RBS. For those student this 'freedom' doesn't help their successful progress through the curriculum.

For them, there probably is not enough supervision and studiability is a problem. Another issue is the finding of a good organisation to do the research / thesis-project. This is more difficult for the international students, since they lack the network in the Netherlands, and need to find an organisation in which English is spoken as working language.

The RBS helps students by attending them from the beginning of the study that they need to find a company. In the case something goes wrong with a thesis project, they have a back-up in the form of research-projects from the research platform (see above). Nevertheless, the panel thinks for international students more help would be useful or even necessary.

The panel likes to emphasize that the aspect 'studiability' has additional importance because of the international nature of the programme. When students from abroad choose to follow a 60 EC, 12 months programme, they should be able to depend on the fact that it is reasonable to complete the programme in this time. Study delay has often graver consequences for international students, like extra expenses on housing, which is much more expensive in the Netherlands than in many countries of origin.

### **Quality of staff and study programme-specific facilities**

All three master programmes have a joint staff, of 48 lecturers / thesis supervisors. The balance between internal and external lecturers (who are not employed by the Rotterdam University of Applied Sciences) is 56%: 44%. Up till the year 2012-2013 more external lecturers were used. The management of the programme decided to use more internal lecturers, who are more available for students, consultation with colleagues and for tasks other than lecturing. Though the lecturers operate as one team, there are also specific teams for each of the master programmes. The panel studied the curricula vitae of the staff and the external lecturers, and is positive regarding their expertise. They represent in a proper way the domains of the three programmes.

The team consists in total of 48 lecturers / thesis supervisors, 27 internal and 21 external. Of these lecturers 94% has a masters degree. Two lecturers have a degree equivalent to a masters degree (NIVRA and IDM), and five lecturers have a PhD. At the moment of the visitation, one teacher is doing a master study and six are doing a PhD study. The panel deems this number low, given that it's not uncommon for a teacher to be at least one level higher educated than the level he is teaching. The management stressed that they want to increase their number of PhD's, up to the 10% that the University has as policy.

All internal and twelve external lecturers have a didactic certificate. A recent step that the programmes have taken to further improve the quality of the teaching, was to introduce a compulsory short didactic course for external teachers. In 2014-2015, the programmes will introduce peer consultation regarding didactics. Lecturers will visit each others lectures and give feedback. This is positive, because according to the alumni and students the panel has spoken to, some teachers lacked teaching and didactical skills. Sometimes the right balance between practical experience and teaching skills needs to be improved, though students are positive about this practical experience.

All lecturers have extensive experience in the professional field, for instance in senior management positions, as executive consultant or as coach. 66% of the lecturers has experience in research and 50% has publications. The programme has a number of research lecturers, who function as linking pin between education and research.



Virtually all lecturers have international experience. Twenty-three have a certificate in English or are native speakers. According to the alumni the panel spoke with, there are teachers who should improve their English though.

In the NSE 2013 the programmes score satisfactory on the items regarding lecturers. Some slight exceptions are a higher score on 'lecturer's expertise' for the MCE programme and on 'knowledge of professional practice' for all three programmes, and a lower score on 'availability of lecturers outside class' for the MLM programme. The programme held an employee satisfactory survey in 2011 and 2013. The scores in 2013 are higher on all items. All items score at least satisfactory in 2013. The item that scores lowest, and was unsatisfactory in 2011, is 'workload'. Students are content though about the availability of the teachers, with the exception of the thesis supervision.

### **Services and facilities**

All three programmes are accommodated at the location Max Euwenlaan. There are classrooms of various sizes, as well as rooms for students to work on their projects and rooms for consultation. All classrooms and project rooms are provided with facilities like a smart board, computer and beamer. Lecturers and students can use the RUoAS library and all its facilities at the location Kralingse Zoom, which is in the vicinity.

N@tschool is used as the digital learning environment, where module descriptions, articles, PowerPoints, presentations and the like are accessible for students. The programme Osiris is used to monitor student progress and to give students insight in their results. The intranet, called HINT, is where practical information can be found. In general, students are satisfied with the facilities. The NSE scores of 2013 also show that students are satisfied on most items regarding services and facilities.

### *Considerations and conclusion*

The panel finds that the curriculum is an adequate reflection of the intended learning outcomes. The content of the different programmes is relevant. Though the BoKS could be more specific, the content of the modules and the used literature is adequate. The International Project is an interesting way to integrate practice and theory, and to introduce a multidisciplinary element. Of course, especially given the broad nature of the programmes, it is always possible to argue that some topic could have also been included, but in general the choices the RBS makes sense given the intended learning outcomes and the 60 EC programme. Nevertheless, the panel feels that the school should reconsider the large number of small pieces in its curriculum. By dropping some of the smaller components and using these EC to add to the core course in each Master, probably a 'better' balance between specialization and general approach can be obtained. The relative low number of EC (many similar programmes are larger) makes it also ambitious programmes. This ambitious nature seems to fit the students well. The Panel has the impression that they are ambitious themselves.

The programmes have a decent research line, in which students are being taught relevant research skills. Some attention could be given to statistics though. It is positive that early in the curriculum, students are stimulated to think about their thesis subject. The interaction with the professional practice is adequate, thanks to interesting guest lecturers, real life case-studies and projects, and the thesis. The didactics used by the RBS are also adequate. A number of working methods are used, that fit their purpose and the didactical concept, in which there is a large role for student interaction. The build-up of the curriculum in 4 blocks, with a practice-driven, student-driven and knowledge-driven track, add to the coherence.

The ambitious nature of the programme leads to problems regarding the studiability. Courses take more effort than their number of EC justifies, like Methodology 2. The large number of small courses leads to a large number of exams. RBS expects students to read at a rather unrealistic speed (ten pages per hour in a foreign language). In general, students make more hours than they should need to. Further, the thesis procedure and supervision lead to delays, for several reasons. The panel thinks this is a serious problem. A programme that aims for international students, it must be able to guarantee those students that the programme is doable in the given amount of time, without needing to study in evenings, weekends and holidays.

The staff and the facilities are adequate. There are a few points of attention, like the number of PhD's in the staff and the University Intranet which is in the Dutch language. Nevertheless, the teachers cover the different professional fields in a good way, and teachers are accessible. Given the ambitious students, there is also a need for ambitious teachers, able and willing to respond quickly.

The teaching-learning environment is coherent, and adequate for students to realize the intended learning outcomes. Though in itself, the panel deems the subject 'studiability' as unsatisfactory, the panel sees this is compensated, as all other aspects of this standard are judged as satisfactory or better.

Based on this consideration the panel comes to the judgement **satisfactory** for all three programmes. Nevertheless, it stresses the RBS address the topic of studiability with the utmost urgency.

### **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.*

#### *Findings*

#### **Assessment system**

In its assessment, the master programmes of RBS emphasize integrated assessments of learning outcomes, while less emphasis is put on written exams. A variety of assessment methods is used, corresponding with the learning methods.

All three programmes mostly use exams in the first block, (individually assessed) integrated group assignments in the second block and individual integrated assignments in the third block. In the integrated assignments, professional products are made by students. For example, for MCE this can be a report about change strategy and for MLM a supply chain strategy. The panel looked at a number of tests and assessments of the different programmes and finds that they are of a good quality. The students the panel has spoken to are satisfied with the assessment system, they consider the assessments to be fair. This is confirmed by the NSE 2014 scores, in which all programmes score at least sufficient on all aspects regarding testing. One point of attention is the assessment of the module Methodology 2. With this module, the RBS uses the same rubric as is used for graduation. Since the aim of Methodology 2 is a research proposal, and the aim of the thesis is the research itself, this might not be the best way.

One aspect students are not always satisfied with, is the feedback they get. Sometimes it is very good, they mention and sometimes there do not get feedback. This depends on the teacher. The RBS stresses that after every exam, students can go to a review session to get feedback. Not all students that the panel spoke with were aware they were allowed to go there when they passed an exam; they thought it was only for students who failed. The communication with students on this point can be improved. Studying the final theses and their grading, the panel noticed that also there feedback was irregularly given; from good and detailed to none at all. Not all the forms were filled out in an accurate way. For example, when a form has a main score and a sub score, some teachers simply grade all sub scores in the same way as the main score, without any feedback.

In the thesis form the relation between the detailed grades and the final mark is not clear. The RBS started a pilot with new thesis forms and a new rubric, last year in the MCE programme. The panel studied this new form and finds it is much better than the old one because it supports the mathematical composition of the final mark, and stimulates teachers more to give feedback on the form. It is positive the RBS started to update the thesis forms, because the old forms could be more consistent and straightforward. RBS should create one straightforward and complete thesis instruction for all the programmes, including the rubric / assessment criteria, useable for students.

Regarding the grading of the thesis, over all, the panel finds that they were graded in a correct way, though in some cases marks are too high. Only in the case of one MLM thesis, the panel doesn't find the master level was proven. The panel disagrees with the minimal involvement of the referring company in the final assessment. This way the actual added value of the thesis conclusions tends to be underweighted.

The RBS has an exam board for its bachelor and master programmes. It has a subcommittee for the graduate department of the RBS, the examinations advisory committee, which is delegated to monitor the quality of the exams. In 2013-2014, it checked all examinations with the help of a checklist that covers quality criteria like validity, reliability and transparency. The exam board draws up the rules for examinations, appoints examiners, and checks whether tests and assessment criteria correspond with the competencies.

### **Realisation of the intended learning outcomes**

At the end of their studies, students write a master thesis. It must be written for an organisation in the professional field, or as an alternative, for a research project of one of the knowledge centres. Every thesis must have a practical component. All competencies, general and specific, are tested at least two times at master level, once in block 2 and once in block 3 in the integrated assignments, and the Research and reflection competency is assessed explicitly within the master thesis.

The panel studied the master thesis of at least seven students of each of the programmes. Of these 21 theses, only in one case the panel thinks the thesis should have been graded unsatisfactory. The panel also concluded that the problem sometimes starts in the way the thesis assignment is formulated (with more focus on definition of the problem instead of the solution): some of these assignments should not have been approved from the start. Nevertheless, the majority of the theses deal with relevant problems for the professional field, and yield in some cases useful, applicable results. Students explicitly mention which research method they choose, which is positive. There are also a number of points of criticism. The most important is the lack of coherence in some cases between the research question, research goal and conceptual model that is used. Students use literature as background, not to answer specific questions beforehand. This leads to a gap between the literature study and the student's own research through interviews or questionnaires. For the panel, this is mainly a problem in supervision: a supervisor should address this in an early stage. Also, while some students are good at critically reflecting on their work, others are not. The level of English that students use is average, but in some cases poor. Sometimes, very specific topics or methods are used by students. They are supervised though by teachers who teach in a rather generalist programme. The panel finds that this leads to the situation that the supervisor has not always the necessary knowledge to properly guide a student.

The RBS is aware of the points of criticism. The knowledge centre Entrepreneurship and Innovation studied a number of theses and came to the same conclusions as the panel. The management of the programmes stresses that this is one of the reasons the programmes now have literature review lessons, and why more effort is put into integrating research into the programme, like it is done in the International Project.

There is also a big difference in the approach of the supervisors. Some teachers are very strict in not helping students too much, given the master level and the independency that is expected from the students. Those teachers only ask critical questions to help a student to get on. Other teachers are willing to point students in a certain direction and for example suggest literature. There is no policy at this point. This is also the case regarding the contact with the organisation where students graduate. Teachers the panel spoke with mention that they usually visit the company at the beginning of the project, to discuss the expectations with both organisation and student, but they aren't aware if there is a policy regarding this. Some students complain about the poor responsiveness of their supervisor (also see standard 2).

Over all, the panel finds that the thesis process needs more structure and policy, regarding the way feedback is given and regarding the way the supervision is done. Another example is the thesis guidelines. These are rather complicated, and students don't always follow these guidelines. For example, there is a maximum number of words, but some students exceed this in a substantial way.

Regarding the Indonesian MLM programme, at the time the visitation took place, students weren't expected to have completed a thesis, since the programme started only in January 2013. One student finished his paper early though, and the panel had the opportunity to read it as well. The level of the thesis was adequate. The exam board stresses that the testing and grading of papers and thesis is done in Rotterdam, under the same supervision of the exam committee as the rest of MLM.

According to the alumni the panel spoke with, they gained useful knowledge and practical skills, and are able to use them in their work. They think the programmes are compatible with the needs of the professional field. Though not all of them would choose the same study again, most of them would, or would have, given the improvements that have been made in the last few years. The panel deems the alumni they have seen and whose work they studied as competent, reflective professionals.

### *Considerations and conclusion*

The panel is positive regarding the system for testing and assessment. Though there is a point for improvement in the way feedback is given, the programmes use good tests and assessments, which fit the competencies and the curriculum. Students who graduate have realized the intended learning outcomes. The topics of the thesis represent the broad, generalist approach of the programmes. The theses are of an acceptable level, but can be improved, especially by improving the supervision.

More supervision by experts in the specific field of research would be an improvement, also in the phase of the thesis proposal. When more PhD's are appointed as teachers, it would be beneficial to have at least one supervisor teacher of PhD level per student.

Based on the above mentioned considerations the audit team comes to the judgement **satisfactory** for all three programmes.

### 3 Final judgement of the study programme

#### *Assessments of the standards*

The audit team comes to the following judgements with regard to the standards for all three of the programmes:

Standard	Assessment
1 <i>Intended learning outcomes</i>	Satisfactory
2 <i>Teaching-learning environment</i>	Satisfactory
3 <i>Assessment and achieved learning outcomes</i>	Satisfactory

#### *Considerations*

Weighing of the judgements with regard to the three standards based on the justification for the standards and according to the assessment rules of NVAO:

- The final conclusion regarding a programme will always be “unsatisfactory” if standard 3 is judged “unsatisfactory”. In case of an “unsatisfactory” score on standard 1, NVAO cannot grant a recovery period.
- The final conclusion regarding a programme can only be “good” if at least two standards are judged “good”; one of these must be standard 3.
- The final conclusion regarding a programme can only be “excellent” if at least two standards are judged “excellent”; one of these must be standard 3.

#### *Conclusion*

The audit panel assesses the quality of the hbo master programmes MCE, MFA and MLM of the Rotterdam University of Applied Sciences as **satisfactory**.





## 4 Recommendations

### Over all

- The panel recognizes that the RBS worked very hard to get its master programmes on track, after the cancelled reorganisation in 2012. Since then attention has been given mostly to the content of the curricula: didactics, assessment, et cetera. Many improvements have been made on these points, which reflects in the much higher NSE scores that the master programmes received compared to 2013. At this point, the panel thinks it would be good if attention will be given to the “P” in the pdca-cycle. An integral policy plan, with attention for (among others) a specific versus a generalistic profile, the content of the curricula, the studiability and supervision of the theses, would be an asset. It can help the programmes to focus.

### Standard 1

- The Advisory Board should be adjusted, so that all relevant fields are covered. Also, it would be good to have less people who are connected to the university or RBS, and more from the outside, preferably a few international people as well.
- At the moment, the programmes do not include any focus on the specific context of the Rotterdam harbour, which especially for MLM could be an opportunity to distinct itself.
- The programmes are at the moment somewhere in between generalist and specific masters. The RBS should consider if this is the place they want to be, or if they want to continue to move on to become more specialised masters.
- RBS can state a policy regarding the importance of research, the co-operation with research centers, research themes. This will facilitate the search for appropriate research proposals for students.

### Standard 2

- The studiability is a major point of attention. To improve this, the RBS has a number of options. It can relieve the pressure on the curriculum, by replacing the large number of small courses by fewer bigger ones. The electives, with only 1 EC, contribute quite little, so might be discontinued. Also, it would be good if the RBS critically looked at the curricula, and analyses whether they are not overambitious. Doesn't the RBS want too much, which leads to unrealistic expectations (like, for example, the possibility of students to read 10 pages / hour in a foreign language?)
- Another important point, related to the studiability, is the supervision of the thesis. If the programmes find a better way to do this, the panel thinks this will lead to both a higher level, but also to much better studiable programmes. The whole process, from thesis proposal to the grading, should include the continuous involvement of at least one supervisor. Preferably, this would be a teacher with both a PhD and with specific knowledge of the subject. A dedicated knowledge centre, with specific research themes, would help to make this possible.

With regard to finding a company where students can graduate, the RBS should offer more help, especially for the international students. Circumstances to find a company are much more difficult for them. A solid number of back-up assignments, for example via the knowledge centres, would be positive. Finally, in the supervision of the thesis students should be able to expect quick responses when they ask questions, or when they hand in a proposal.

- Though the RBS has a qualitative good team of teachers, the number of PhD's is rather low for master programmes. This could be enhanced. The 10% PhD's the university aims for is according to the panel still not very ambitious for master programmes.

### **Standard 3**

- The thesis process could be better structured. It shouldn't be teacher dependent how much supervision a student gets, not how much feedback a student gets.
- To improve the over all level of the theses, several other steps could be taken. All thesis supervisors should have the adequate research skills and be aware of the most relevant research skills. There should be continuity in the supervision: the same person, with subject expertise, should be supervisor from the very start of setting up the proposal, to the end. Quantative research methods in the curriculum would lead to improvements in the theses, as would peer review among students at key points during the thesis process. Furthermore, more attention should be given to the formulation of the proposal, and the coherence between the literature study and the application of methods and theory to a case, in short, the use of a more methodological approach.

## **5 Annexes**



## **Annex 1: Intended learning outcomes of the study programmes**

### **General competencies MCM, MFA and MLM**

1. **Interpersonal competency**  
A graduate with a Master's degree recognises his role (and the roles played by others) in the company and in change processes and is able to adapt his behaviour to changing circumstances.
2. **Profession-related competency**  
A graduate with a Master's degree is able to optimise working processes and the effectiveness of related changes within the organisation and to assess and improve the performance of the organisation.
3. **Innovative competency**  
A graduate with a Master's degree is able to systematically assess the effectiveness and quality of current processes. He introduces new methods and formats, material development and test formats as part of organisational innovations. He is also able to advise colleagues on different levels in this respect.
4. **Organizational competency**  
A graduate with a Master's degree knows how to purposefully coach innovations with a feel for internal relations.
5. **Team development competency**  
A graduate with a Master's degree contributes to the creation and organisation of the learning team within the organisation, focused on concrete shared and supported results and the self-managing ability of the team.
6. **Environmental competency**  
A graduate with a Master's degree recognises and acknowledges the interests of the external parties involved and (the change processes in) the organisation and is able to deal with them as part of a balanced approach.
7. **Reflection and research competency**  
A graduate with a Master's degree is aware of his tasks and competency and of his responsibility towards the organisation and colleagues and their vulnerable position in all situations. He is able to do effective research on current changes and, by doing so, provide evidence of the short and long term effects that would ensue for the organisation.

## **Specific competencies MLM**

### *Competency 1*

- Develops and communicates the strategic vision in regard to logistics & supply chain issues such as: customer service, sourcing, production, planning, transportation, distribution, technology, ethics and environmental responsibility. Capitalizes on changes and trends in both the internal & external environment, as well as develop relationships and networks.

### *Competency 2*

- Analyses opportunities & risks to make well founded decisions with regards to leading and managing the logistics & supply chain organisation.

### *Competency 3*

- Organises, governs and improves logistics systems using financially based decision-making to support organisational goals. Manages processes and responsibilities within an organisation, where the analysing of internal processes and the company and organisational environment in particular play a central role in strengthening the organisational connection and interaction.

### *Competency 4*

- Takes a helicopter view of the company supply chain, recognising the interdependencies of the various functional activities involved in the supply chain. Identifies and influences key stakeholders inside and outside of the organisation to drive supply chain initiatives through to completion.

## **Specific competencies MFA**

### *Competency 1*

- A Master in Finance and Accounting is able to develop strategic vision in regard to investment issues, financial decision-making processes and is able to capitalize on changes and trends in the external environment, as well as develop relationships and networks.

### *Competency 2*

- A Master in Finance and Accounting is capable of analysing policy issues and translating them into policy objectives and alternatives, whilst preparing decision-making in regard to takeovers and acquisitions.

### *Competency 3*

- A Master in Finance and Accounting is able to organise, govern and improve company structures based on financial decision-making processes and responsibilities within an organisation, where the analysing of internal processes and the company and organisational environment in particular play a central role in strengthening the organisational connection and interaction.

#### *Competency 4*

- A Master in Finance and Accounting follows a diagnostic-analytic approach to determining and managing strategic risks and is able to draw-up/analyse financial reports and company information.

#### *Competency 5*

- A Master in Finance and Accounting manages / governs a company's accounting process and systems compliant with national and international laws and regulation and based on the internal need of information.

#### *Competency 6*

- A Master in Finance and Accounting structures a company's accounting process and systems including the appropriate checks and balances.

#### *Competency 7*

- A Master in Finance and Accounting identifies, manages and evaluates the company's risks.

#### *Competency 8*

- A Master in Finance and Accounting translates strategic company objectives into measurable financial policies (capital budgeting).

#### *Competency 9*

- A Master in Finance and Accounting manages the company's capital structure (treasury / ALM).

### **Specific competencies MCE**

#### *Competency 1*

- A Master in Consultancy and Entrepreneurship diagnoses and analyses systematically organisational issues and develops a change and transition programme taking the internal and external circumstances into account.

#### *Competency 2*

- A Master in Consultancy and Entrepreneurship implements (new) business strategies in existing small and medium enterprises.

#### *Competency 3*

- A Master in Consultancy and Entrepreneurship sets up or leads a small or medium enterprise in manufacturing or business services, assessing business risks.

#### *Competency 4*

- A Master in Consultancy and Entrepreneurship manages projects in organisational change.

*Competency 5*

- A Master in Consultancy and Entrepreneurship intervenes on individuals or on teams.

*Competency 6*

- A Master in Consultancy and Entrepreneurship communicates properly and speaks publicly and builds and maintains relationships at executive level.

*Competency 7*

- A Master in Consultancy and Entrepreneurship reflects on his or her own performances and activates his or her professional development, based on international standards, methodologies and professional sciences.



## Annex 2: Survey study programme

### Curriculum overview

KD = knowledge driven, PD = practice driven, SD = student driven

The *general modules* for the master programmes MCE, MFA and MLM

Theme	Block	Module	REM track	EC
Research	1	Critical Thinking and Argument Analysis, CTA	KD	2
	2	Research Methodologies, RMS	KD	2
	3	Research Methodologies, RMS	KD	2
	4	Thesis	PD	13
Current management issues in international business	1	Organisational Architecture, OAR	KD	2
	2	Corporate Social Responsibility, CSR	KD	2
Project management / internationalisation	1	International Project, IP	KD	2
	2	International Project, IP	PD	3
	3	International Project, IP	PD	3
Personal development / coaching	1	Management Development Programme, MDP	SD	2
	2	Management Development Programme, MDP	SD	2
	3	Management Development Programme, MDP	SD	2

The *specialisation modules* for the Master in Consultancy and Entrepreneurship

Theme	Block	Module	REM track	EC
Organisation	1	Organisational Behaviour, OBR	KD	2
	2	Organisation Development, ORD	PD	2
	3	Management of Control, MOC	PD	3
Consultancy	1	Consultancy Process, CSP	KD	2
	2	Intervention and Advisory Skills, IAS	PD	2
	3	Team Interventions, TIV	PD	3
Entrepreneurship	1	Value Chain Management, VCM	KD	2
	2	Management of Technology and Innovation, MTI	PD	2
	3	Entrepreneurial Challenge, EPC	PD	3

The *specialisation modules* for the Master in Finance and Accounting

Theme	Block	Module	REM track	EC
Financial Accounting	block 1	Financial Reporting and Analysis, FRA	KD	2
	block 2	Corporate Valuation, COV	PD	2
	block 3	Economics, ECO	PD	3
Management Accounting	block 1	Accounting for Strategic Decision Making, ASD	KD	2
	block 2	Management Control and Performance Measurement Systems, MCP	PD	2
	block 3	Risk Management, RMT	PD	3
Financial Management	block 1	Operational Financial Management, OFM	KD	2
	block 2	Finance and Decision Making, FDM	PD	2
	block 3	International Finance Management, IFM	PD	3

The *specialisation modules* for the Master in Logistics Management

Block and theme	REM track	EC
Block 1: Tactical skills		
Economics for Managers, ECO	KD	2
Financial Management, FIM	KD	2
Marketing/Sales and Supply Chain Management, MSS	KD	2
Block 2: Operational		
Strategic Sourcing, STS	PD	2
Manufacturing Planning & Control, MPC	PD	2
Transportation & Distribution, TRD	PD	2
Block 3: Strategic		
Current Trends in Supply Chain Management, CTSCM	PD	3
Integrated Business Planning, IBP	PD	3
Leading & Managing Supply Chains, LMS	PD	3

The electives (block 1)	REM track	EC
Management of Small and Medium Enterprises, MSME	SD	1
Innovation Management, INM	SD	1
Corporate Performance Management, CPM	SD	1
Finance Management, FIM	SD	1
Business Law, BSL	SD	1
Consultative Selling, COS	SD	1

### **Annex 3: Expertise members auditpanel and secretary**

#### Mr dr. A.C.J.M. Olsthoorn

Mr Olsthoorn has is a member of the panel due to his professional expertise in the domain of organisation and management. He is specialized in strategic and operational issues and in particular he accompanies organization/culture changes and positioning and profiling projects. He published books and articles and gives lectures and workshops about topics in the area of organization and management as corporate (ethics), change management, project (process) management, communication management and management consultancy for different groups of managers in profit and non-profit organizations. Mr Olsthoorn is as core teacher and developer associated at various business schools and universities (Avans+, NCOI University, Erasmus University). Mr Olsthoorn is since 1997 PhD in social sciences on the relationship between corporate culture, organizational strategy, organizational and communication. Mr Olsthoorn works since 1987 from his private organization (OCM) as ad interim manager, consultant and researcher for medium and large clients / trade associations of industry, government, business services and healthcare. OMC researches and advises on cultural and communication issues for profit and non profit organizations, strategic and operational, project-based, ad interim or in-company. Mr Olsthoorn has received our manual for panel members and has been briefed individually on the audit visit process, accreditation in higher education and NQA's working method.

#### *Education:*

1992 – 1997     Doctorate in Social Sciences - University of Utrecht  
1980 – 1985     Planning and Human Geography - Radboud University Nijmegen  
1976 – 1980     MO A Geography  
1972 – 1975     Academy of Fine Arts  
1966 – 1972     Mulo/HBS A

#### *Work Experience:*

1987 – heden    Researcher/advisor for medium and large organizations in the field of organization and changes  
1980 – heden    Teacher/trainer - Adult education, higher education, university and master programmes

#### *Publications (more on request):*

2012     Elementaire Communicatie: strategie, beleid en uitvoering, ThiemeMeulenhoff, (4e druk)  
2008     Het belang van inzicht in bedrijfscultuur en organisatiegedrag, In : PDO I/OA, Eurac

#### Mr prof.dr. J.A.A. van der Veen

Mr Van der Veen is a member of the panel due to his professional area of expertise in the domain of consultancy, logistics and entrepreneurship. Mr Van der Veen is professor Supply Chain Management and Cluster Lead 'Lean & MKB' at Nyenrode Business University. He is also entrepreneur as 'Jackomodo' and lecturer at AVT Business School (Denmark) where he teaches Supply Chain Management in the MBA programme. Mr Van der Veen is chair at Vereniging Logistiek Management (this Dutch association for Logistics Management is the official licensee for APICS in the Netherlands). He is also boardmember of EVO Board of Logistical Knowledge and associate initiator of Supply Chain Excellence Leadership Platform. Mr Van der Veen has given many guest lectures for industry and taught in many executive programmes and workshops, primarily on Supply Chain Management related issues. He has published numerous articles both in international research journals and in managerial journals, writes columns for the Dutch 'Vakblad Logistiek' and has co-edited a book on Demand & Supply Chain Management. Mr Van der Veen has received our manual for panel members and has been briefed individually on the audit visit process, accreditation in higher education and NQA's working method.

#### Education:

- 1986 – 1992 Graduation research - Rijksuniversiteit Groningen  
1979 – 1986 Doctoraal (drs.) Econometrie (cum laude) - Rijksuniversiteit Groningen

#### Work Experience:

- 2012 – present Professor at EVO chair Supply Chain Management and Cluster Lead 'Lean & MKB' - Nyenrode Business University  
2011 – present Entrepreneur as 'Jackomodo'  
2009 – 2012 Professor Supply Chain Optimization and Director Executive Programmes, Faculty Economics and Business Administration - University of Amsterdam  
1990 – 2009 Professor Supply Chain Optimization, Associate Dean Degree Programs, Program director MSc in Management and MBA, Centre Director Supply Chain Management - Nyenrode Business University  
1986 – 1990 Scientific assistant - Rijksuniversiteit Groningen

#### Other activities:

- Chair - Vereniging Logistiek Management
- Boardmember – EVO Board of Logistical Knowledge
- Associate initiator - Supply Chain Excellence Leadership Platform (SCELP)
- Associate organizer - Ketenplatform Bouw
- Member Advisory Board, Academic for Masters & Professional Courses - Haagse Hogeschool
- Chair Board - OBS De Regenboog, Breukelen

#### Publications 2013 - 2014 (more on request):

- J. A.A. van der Veen & V. Venugopal, Economic and Environmental Performance of the Firm: Synergy or Trade-off? Insights from the EOQ model. In: T.-M. Choi (ed.), *Handbook of EOQ Inventory Problems*. International Series in Operations Research and Management Science 197, Springer Science + Business media, New York, 2014, pp. 121-137
- J.A.A. van der Veen, De kracht van Ketensamenwerking: Waarom kennis en kunde in Supply Chain Management de Logistiek gaat verbeteren. Inaugurele rede, Nyenrode Business Universiteit, 5 juni 2013.
- M. Noordhuis, J.A.A. van der Veen & V. Venugopal, Towards a framework for successful supply chain transformation: Applications to the Dutch construction industry. Proceedings of the EurOMA conference, Dublin, 7-10 July 2013.
- J.A.A. van der Veen & D.A. van Damme, Towards a vision of goods transport in 2040: Dealing with volatility. Proceedings of the EurOMA conference, Dublin, 7-10 July 2013.
- R.J. Blomme, J.A.A. van der Veen & V. Venugopal, The Silver Lining of a Dark Cloud: Using Social Innovation to make the Supply Chain a Crisis-buster. Proceedings of the EurOMA conference, Dublin, 7-10 July 2013.
- R.J. Blomme, J.A.A. van der Veen & V. Venugopal, The Silver Lining of a Dark Cloud: Using Social Innovation to make the Supply Chain a Crisis-buster. Chapter 30 in: B. Hoogenboom, M. Pheijffer & E. Karssing (eds.), *Gorillas, markets and the search for economic values*, Royal van Gorcum, Assen, 2013, pp. 299-307.
- J.A.A. van der Veen & M. Noordhuis, Ketensamenwerking is geen geloof. *Renda magazine* nr.2, 2013, pp. 26-29.
- J.A.A. van der Veen, Supply Chain Management. Hoofdstuk A19 in: R. Jansen & A. van Goor (eds.), *40 jaar Logistiek, 40 jaar vLm*, 2013, pp. 74-77.
- J.A.A. van der Veen, F.W.J. Zuthof, C. Reiner & M. Noordhuis (eds.), *Limburgse Ketensamenwerking in de Versnelling: Praktische handvatten op lastige thema's*.
- E. Gulyaz, V. Venugopal, J.A.A. van der Veen & D.M. van Gorp, Decision Support Framework for Estimating Return on Lean Six Sigma Projects. Proceedings of the EurOMA conference, Dublin, 7-10 July 2013.
- J.A.A. van der Veen, Het belang van Ketensamenwerking. Bijlage bij *Management Team* over "succesvol ondernemen & supply chain management", Reflex uitgeverij, maart 2013, p.2.

- J.A.A. van der Veen & M. Noordhuis, Corporaties aan zet bij sociale innovatie. CoBouw 10 januari 2013 [Opiniepagina];
- J.A.A. van der Veen, Supply Chain Management in Nederland: Klaar voor de grote stap? Voorwoord bij *Nationale Supply Chain Monitor 2013*.

Mr H. van der Wal

Mr. Van der Wal is a member of the panel because of his professional expertise in the domain of (commercial) economics and financial services management, and because of his understanding of international developments in this field. Mr. Van der Wal is co-owner and consultant at IJssel Vliet Consultants. He teaches cost management and is thesis supervisor at the Executive Master of Finance and Control at the University of Amsterdam and lecturer for Nivé Opleidingen, Intermediair Trainingen and Kluwer. Mr. Van der Wal has received our manual for panel members and has been briefed individually on the audit visit process, accreditation in higher education and NQA's working method.

*Education:*

- 1990 - 1992 Post-graduate course CICO (Group and organizational dynamics) - University of Diepenbeek (B) and Leuven (B)
- 1978 - 1984 Department of Economics (monetary macroeconomics), cum laude - University of Groningen
- 1972 - 1978 Atheneum B - Drachtster Lyceum in Drachten

*Work Experience:*

- 2008 - present Consultant and co-owner - IJssel Vliet Consultants
- 2011 - present Lecturer Management Accounting Executive Master of Finance and Control (EMFC) - Amsterdam Business School (ABS) - University of Amsterdam
- 2007 - 2011 Lecturer Institute Financial and Economic Management (FEM) in the mid-market Entrepreneurship - Hanze University Groningen
- 2003 - 2008 Senior Manager Advisory - KPMG Accountants / Management Consultants
- 2001 - 2003 Responsible for integrating finance function - LG.Philips Displays International (50/50 joint venture between Philips (NL) and LG Electronics (Korea), established in Hong Kong (SAR)
- 1993 - 2001 Consultant financial management and operations - KPMG Accountants
- 1985 - 1993 Philips Gloeilampenfabrieken N.V.

*Other:*

- Providing in-house training interim finance professionals (CFOs and controllers) in Marrakech (2011) and Lisbon (2012)
- Providing day course The New Controller, in cooperation with Nive Training
- Member of the Association for Financial and Economic Management (finem)

*Publications:*

- 2012 Hoe krijg ik meer focus in de mijn strategie, lezing in het kader van Kennispoort Zwolle, september
- 2012 Beroepsopvatting in de praktijk. Controller moet eigen rol en positie herdefiniëren. De Graaf, van der Wal, Finance & Control, april (artikel)
- 2010 Kwaliteit financiële administratie naar hoger niveau. Gadellaa, van der Wal, Tijdschrift Administratie, nummer 5, mei (artikel)
- 2009 Financiële Functie Volwassenheidsmatrix. De financiële functie de maat genomen. Roeters, van der Wal, in Excellent Presteren, Visie op betere bedrijfsvoering, Algera (redactie), KPMG, Amstelveen

Mr Ir E. Joustra CPIM

Mr. Joustra is a member of the panel because of his professional expertise in the domain of engineering and logistics and his experience as a panel member in several complex clustered visitation programs. Mr. Joustra has given various trainings in the field of logistics, business administration, cost control and management. He has contributed to various scientific publications and numerous articles published in journals and speaks at various conferences. Mr. Joustra has due to his education and working experience a broad knowledge of (international) higher education and educational processes. Mr Joustra has received our manual for panel members and has been briefed individually on the audit visit process, accreditation in higher education and NQA's working method.

*Education:*

1982 - present	various managerial, logistics and automation courses, training consultancy skills, Baan TRITON certified, APICS certified (CPIM), PRINCE2 certified
1977 - 1982	Technical University Delft -Werktuigbouwkunde, section Industrial Organization
1971 - 1977	VWO Atheneum B

*Work Experience:*

2003 - present	Principal Consultant PA Consulting Group / organizational consultant JMC (Joustra Management Consulting)
1997 - 2003	Various positions within the Vanenburg Group including: Manager Strategy & Methods Program Development Manager e-Business solutions Interim CEO Topshare (company develops and sells knowledge management systems) Board Member Rissa Solutions Oy - Finland (company develops and sells service management systems)
1987 - 1997	Management Consultant Logistics / Systems KPMG Management Consulting (since 1994 also Manager of KPMG's Global Job Competence Centre)
1984 - 1987	Head of Planning / Program Manager Logistics Improvement Plan, Materials Management, Philips Terneuzen
1982 - 1984	Commercial Planner, Planning & Logistics, Philips, Head Light Industry Group

*Course offered:*

MBA / MBM:

- Performance Monitoring "; Rotterdam School of Management, 2003
- Tutoring MBM program, TSM Business School, 1995 t / m 2000

PHBO:

- "Logistic concepts and improvements," University of Arnhem and Nijmegen, Post HBOTechniek, 1997/1998
- "Production and Logistics", University of Amsterdam, Post University-Business, 1994/1995/1996/1997/1998

KPMG Management Consulting / KPMG Management Training:

- "Logistics Management"; 6-day training with certification test for illegal proceeds Exact Software (ran six times for a total of 70 consultants),
- "Lead Reduction"; 2-day training, with free registration, Development and repeatedly teach
- "Project"; 2-day training, with free registration, Development and repeatedly teach

FME:

- "Lean Worker", developing and teaching lean management concepts and applications (provided fourteen times for about 150 students in total), 2008 to present

ProQua:

- "APICS CPIM", teaching different modules in the APICS CPIM program, 2010 to present

*Publications:*

jan. 2014	S&OP-the necessity of breaking through strongly embedded behaviours – Manufacturing Quarterly
2013	Wat nou inflexibel!? – CIO Magazine – nr 5
sept. 2013	The Myth of ERP inflexibility – Survey report
okt. 2010	De verandering - FMM (Facility Management Magazine)
sept. 2010	Een nieuw ontworpen organisatie - FMM
aug. 2010	Een vernieuwde relatie met de klant - FMM
juni 2010	Een integrale transformatie - FMM
feb. 2010	Betere voorzieningen, minder locaties - FMM

Mr A.C.P. Peeters BA

Mr Peeters has been invited as a student panel member. Hij is student at the bachelor's degree of Artificial Intelligence and master's degree of Philosophy at Radboud University Nijmegen. Mr Peeters is involved in student participation: as student assessor and student council member at the Philosophy Faculty, in the programme committee Philosophy and in the University Student Council. Mr Peeters represents the students' view on teaching methods, facilities and quality of field work. He has been given additional individual briefing about audit visit procedures and NQA's working method.

*Education:*

2010 – present	Bachelor Artificial Intelligence - Radboud University Nijmegen
2010 – present	Master Philosophy - Radboud University Nijmegen
2004 – 2010	Bachelor Philosophy - Radboud University Nijmegen
1998 – 2004	VWO - S.G. Cambium, Zaltbommel

*Work experience:*

2013 – present	Project employee Logistics & Services - Radboud UMC, Nijmegen
2010 – present	Various student assistantships - Radboud University Nijmegen
2010	Deputy coordinator - Landelijk Overleg Fracties (LOF), Utrecht

*Publicaion:*

Betko, J., Peeters, A., Struik, S., Swart, H., & Westerveld, L. (2013). WHWatisdat?! Een handleiding voor de Wet op hoger onderwijs en wetenschappelijk onderzoek voor studenten en medezeggenschappers (3rd ed.; A. Peeters, Ed.). Utrecht: Landelijke Studenten Vakbond.

Mr drs. J.G. Betkó

Mr Betkó has been asked to serve as NQA auditor. In his function as board member of the Dutch National Union of Students (LSVb) he has gained experience with different aspects of higher education, like budgeting, accreditation and student participation. In this capacity he participated in the realisation of the current accreditation system in the Netherlands. As member of the evaluation committee 'Study Choice consultations – what is effective?', he was twice involved with the allocation of subsidies from the Ministry of Education to institutes in higher education seeking to experiment with study choice interviews. Mr Betkó is familiar with NQA's method of working and has experience in the accreditation of both bachelor and master programmes. He is certified by the NVAO to act as secretary to the accreditation panels.

*Education*

1999 – 2007	MA History study, Radboud University
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### *Work experience*

- 2009 – present Netherlands Quality Agency: (senior) auditor  
2008 – 2009 Member evaluation committee “Study Choice Consultations – what is effective?” (for the Ministry of Education, under supervision of SURF)  
2007 – 2009 Dutch National Union of Students (LSVb): board member

### *Publications*

- 2012 Betkó, Westerveld, *Bekostiging op basis van accreditatieoordelen - een beschouwing vanuit de accreditatiepraktijk*, <http://www.scienceguide.nl/201201/perverse-prikkels-retoriek-of-realiteit.aspx>  
2010 Betkó, Swart, Westerveld e.a., *WHWatisdat?! - Een handleiding voor de Wet op hoger Onderwijs voor studenten en medezeggenschappers*, Nijmegen, 2010



## Annex 4: Program for the site visit

Master of Consultancy and Entrepreneurship  
 Master of Finance and Accounting  
 Master of Logistics Management

<b>ITINERARY LIMITED PROGRAMME ASSESSMENT</b>	
<b>Date</b>	8 and 9 September 2014
<b>Time</b>	8 September 12.00 - 18.00 h 9 September 08.30 - 18.00 h
<b>Location</b>	KZ.B2.303 (Boardroom)
<b>Day chairperson</b>	Mister dr. A.C.J.M. Olsthoorn
<b>Secretary assessment panel</b>	Mister drs. J.G. Betkó

<b>AUDIT PANEL</b>	
1. Mister dr. A.C.J.M. Olsthoorn	Chair
2. Mister prof. dr. J.A.A. van der Veen	Member
3. Mister drs. H. van der Wal	Member
4. Mister ir. E. Joustra CPIM	Member
5. Mister A.C.P. Peeters BA	Student member

<b>8 SEPTEMBER: PREPARATION AFTERNOON</b>		
<b>Time</b>	<b>Item</b>	<b>Participants</b>
12.00 – 13.30	Welcome, lunch and preparation	Panel
13.30 – 14.00	Presentation by programme management	Panel, Dean, Course Director
14.00 – 18.00	Preparation and inspection of material (including consultation hour)	Panel

<b>9 September: VISIT AUDIT</b>		
<b>Time</b>	<b>Participants</b>	<b>Master programme</b>
<b>INTERVIEW STUDENTS MASTER PROGRAMMES</b>		
08.30 – 09.15	Mr. Jurre Veelers	MCE (Feb 2014)
	Ms. Shiwen Wang	MCE (Sep 2013)
	Ms. Susan Dassen	MFA (Sep 2013)
	Mr. Frank Hoogenboom	MFA (Sep 2013)
	Ms. Shuo Jia	MLM (Sep 2013)
	Ms. Tugce Kayabay	MLM (Feb 2014)
<b>INTERVIEW LECTURERS MASTER PROGRAMMES</b>		
09.30 – 10.15	Mr. Guus Klück, MSc	Programme Coordinator MCE
	Mr. Henk van den Berg, Ph.D.	Programme Coordinator MFA
	Mr. Martin Ford, DIPDM IDM	Programme Coordinator MLM
	Mr. Saulius Buivys, MSc	Programme Coordinator general modules and module owner International Project
	Ms. Jessica Shinnick, MSW, ACC	Module owner Management Development Programme
	Mr. Koen van der Kooy, Ph.D.	Module owner Research Methodology
<b>INTERVIEW ALUMNI</b>		
10.30 -11.15	Ms. Shen Yueting	MCE, 2013
	Mr. Jorge Garcia Carhuancho	MCE, 2014
	Mr. Roland Dorlas	MFA, 2012
	Mr. Roman Golik	MFA, 2012
	Mr. Yusuf Abdi Mohamed	MLM, 2012
	Mr. Marc Coenen	MLM, 2013
<b>INTERVIEW EXAMINATORS</b>		
11.30 – 12.15	Mr. Guus Klück, MSc	MCE
	Mr. Jordi den Ouden, MBA	MFA

	Mr. Klaas van Brakel, MBA	MFA
	Ms. Nicole Osentoski, MBA	MLM
	Mr. Koen van der Kooy, Ph.D.	MCE
<b>12.15 – 13.00 LUNCH BREAK + CONSULTATION PANEL</b>		
<b>INTERVIEW MANAGEMENT GRADUATE DEPARTMENT/RBS</b>		
13:00 – 13.30	Ms. Daphne van der Aa-van Daalen, MSa	Course Director Graduate Department
	Mr. Cees van der Kraan, L.L.B. MBA	Dean RBS
<b>ASSURANCE BLOCK (COMMITTEES)</b>		
13.45 – 14.30	Mr. Henk van den Berg, Ph.D.	Chair Curriculum Committee
	Mr. Jan de Waard, drs.	Chair Exam Board
	Mr. Marko Korac, MA EVS	Chair Examination Advisory Committee
	Ms. Jessica Shinnick, MSW, ACC	Chair Programme Advisory Committee
	Mr. René Vieveen, MBA	Member Business Advisory Board
	Mr. Antoine Heideveld, MSc	Member Business Advisory Board
	Ms. Maaïke Lycklama a Nijeholt, Ph.D.	Lector Finance, member Business Advisory Board
<b>POSSIBLE EXTRA TALKS</b>		
14.45 – 15.30		
<b>ASSESSMENT MEETING PANEL</b>		
15.30 – 16.30	Panel	
<b>2<sup>nd</sup> TALKS STUDY PROGRAMME MANAGEMENT INCLUDING CONCLUSION</b>		
16.30 – 18.00	Study programme management, possibly supplemented with several 'key teachers'	

## Annex 5: Documents examined

RBS\_MCE 2014-2017 -- Course Profile MCE - 20140601  
RBS\_MFA 2014-2017 -- Course Profile MFA - 20140601  
RBS\_MLM 2014-2017 -- Course Profile MLM - 20140605  
RBS\_Masters 2013-2014 -- cooperation agreement GD and KC signed - 20140403

RBS\_Masters 2012 -- AMC Rapport Nulmeting Masteropleidingen RBS - 20120618  
RBS\_Masters 2012-2014 -- Plan van Aanpak Accreditatiewaardige Masters - 20120810  
RBS\_Masters 2013 -- AMC Beoordeling PvA Masters RBS december 2012 - 20130125  
RBS\_Masters 2012-2013 -- AMC-RAP-1-Review april 2013 PvA RBS masters - 20130529  
RBS\_Masters 2013 -- AMC-RAP-005-20131119-HOL-Review november 2013 PvA RBS masters  
RBS\_Masters 2012-2013 -- Explanation of the curriculum renewal Master programmes MCE, MLM, MFA - 20131011  
RBS\_Masters 2008 - Visitatierapport rapport HRO hbo- MLM MFA MCE - 20080710  
RBS\_2013-2014 -- Focus 10 Points Plan - 20130304  
RBS\_Masters 2014 -- Annual Course Plan 2014 - 20140131  
RBS\_2013-2016 -- Educational vision RBS 2013-2016 def - 20140312  
RBS\_Masters 2013-2014 -- Minutes 13MFA02 class representative - 20140321  
RBS\_Masters 2013-2014 -- Minutes 13MCE-MLM02 class representative - 20140416  
RBS\_2013-2016 -- Handbook Quality Assurance - 20140515  
RBS\_Masters 2013 -- PDCA Onderwijsevaluaties Procedurevoorstel en Items Jaareval - 20130602  
RBS\_Masters 2012 -- Quality Calendar - 20121122  
RBS\_2012-2015 -- Alumni beleid 2012-2015 - 20120101  
RBS\_MCE 2013-2015 -- Competenceprofile DD MA-Stand Roles Products MCE -20140623  
RBS\_MFA 2013-2015 -- Competenceprofile DD Stad MA Roles Products MFA - 20140623  
RBS\_MLM 2013-2015 -- Competenceprofile DD Stand MA Roles Products MLM - 20140623  
RBS\_Masters 2013-2014 -- RBS GD Research Strategy - 20131001  
RBS\_MCE 2013-2015 -- MCE-Assessment Plan - 20140701  
RBS\_MFA 2013-2015 -- MFA Assessment Plan - 20140701  
RBS\_MLM 2013-2015 -- MLM Assessment Plan - 20140704  
RBS\_Masters 2013-2014 -- Benchmark Masters - 20140404  
RBS\_Masters 2013-2014 -- Visie op Eindniveau Masters GD RBS - 20131020  
RBS\_AB Masters - 2013-2014 -- Minutes Advisory Board Graduate Department - 20131017  
RBS\_Masters 2013-2014 -- GM IP112 Module description - 20140524  
RBS\_Masters 2013-2014 -- GM IP212 Module description - 20140524  
RBS\_Masters 2013-2014 -- GM IP312 Module description - 20140524  
RBS\_Masters 2013-2014 -- Thesis guidelines Masters 2013-2014 - 20140304  
RBS\_Masters 2013-2014 -- GM112 MDP Module description - 20140521  
RBS\_Masters 2013-2014 -- GM212 MDP Module description - 20140521  
RBS\_Masters 2013-2014 -- GM312 MDP Module description - 20140521  
RBS\_Masters 2013-2014 -- Study Handbook Postitiniële Master - 20130901

RBS\_Masters 2013-2014 -- Graduate Department Study Support - 20140130  
HR\_2008 -- Beleidsnota studeren met een functiebeperking zonder belemmeringen  
HR\_2014 -- Handreiking Studeren met een functiebeperking  
RBS\_2014 -- Task descriptions - 20131101  
RBS\_Masters 2012-2013 -- Analysis of Module Evaluations 2012-2013 - 20130827  
RBS\_Masters 2013-2014 -- Report Module Evaluations Block 1 2013-2014 - 20140527  
RBS\_Masters 2013-2014 -- Report Module Evaluations Block 2 2013-2014 - 20140527  
RBS\_2014 -- Policy Paper Internationalization 2014 (Concept 1.0)  
RBS\_Masters 2013-2014 -- Format Module description empty - 20140506  
RBS\_Masters 2013-2014 -- Booklist MLM-MCE-MFA-Electives 20130903  
RBS\_Masters 2013 -- Onderzoekslijn Curricula Masters GD RBS - 20131017  
RBS\_Masters 2013-2014 -- GM RMS112 Module description - 20140611  
RBS\_Masters 2013-2014 -- GM RMS212 Module description - 20140611

RBS\_Masters 2013-2014 -- GM IP112 Module description - 20140524  
RBS\_Masters 2013-2014 -- GM IP212 Module description - 20140524  
RBS\_Masters 2013-2014 -- GM IP312 Module description - 20140524  
RBS\_Masters 2012 -- Alumni Action Plan April 2012

HR\_2014 -- Visie praktijkgericht onderzoek - 20140602  
RBS\_Masters 2013-2014 -- Overview guest lecturers 2013-2014 - 20140724  
RBS\_Masters -- CV-supervisors overview - 20140321  
RBS\_Masters 2014-2015 -- Professionalisation Plan GD 2014-2015 - 20140717  
HR\_2009 -- Regeling gesprekscyclus - 20090507  
RBS\_2013 -- Employee Satisfaction survey summary - 20140110  
RBS\_2011 -- Employee Satisfaction Survey 2011 - 20110701  
RBS\_Masters 2013-2014 -- Proposal Natchool - 20140320  
RBS\_2013-2016 -- Test policy RBS - 20131009  
HR\_2010 -- Toetsen op zn Rotterdams Toetsmodel - 20100720  
RBS\_2012 -- Rotterdams Toetsmodel 2.0 - 20120501  
RBS\_2013-2016 -- Test policy RBS - 20131009  
RBS\_Masters 2013-2014 -- Checklist short KGL en PGL - 20130122  
RBS\_Masters 2012-2013 -- Checklist uitgebreid Examquality ENG - 20120122  
RBS\_EB Masters 2011-2012 -- Exam Board Annual Report 2011-2012  
RBS\_EB Masters 2012-2013 -- Exam Board Annual Report 2012-2013  
RBS\_Masters EAC 2013 -- EAC Action Plan 2013 - 20130403  
RBS\_Masters EAC 2014 -- EAC Action Plan 2014 - 20140201  
RBS\_Masters EAC 2013-2014 -- Action Plan Thesis Committee 2013-2014 - 20130901  
RBS\_2013-2014 EB -- Mandaat Instelling En Taken Toetscommissies - 20130901  
RBS\_Masters EAC 2013-2014 -- Interim Progress report to GD Exam Board and CD - 20131218  
RBS\_2013 -- HR-visie op eindniveau - 20130201  
RBS\_MCE 2013-2014 -- Evaluation meeting MCE thesis supervisors, December 2013 - 20131216  
RBS\_EB 2014 - Guidelines and Directions - 20140611  
RBS\_Masters 2013 -- Alumni Survey Graduate Department 2013 - 20131009  
RBS\_Masters EAC 2013-2014 -- Review master thesis Schelte Beltman - 20131001  
RBS\_Masters EAC 2013-2014 -- Review master thesis Schelte Beltman - 20131001  
RBS\_AB Masters - 2013-2014 -- Minutes Advisory Board Graduate Department - 20131017  
Footnote 98 -- Report Company Survey - 20140401

Module descriptions end level

Minutes Curriculum Committee (CC)

Minutes Exam Advisory Board (EAC)

Minutes Exam Committee (EC)

Minutes Programme Advisory Committee (PAC)

Minutes Class Representatives

Minutes Thesis Committee

Minutes Coordinators

Minutes Advisory Board (AB)

RBS\_Masters EAC 2013-2014 -- Action Plan EAC 2013-2014 REPORT

RBS\_Masters EAC 2013-2014 -- Action Plan EAC 2013-2014

RBS\_Masters EAC 2014-2015 -- Action Plan EAC 2014-2015

RBS\_Masters 2013-2014 -- Screeningform Feedback in Grading End-assessments - 20140710

RBS\_Masters PAC 2013-2014 -- PAC response Block 3 Module Evaluations 2013-14

RBS\_Masters PAC 2014-2015 -- PAC\_Action\_Plan\_2014-2015

RBS\_Masters PAC 2013-2014 -- Annual Report 2013-14

RBS\_Masters 2013-2014 -- Overall Actionplan and report - 20140301

RBS\_Masters 2013-2014 -- Thesis Review RBS GD Knowledge Centere versie 4 20140901

RBS\_Masters 2014-2015 -- Thesis guidelines RBS Masters MCE MLM MFA StudentVersion 2014-2015 concept v04-09-2014

RBS\_Masters 2013-2014 -- Check assessments Exam Borad 2013-2014 - 201406430

## **Annex 6: Summary theses**

Below a summary of the students whose theses have been examined by the panel.  
According to NVAO's rules only student numbers are included.

### Master in Consultancy and Entrepreneurship:

0788797  
0859908  
0854169  
0856408  
0868023  
0869593  
0873917

### Master in Finance and Accounting

0792630  
0842388  
0843388  
0856338  
0856529  
0854149  
0859297  
0868697

### Master in Logistics Management

0842401  
0856333  
0856334  
0854150  
0856524  
0859090  
0859091  
0868701  
0880320



## Annex 7: Declaration of Comprehensiveness and Accuracy

Netherlands Quality Agency



Bladnummer 3

### Verklaring van volledigheid en correctheid van de informatie

Betreffende de visitatie van de opleiding:

- Cluster Masters Rotterdam Business School
- Master in Consultancy and Entrepreneurship
- Master in Finance and Accounting
- Master in Logistics Management

Instelling: Hogeschool Rotterdam

Visitatiedatum: 8 en 9 september 2014

Ondergetekende: *Raphne van der Aa - van Daelen*

vertegenwoordigend het management van de genoemde opleiding,

in de functie van: *Course director Graduate Department Rotterdam Business School*

verklaart hierbij dat alle informatie ten behoeve van de visitatie van de genoemde opleiding in volledigheid en correctheid ter beschikking wordt gesteld, waaronder informatie over alternatieve afstudeerroutes die momenteel en/of gedurende de afgelopen 6 jaar (hebben) bestaan, zodat het visitatiepanel tot een op juiste feiten gebaseerde oordeelsvorming kan komen.

Handtekening:

Datum: *22 juli 2014*

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007BA2014.03  
IBAN-nummer: NL29ABNA0240031679  
ABN AMRO 24 00 31 679