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M in Consultancy and Entrepreneurship
M in Logistics Management
M in Finance and Accounting
Rotterdam University of Applied Sciences

Report of the limited programme assessment
16 – 17 November 2017

Utrecht, The Netherlands
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www.AeQui.nl
Assessment Agency for higher Education

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Summary

On 16 and 17 November 2017 an AeQui committee performed an assessment of the master's programme in Consultancy & Entrepreneurship, the master's programme in Logistics Management and the master's programme in Finance and Accounting. The overall judgement of the committee is that the quality of all three programmes is satisfactory.

Intended learning outcomes

The committee assesses the intended learning outcomes of all three programmes as **satisfactory**.

The committee concludes that for all three programmes the intended learning outcomes (or competencies) have been concretised with regard to content, level and orientation and meet international requirements. Even though the programmes share general competencies and are part of the same department, they each have a distinct profile. The combination of consultancy and entrepreneurship in the master's programme MCE is quite unique. The three programmes have adequate contacts in the professional field, which contributes to the relevance and topicality of the competencies. A number of lecturers are active in the professional field and guest lecturers are invited. In the recent process of renewing the competencies, internal and external stakeholders have been involved. This ensures the topicality of, and support for, the competencies.

Programme

The assessment committee assesses the teaching and learning environment of all three programmes as **good**.

The committee ascertained that the content and structure of the three programmes enable the students to achieve the competencies. The literature used in the three programmes is relevant and up-to-date.

The committee is very pleased with the small-scale and interactive teaching environment the programmes realise. It ensures personal attention and interactive classes. In addition, the pro-

grammes have succeeded in creating a truly international classroom: the programmes make active use of the cultural differences to elicit a rich learning environment, as well as specific learning outcomes.

The development of research and academic skills is adequately addressed in the programmes. Also the link with the professional field is explicit in the programmes through the professional experience of lecturers, field trips and real-life assignments.

Within the good and clear structure of general and specific modules, the programmes each have their own character. The committee appreciates the focus of the MFA programme on behavioural aspects and the behavioural economy. In the MLM programme, the vicinity of the port of Rotterdam is evident. The MCE programme offers quite a unique combination of consultancy and entrepreneurship. Lecturers and the programme director are inspiring and easily accessible and possess the proper expertise and level. The facilities and guidance are adequate.

Assessment

The assessment committee concludes that all three programmes have an adequate system of assessment in place, and assesses this standard as **satisfactory**.

The assessment committee concludes that an adequate system of assessment is in place. The competencies are at the basis of this system. Effective measures are taken to guarantee the validity, reliability and transparency of the assessments, by using assessment matrices, peer review and external reviews of assessments.

The assessments studied by the committee reflect the expected level and fit the specific fields of the three master's programmes.

The examination board and exam advisory committee are well organised, solid and proactive in safeguarding the quality of the assessments.

Achieved learning outcomes

The committee assesses this standard for all three programmes as **satisfactory**.

Based on the studied documents and the interviews, the committee concludes that graduates of all three master's programmes achieve the required level and competences. The committee also notes that the three programmes have an adequate thesis procedure. The difference in the size of the MFA thesis and the other theses is due to a recent change in the MFA thesis procedure. The MFA thesis process is now spread over the whole year and not only part of the final block.

The studied theses were well written and thorough. The theses also showed an adequate use of research methodology.

Recommendations

The committee recommends that the Advisory Board, though actively involved in the pro-

grammes, be more pro-active and put its own topics on the agenda.

Furthermore, the committee noted that the literature is mostly Anglo-Saxon and focused on standards and manuals. The committee recommends making more use of scientific literature and research articles.

The committee believes that the feedback students receive could be more formalized. The oral feedback students receive is quite extensive and personal. The written feedback, however, is very brief. The committee also suggests taking account of the programmes' international character in regard to the forms of assessments used. Even though the assessment system and forms of assessment are adequate, they are quite Dutch (or Western European) oriented.

The committee recommends the Examination board to develop sensitivity for the high pressure or high stakes international students sometimes have to deal with, and the possible effect this might have on lecturers.

With respect to the theses, the committee noted that the introduction of the research could be improved, for example by discussing its relevance in the thesis or by discussing the problems that arise. Students could also be encouraged to use non-Anglo-Saxon literature and research articles.

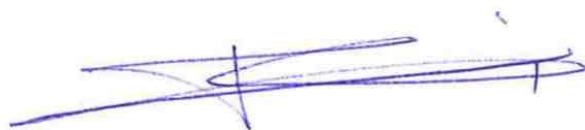
All standards of the NVAO assessment framework are assessed positively, hence the review committee awards a positive recommendation for the accreditation of the master's programme in Consultancy & Entrepreneurship, the master's programme in Logistics Management and the master's programme in Finance and Accounting.

On behalf of the entire assessment committee,

Utrecht, February 2018



Drs. R. van Aalst
Chair



Drs. T. Buising
Secretary

Colophon

Institute and programmes

Rotterdam University of Applied Sciences
Rotterdam Business School, the Graduate Department
Kralingse Zoom 91
3063 ND Rotterdam
010 794 41 41
Status institution: publicly funded
Result of institutional assessment: positive

Programmes:	Master's programme in Consultancy & Entrepreneurship (CROHO 70020) Master's programme in Logistics Management (CROHO 70022) Master's programme in Finance and Accounting (CROHO 70021)
Level:	University of applied sciences (HBO) master
Number of credits:	60 EC
Nomenclature:	Master in Consultancy and Entrepreneurship Master in Logistics Management Master in Finance and Accounting
Location:	Rotterdam
Mode of study:	fulltime

Assessment committee

R.R. van Aalst, chair
M.F. Boersma, domain expert
P. Wagner, domain expert
D.A. van Damme, domain expert
J. Hahn, student member

Titia Busing, secretary, supported de committee.

The Committee was presented to the NVAO for approval.

The assessment was conducted under the responsibility of
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Introduction

The Rotterdam University of Applied Sciences (RUAS) has 37,000 students and more than 3,000 employees. RUAS offers 114 bachelor programmes, 19 associate degree programmes and 21 master's programmes. These programmes are organised by eleven departments. The school wants to offer high-quality, inclusive education that prepares students for a changing job market and society. This implies context-rich education that combines education, professional practice and applied research. The master's programmes in question are part of the Rotterdam Business School, which is part of the economic domain of RUAS.

The institute

The Rotterdam Business School houses all economic programmes of RUAS. The school offers three bachelor's programmes and three master's programmes. In total 3,387 students and 181 staff members are involved in these programmes. 40% of these students have an international background. In the master's programmes, they make up 80% of the students. The three master's programmes are part of the graduate department of the school.

The graduate department aims to deliver future-proof business professionals from all over the world who have the aspiration to take responsibility in an international working environment, through a solid applied educational programme. This mission has been translated into three themes: Internationalisation, Intercultural Awareness, and Sustainability. In the programmes and teaching, the importance of sustainable development and professional integrity, internationalisation and intercultural awareness in an international business context is emphasized.

A programme coordinator coordinates each programme; the course director is responsible for all three programmes and reports to the dean of the Rotterdam Business School.

The programmes are connected to the Research Centre Business Innovation. This centre provides solutions to the problems small and medium-sized enterprises in Rotterdam currently encounter

at the interface between promoting and hampering factors related to innovation in all the facets of their business. The research programmes focus on the start-up, digital and circular economy.

The programmes

The master's programmes are built on three pillars: a) general and specialised modules, b) focus on research in the final stage of the programmes and c) the focus on personal development.

The general and specialised modules provide students with the necessary knowledge, skills and competencies of a professional in international business. The focus on research in the three programmes is translated into the graduation assignment. The focus on personal development is visible in the individual goals students' set and the continuous reflection on those goals.

As regards the competencies, a distinction is also made between general and specific competencies. The general competencies are related to the twenty-first century knowledge-based economy and entail skills such as critical thinking and creativity. The specific competencies are more directly related to the professional field the students are trained for.

The assessment

The Rotterdam Business School assigned AeQui VBI to perform a quality assessment. In close co-

operation with AeQui, the school convened an independent and competent assessment committee. A preparatory meeting with representatives from the programme has taken place.

The quality assessment of these programmes takes place in the framework of a broader exercise: in the course of 2017 a cluster of other business-master programmes are assessed.

The site visit took place on 16 and 17 November 2017 in accordance with the programme in attachment 2.

The committee has explicitly oriented itself on the cluster in which these three programmes are

assigned to. This orientation was in the preparation of the assessment as well in the process of formulating conclusions, and in the presence of the complete committee – some members of which will be assessing other programmes in the cluster as well.

At the conclusion of the assessment, the results were presented to representatives of the programme. The draft version of this report was sent to the programme representatives; their reactions have led to this final version of the report.

1. Intended learning outcomes

The committee concludes that for all three programmes the intended learning outcomes (or competencies) have been concretised with regard to content, level and orientation and meet international requirements. Even though the programmes share general competencies and are part of the same department, they each have a distinct profile. The combination of consultancy and entrepreneurship in the master's programme MCE is quite unique. The three programmes have adequate contacts in the professional field, which contributes to the relevance and topicality of the competencies. A number of lecturers are active in the professional field and guest lecturers are invited. Even though the Advisory Board is actively involved in the programmes, the committee believes that the board could be more pro-active and put its own topics on the agenda. In the recent process of renewing the competencies, internal and external stakeholders have been involved. This ensures the topicality of and support for the competencies. The committee supports the intention of the three programmes to further review the interpretation of the competencies.

Intended learning outcomes

For all three programmes, the committee assesses this standard as **satisfactory**.

Findings

MLM

The domain of logistics and supply chain management is interdisciplinary and exceeds the boundaries of the industrial sectors. A logistics and supply chain manager is therefore not only active in one particular part of the supply chain, but manages all areas including sourcing, purchasing, planning, transportation, distribution, warehousing, inventory management, customer service and strategic leadership. According to the programme, the combination of high-tech developments in logistics, an increased complexity, and a strong focus on efficiency requires a master's level qualification from professionals in the field.

As logistics managers graduates plan, implement, and control the efficient, effective, forward, and reverse flow and storage of goods, services, and related information between the point of origin and the point of consumption in order to meet customers' requirements.

Graduates can take on work related to a) controlling production planning and scheduling processes, b) making effective use of Enterprise Resources Planning (ERP) systems while anticipating their impact on the manufacturing process and inventories, c) planning and forecasting while translating internal and external customer demands, and d) managing and evaluating the supply chain and making effective use of relevant tools, principles and concepts and web opportunities, such as e-business.

MCE

Important trends in the field of consultancy and entrepreneurship (i.e. the field of business) are sustainability, co-creation, cultural diversity, social responsibility and accountability. These trends are driven by economic fluctuations and on-going technological innovations. According to the programme, this leads to increased attention of organisations to a variety of strategic issues, e.g. back-to-the-core, achieving more with less, strategic sourcing, environmental impacts, diversity management, implementing innovative technology, collaborative value creation, business ethics, corporate governance and accountability issues. These trends and related issues are equally important for the programme and the modern entrepreneurs and consultants

it wants to deliver to the professional field. The programme aims to deliver responsible and reflective practitioners (consultants and entrepreneurs) who continuously improve their own practice and set and communicate a clear direction for (their) organisations.

Graduates from the master's programme in Consultancy and Entrepreneurship can start their professional career as a management consultant or an independent entrepreneur. As management consultant graduates are able to help organisations improve their performance and increase their success. Graduates have a profound understanding of the client in their business environment, and are capable of managing change processes and facilitating strategy building and evaluation.

As independent entrepreneurs graduates take initiative in setting up or leading a business. Graduates are able to transform ambitious but realistic strategies and long-term goals into an operational core.

During the site visit, the committee discussed the combination of entrepreneurship and consultancy in the MCE programme. The representatives from the Advisory Board support this combination and emphasized that the focus on entrepreneurial aspects can be an enrichment for graduates in their role as a consultant and vice versa. The students and alumni confirmed this and remarked that this dual focus was one of the main reasons for choosing the programme.

MFA

The programme states that in recent years, the role of the finance professional has changed. In the previous years, growth opportunities were hard to identify and execute, the importance of minimising cost increased and the way information is available and managed was revolutionized. In addition, the role of the finance professional in supporting the company to create value for its stakeholders changed. With regard to the

consequences of these changes, the programme refers to a paper from PricewaterhouseCooper (2014) in which new roles for financial functions were described. Based on this report and the changes reflected therein, the master's programme aims to provide future finance professionals with a set of competencies that enables them to be successful in four roles: networker, business guide, futurist and connector. In addition, the programme focuses on the central theme of the financial manager: financial decision-making. The programme is structured according to the different fields in finance: financial accounting, management accounting and finance management. The programme aims to deliver future professionals who can function on all levels of the organisation - operational, tactical and strategic, with in-depth knowledge of the international implications of the financial function within the company.

As financial directors graduates will be primarily responsible for managing the financial risks of an organisation. This may also involve responsibilities regarding the analysis of data, financial planning and record keeping, as well as financial reporting to higher management.

Graduates from the master's programme in Finance and Accounting can work in the field of a) translating external developments into internal business procedures, b) providing support for decisions on critical financial issues, c) analysing the financial performance of an organisation as a whole as well as business units, d) implementing up-to-date costing systems and allocating decision rights or e) developing conceptual frameworks for providing accounting information to investors and creditors.

Intended learning outcomes / competencies

According to the self-evaluation, all three programmes derive their learning outcomes from the business community, while ensuring that they combine the level required by national (HBO-standard) and international bodies (Dublin Descriptors and the European Qualification

Framework). The three programmes distinguish two sets of competencies:

- General competencies that apply to all three master's programmes and;
- Specific competencies that are related to the specific roles of the each programme (Appendix 4 provides an overview of the competencies)

The general competencies are related to the skills needed in a twenty-first century knowledge-based economy. These entail skills such as critical thinking, communication, collaboration, and creativity. The specific competencies are derived from the knowledge base used in the respective professional fields.

The general and specific competencies of all three programmes were recently revised. The MLM and MCE programme implemented the new set of competencies in the 2016-2017 study year; the MFA programme in the current study year. The Advisory Board, curriculum committee, the programme advisory committee, the programme coordinators, the programme director and the dean of the Business School were involved in the recent process of revising of the competencies. The Research Centre Business Innovation and Sustainable Port City, alumni and other relevant contacts in the professional field are also involved in the continuous monitoring of the competencies' relevance.

Links with professional practice

All lecturers involved in the programme maintain close contact with the professional field, for example in external projects, in attending international conferences or in the context of projects with partner universities and research centres. In addition, a significant number of lecturers combine teaching at the graduate department with professional activities in the respective fields of the programmes. Also, guest lecturers and external projects are part of the programmes.

The three programmes share an Advisory Board. The Advisory Board consists of thirteen representatives from the three professional fields. The Advisory Board provides requested and non-requested advice regarding the education policy and the content of (parts of) the curriculum. It also advises with respect to the latest developments in the professional field. During the site visit, the committee spoke with representatives from the Advisory Board. It became clear that even though the members of the board are Dutch of origin, quite a few are employed in an international environment. The involvement of the board in the redefinition of the competencies was confirmed. The Advisory Board values the focus on general competencies and the practical orientation of the programmes.

Considerations

Based on interviews and the examination of underlying documentation, the assessment committee concludes that the competencies of the three programmes are tied in with (inter)national requirements for the respective disciplines and in tune with the demands from the professional field. In addition, it concludes that the Dublin descriptors are reflected in the competencies and programmes.

The three programmes have adequate contacts with the professional field, which contribute to the relevance and topicality of the competencies. A number of lecturers are active in the professional field and guest lecturers are invited. Even though the Advisory Board is actively involved in the programmes, the committee believes that the board could be more pro-active and put its own topics on the agenda of the programmes.

In the recent renewing of the competencies internal and external stakeholders have been involved. This ensures the topicality of and support for the competencies. The committee supports the intention of the three programmes to further review the interpretation of the competencies.

Regarding the MCE programme, the committee learned during the site visit that the combination of entrepreneurship and consultancy in one programme is quite unique and valued by the students and alumni.

Based on the above, the committee assesses this standard as **satisfactory** for all three programmes.

2. Teaching – learning environment

The committee ascertained that the content and structure of the three programmes enable the students to achieve the competencies. Even though the literature used in the three programmes is relevant and up-to-date, the committee noted that it is mostly Anglo-Saxon and focused on standards and manuals. The committee recommends making more use of scientific literature and research articles.

The committee is very pleased with the small-scale and interactive teaching environment the programmes realise. It ensures personal attention and interactive classes. In addition, the programmes have succeeded in creating a truly international classroom. The development of research and academic skills is adequately addressed in the programmes. Also the link with the professional field is explicit in the programmes through the professional experience of lecturers, field trips and real-life assignments.

Within the good and clear structure of general and specific modules, the programmes each have their own character. The committee, however, believes that the balance between general and specific modules should be monitored continually. The committee appreciates the focus of the MFA programme on behavioural aspects and the behavioural economy. In the MLM programme, the vicinity of the port of Rotterdam is evident. The MCE programme offers quite a unique combination of consultancy and entrepreneurship. Lecturers and the programme director are inspiring and easily accessible and possess the proper expertise and level. The facilities and guidance are adequate.

Teaching – learning environment

For all three programmes, the committee assesses this standard as **good**.

Findings

The three programmes have a similar design. In this design, the RUAS principles of education are leading. These include a) learning from the past, b) participating in the present and c) creating for the future. In addition, the programmes want to provide students with the most stimulating learning and developing environment as possible, for example by working on case studies or solving real-life business problems. The aforementioned graduate department's central themes are also integrated in the curricula (internationalisation, sustainability and intercultural awareness).

The programmes use different educational forms, for example workshops, classes, self-study, coaching, individual and group assignments. During the site visit, alumni and students remarked that they are expected to prepare the classes and that the classes are very varied and interactive. Alumni especially appreciate the

interaction regarding putting the theory in practice.

Each master's programme consists of:

- 22 EC of general modules;
- 36 EC of specialised modules (including thesis or graduation research project) and;
- 2 EC Guest lecture cycle Global Business in Transition.

Appendix 4 provides an overview of the curricula.

The general design of the programmes shows an increase of complexity in the modules. The first block is focused on applying knowledge and understanding to small business cases. In the subsequent blocks this focus shifts from applying knowledge and understanding to problem solving, and developing competencies in a more integrated way. In addition, the emphasis shifts from instructive and supervised teaching to demand-driven and independent learning.

General modules

The general modules provide students with an overview of the current management issues in international business and help students acquire

the general competencies. Whenever possible, the general modules are geared towards the specific master's programme. During the site visit it was confirmed that lecturers align their respective content, but work with different cases related to the specific field. The general modules address themes such as critical thinking, academic writing, personal leadership, research methodology, managing corporate social responsibility and the international project. During the site visit, the committee learned that sustainability is part of the general Global in Business in Transition module.

In general, the students the committee spoke with value the general modules but would, at the same time, like to have more specialised modules.

Specific modules MLM

The specific modules of the Logistics Management master's programme have a global and holistic focus on supply chain management and logistics management. The programme provides students with an understanding of how logistics fits in within the global market at a strategic level (block 1 - Strategic) and insight in the different roles, functions and activities of logistics (block 2 - Tactical) and concludes with the operational aspects within the organisation (block 3 - Operational). The proximity of the Port of Rotterdam is an integral part of the programme and an explicit part of the module Port Management. The committee believes this role could even be enhanced, particularly with respect to innovations, and the role of the harbour in a global network.

The MLM students the committee spoke with are in general very positive about the programme. They stressed the relevance and benefits of the school's international environment and the diverse background of students and lecturers. The balance between general and specific modules could be improved, in favour of the specific modules.

Specific modules MCE

In the master's programme in Consultancy and Entrepreneurship students choose either consultancy or entrepreneurship. All students follow the same modules, but apply their knowledge and skills in different ways / from a different perspective. The programme comprises four milestones that reflect the professional field of both perspectives:

1. The choice between consultancy and entrepreneurship, expressed in the student's business opportunity to work on either a real-life business issue for a client or industry, or a business idea to start up their own company.
2. Translating of the business issue or business idea into a proposal clarifying in what way the business issue or business idea will be researched.
3. Getting the business case or business plan ready for the fourth milestone.
4. The approval from the client or the funding by a venture capitalist.

The modules are guided by these milestones and address themes such as finance and funding, innovation and creation, value creation and business models, team interventions, sales and sales styles and change management and organisation development.

The MCE students the committee spoke with are in general very content with the programme. They value the combination of entrepreneurship and consultancy in the programme, the attention that is paid to soft skills (or the mind-set) and the programme's student-centred approach.

Specific modules MFA

The master's programme in Finance and Accounting is designed around the four roles mentioned in standard 1 (networker, business guide, futurist and connector), the main theme (financial decision-making) and the three fields in finance (financial accounting, management accounting and finance management). The programme focuses on finance accounting and management accounting theory and the ability to use this information and make decisions. The

programme comprises four modules of 8 EC each: Financial Reporting and Analysis, Measuring and Increasing the Value of Companies, Risk and Uncertainty Management and Management of Information.

In the MFA programme, sustainability is discussed in the context of the circular economy, a broad view of adding value and behavioural economics, the committee learned during the site visit. In addition, it is a theme in four student's (research) projects.

The MFA students the committee spoke with are very positive about the programme. They value the practical aspects of the programme and feel heard by their lecturers and management.

Research

Research is part of the general modules Critical Thinking and Advanced Academic Writing and Research Methodology. In the first module competencies such as critical thinking, argumentation and academic writing are studied and practiced. During this module, students produce a literature review on their research project topic. In the Research Methodology module, students gain insight in the fundamentals of research methodology for conducting practice-based research. All three programmes conclude with a research project. Standard 4 further elaborates on this final part of the programmes.

During the site visit, the committee learned that the students follow the general research module within the context of their own programme. This ensures the use of cases and examples that are relevant to the professional field students are trained for.

Professional field

During the programmes, field trips are organised and guest lecturers are invited. In addition students work on real-life cases, for example in the context of the International Project. The problems students address in the International Pro-

ject not only involve the problem owner, but also other stakeholders such as companies, customers, suppliers and governmental and non-governmental organisations. Students are expected to interact with stakeholders, integrate the different stakeholders' perspectives into a feasible project design, and develop stakeholder commitment to the project's implementation. The problems usually involve a foreign client or national company operating or wanting to operate internationally.

The MCE programme explores the connection with the business school's incubator programme that allows master's students to support bachelor's students in the development of their business ideas. In addition, students participate in the Rotterdam Venture Café, where local entrepreneurs meet on a weekly basis.

In the MFA programme, each block contains a real-life assignment. The MFA programme organises a quarterly knowledge-sharing platform to which alumni, universities and the professional field are invited and where students present their work and receive feedback.

The Port of Rotterdam is important to the MLM programme. This is reflected in the specific Port Management module (in which guest lecturers from, for example, port authorities are invited), projects and the field trips that are organized. Students visit, for example, Damen Shipyards, the *maasvlakte*, Stolt Nielsen and the *Rotterdamse Droogdok Maatschappij*.

Students of all three programmes also visit relevant conferences, such as the Europort Exhibition.

The alumni the committee spoke with during the site visit appreciate the balance between practice and theory in the programme. During more theoretical classes, lecturers give ample examples from the professional field. Alumni are also positive about having to find an external organisation for their thesis themselves. This is part of the master's level that is expected of them. If needed, students can use the programmes' ex-

ternal relations manager's network. The students the committee spoke with appreciate the support they receive in this from the external relations manager.

Internationalisation

The international character of the programme is reflected in the students, the lecturers and the curriculum. The student body represents 52 countries and the lecturers represent 12 countries.

During the afore-mentioned International Project, which is spread out over the first three blocks, students of all three master's programmes work together. In block 1, the methodology, principles and tools are introduced, which students apply to a case study. In block 2, students work in groups on a real life business problem, make a project plan and work on their research. In block 3, students execute the project plan. The site-visit revealed that the lecturers form the groups and that in each group multiple cultural backgrounds and the three programmes are represented. Within the groups, students have different (professional) roles.

To encourage the atmosphere of an international community, informal meetings between students and lecturers are held on a regular basis. Both the programmes and the students initiate these meetings, for example the student's initiative to organise a cultural day with food from their own countries.

The students and alumni the committee spoke with appreciate the international character of the programme and emphasized the benefits of the international classroom. Alumni also value the international project, as it enhances their collaboration and communication skills.

Intended learning outcomes - programme

The course profile of each programme gives an extended overview of the goals, design and content of the programme. In this profile, learning outcomes are presented for each module and

competency. The competency matrix shows the relation between the modules and (specific and general) competencies. In addition, students are provided with an overview of topics per module and per week.

Incoming students

The programmes are directly accessible to students with a business-related Bachelor's degree and an IELTS score of 6.5. In addition, a résumé, a motivation letter and a reference letter should be added to the application. Students with a non-related bachelor's degree and a minimum of two years' work experience can also enrol in the programmes. Students can start the programmes in September and in February.

The number of incoming students varies. In the academic year 2015-2016 89 students enrolled in the programmes, whereas in 2016-2017, 114 students enrolled. Appendix 3 provides an overview of the qualitative data regarding the three programmes.

During the site visit, the committee spoke to students about their different (levels and) backgrounds of the students. It became clear that, from the viewpoint of the management team, the diversity in the students' level and background is part of the graduate departments philosophy of inclusiveness. This implies that the programmes are accessible for all students that meet the enrolment criteria.

Teaching staff

In total 22 lecturers are involved in the graduate department, all have a master's degree, five hold a PhD and one is a PhD candidate. The composition of the staff ties in with RUAS policy regarding staff. All lecturers have extensive experience in the professional field, for example in senior management positions, as an executive consultant or as a coach. Five lecturers are research lecturers (hoofddocent) and one lecturer is an associate professor (lector). The associate professor and the research lecturers are the linking pin between education and research. The inter-

national character of the programme is also reflected in the lecturers: the lecturers come from 12 different countries. The programmes also regularly invite guest lecturers.

The graduate department organises at least four Knowledge sharing platforms each year. In addition, lecturers are encouraged to actively professionalize themselves and to stay informed about new developments in the professional field. The continuous attention for lectures' intercultural awareness is an important part of their professionalization. All lecturers engage in team meetings that are held every second week.

The site visit revealed that students from all three programmes are, in general, quite content with the lecturers. Students and alumni appreciate them for their openness and experience in the professional field.

In addition, the committee discussed the remark in the student reflection part of the self-evaluation report about lecturers adapting their teaching to the average student in the classroom. Alumni indicated that there is sometimes a difference in level between students. A suggestion was made to focus more on the specific fields of the master's programme the student wishes to enrol in during the premaster programme. In addition, the management team described the differences as being related to cultural background, since all students have a bachelor's degree. It also remarked that recently, workshops were held for lecturers to learn how to didactically cope with these differences.

Facilities

Since the Rotterdam Business School (at which both the bachelor's programmes and the master's programmes are offered) is the 'home base' for a lot of (international) students, the school wants to offer a suitable ambiance and facilities that can be used until late in the evening and during most of the holidays. The school offers facilities for international and national students,

such as a campus, a lounge, relaxation, computers, a Skype corner, catering, project rooms, a media library, a front office for queries and complaints, rooms for silence and prayer etcetera. Students can also apply for a free visitor's pass for the Erasmus University library.

Special support for international students is organised by the Centre of International Affairs. In addition, the school organises events where students can get to know each other and exchange international and intercultural experiences, for example a meet and greet for international students, a language café and the Start Week. The site visit revealed that international students sometimes have trouble finding appropriate housing and would prefer more support from the department on this matter.

During the programmes, students work towards personal development goals, taking into consideration their values, present skill levels, and career plans. Students are supported in this throughout the programme in individual (one per block) and small group coaching meetings. Based on their goals, students find a peer coach who can help them develop their personal goals. In addition, the Personal Leadership Module offers students self-evaluation tools and self-reflection exercises that help them develop their self-awareness, particularly in the areas of personal strengths, weaknesses and competencies. The module also helps students in understand, develop and apply necessary core skills in the business world, such as emotional intelligence, communication and teamwork. This general module is offered during the first three blocks of each programme.

Considerations

The committee ascertained that the content and structure of the three programmes enable the students to achieve the competencies. The committee examined how the competencies (intended learning outcomes) have been translated into the programmes. It studied the con-

sistency between the competencies and modules. In addition, it gained insight into the way the competencies are translated within the modules by studying the description, objectives and assignments of the modules. The committee concludes that in each programme all competencies are cross-matched to modules.

Based on the studied documents and the site visit, the committee concludes that the programmes have formal and informal processes in place that ensure the topicality of the programmes. The lecturers have an important role in these processes.

The programmes offer a small-scale environment with personal contact and interactive teaching methods. The committee values this.

The committee also believes that the development of research and academic skills is well-addressed in the programmes. This is not only part of the modules concerning critical thinking and research methodology; the other modules also offer ample room for critical discussions about the theory, (international) practice and ethics in the respective fields. In addition, the link with the professional field is explicit in the programmes. Lecturers share their professional experience; field trips to institutions are part of the programme and in different modules (for example the International project), students work on real-life assignments in the professional field. The committee values the interdisciplinary character of the international project.

The committee believes that the structure of the three programmes is good. Within the joint structure of general and specific modules, the programmes each have their own character. The committee appreciates the focus of the MFA programme on behavioural aspects and the behavioural economy. In the MLM programme the vicinity of the port of Rotterdam is evident. The MCE programme offers quite a unique combination of consultancy and entrepreneurship.

Based on the overview of lecturers, their résumés and the interviews conducted during the site visit, the committee concludes that the staff and programme director are inspiring and have a high level of expertise and formal education. The specific fields of the three master's programmes are reflected in the knowledge and experience of the lecturers. In addition all lecturers are in close contact with the professional field. During the site visit, the students and alumni confirmed this. Furthermore, it was understood from students during the visit that lecturers are easily accessible and approachable.

The committee concludes that the programmes have succeeded in creating a truly international classroom, where the cultural differences are consciously and consistently used to add to the learning environment. The discussions with the students, alumni and lecturers confirmed this.

Based on the strong programme, the inspiring staff, the international classroom and specific focuses in all three programmes, the committee assesses this standard as **good** for all three programmes.

In addition to that, the committee comes up with some recommendations for further approval. The literature used in the three programmes is relevant and up-to-date. The committee notes that the literature used is mostly Anglo-Saxon and recommends considering making more use of scientific literature, research articles and literature from other parts of the world.

The committee also noted that the graduate department obtained government funding for the MLM programme and wishes to obtain this for the other two programmes as well. The committee understands the relevance of funding but also believes that this could be an incentive for attracting Dutch students and could therefore affect the international character of the programme.

3. Assessment

The assessment committee concludes that an adequate system of assessment is in place. The competencies are at the basis of this system. Effective measures are taken to guarantee the validity, reliability and transparency of the assessments, by using assessment matrices, peer review and external reviews of assessments.

The assessments studied by the committee reflect the expected level and fit the specific fields of the three master's programmes. The committee, however, believes that the feedback students receive could be more formalized. The oral feedback students receive is quite extensive and personal. The written feedback, however, is very brief. The committee also suggests taking account of the programmes' international character in regard to the forms of assessments used. Even though the assessment system and forms of assessment are sufficient, they are quite Dutch (or Western European) oriented.

The examination board and exam advisory committee are well organised, solid and pro-active in safeguarding the quality of the assessments. The committee recommends the board to develop sensitivity for the high pressure or high stakes international students sometimes have to deal with and the possible effect this might have on lecturers.

Assessment

For all three programmes, the committee assesses this standard as **satisfactory**.

Findings

Assessment System

The graduate department aims for assessment for learning. This implies that the assessment process is embedded in the educational process. In addition, assessments are an integrated part of the overall programme design and provide students with an understanding of their progress in terms of their competencies (in relation to the expected master level). The assessments reflect the didactic method and learning outcomes of each module and assessments should have a positive influence on students' learning behaviour.

Students are informed about the assessments and the corresponding criteria at the beginning of each module (by their lecturer) and in the module description. The assessment matrix and the grading form (or rubric) are part of the module description.

During the site visit, students revealed that they are in general content with the feedback they receive on their assignments and presentations. The feedback, however, varies per lecturer and assignment. Lecturers are, nevertheless, always willing to provide feedback to the students.

In the context of the above-mentioned principles, each programme has its own set of assessments.

MLM

The first block of the master's programme in Logistics Management is mostly knowledge-based. The assessment consists of case-based exams with open questions. In the second block, the application of the knowledge and understanding is assessed in an integral group assignment. This assignment is accompanied by an individual critical self-evaluation of each student. Knowledge-based exams (with open questions) for each module are also part of the second block. In the third block students have to write an integrated assignment individually, containing three professional products. In addition, a real-life case study exam from the Port of Rotterdam, an oral exam, and continuous assessment in the simulation game are part of this

block. In the fourth and final block, students work on and are assessed on the basis of their thesis. This is further elaborated on in standard 4.

MCE

The master's programme in Consultancy & Entrepreneurship mainly uses assignments as assessment forms. These assignments consist of professional products. For every professional product students have to defend the choices they made in the learning process and the quality of the end products. The lecturer(s) provides oral, individual feedback on the written and defended professional product. In the assessment of the afore-mentioned milestones, at least two lecturers are involved. The first milestone is the business opportunity pitch and report in which students present the topic for the business case or business plan. The second milestone is the presentation and report of the business proposal. The third milestone is the defence of the final business case or business plan.

MFA

The first three blocks of the master's programme in Finance and Accounting have the same form of assessment. Students work on an individual assignment consisting of professional products and predominantly use cases or problem statements derived from the professional field. In addition, multiple-choice questions are used to assess strategic understanding and observations are used to assess the behavioural part of the competencies. In the last three weeks of each period, students receive feedback and behavioural coaching and guidance regarding the development and content of the professional products from their lecturers. In the last block students are assessed in the form of a group and individual assignment. In addition, students finalise their research project (see also standard 4).

The general modules are assessed by means of group assignments and portfolio assessments. For the international project for example, the

assessment consists of a project plan (block 1), a recommendation report (block 2) and a reflection report (block 3).

Quality assurance

The graduate department uses an assessment cycle in which the roles and responsibilities of the different actors involved are described. The curriculum board, for example, determines the assessment methods and makes sure that the assessment methods used are diverse. The module owner is responsible for the assessment matrix that describes how the different learning outcomes are assessed. In developing the assessments, peer consultation is applied.

The schools examination board maintains the quality of the assessment practice and the standards of the assessments. The board also appoints examiners and can be consulted concerning formal decisions. The exam advisory committee performs random checks of the assessments' quality (regarding validity, reliability and transparency) on a structural basis. This committee also selects and evaluates fifteen examinations that show a very limited frequency distribution of the results. The exam advisory committee reports to the examination board in a yearly report.

During the visit, the committee spoke with representatives of the examination board about their role in monitoring the quality of assessment. It became clear that, in addition to an external review of the theses, both the exam advisory committee and an external organisation review the assessments on a regular basis. The results of these reviews are shared with the programmes. Besides that, a(n) (internal) calibration of theses is organised and the examination board regularly discusses theses.

Considerations

The committee concludes that an adequate system of assessment is in place. The quality assurance of the assessment system is solid and effective measures are taken to guarantee the validity

ty, reliability and transparency of the assessments.

The assessments studied by the committee reflect the expected level and fit the specific fields of the three master's programmes. The committee, however, believes that the feedback students receive could be more formalized. The oral feedback students receive is extensive and personal. The written feedback, however, is very brief. Regarding the assessments, the committee also suggests taking account of the programmes' integrate the international character in regard to the forms of assessments used. Even though the assessment system and forms of

assessment are sufficient, they are quite Dutch oriented.

The examination board and exam advisory committee are well organised, solid and proactive in safeguarding the quality of the assessments. The committee recommends the board to develop sensitivity for the high pressure or high stakes international students sometimes have to deal with and the possible effect this might have on lecturers.

Based on the above, the committee assesses this standard as **satisfactory** for all three programmes.

4. Achieved learning outcomes

Based on the studied documents and the interviews, the committee concludes that graduates of all three master's programmes achieve the required level and competences. The committee also notes that the three programmes have an adequate thesis procedure. The difference in the size of the MFA thesis and the other theses is due to a recent change in the MFA thesis procedure. The MFA thesis process is now spread over the whole year and not only part of the final block.

The studied theses were well written and thorough. The theses also showed an adequate use of research methodology. The committee noted, however, that the introduction of the research could be improved, for example by discussing its relevance in the thesis or by discussing the problems that arise. Students could also be encouraged to use non-Anglo-Saxon literature and research articles. The committee also noted that the (formal) feedback on the assessments forms is rather limited.

Achieved learning outcomes

For all three programmes, the committee assesses this standard as **satisfactory**.

Findings

Graduation programme

In the graduation programme, the distinction between the general and specific competencies is also explicit.

General competencies

The competency *creativity* is tested during the module International Project (IP), in block 2 and 3. The competency *collaboration* is tested during the module Personal Leadership (PL). The different assignments and reflection reports on their collaboration skills are part of their portfolio. The general competency *critical and analytical thinking* is assessed on the basis of the final level, in the graduation product.

MLM

In block 3, the final level of three specific competencies is assessed:

- The module Port Management assesses specific competency 2: operationalization of strategic vision.
- The module Supply Chain Management Simulation assesses specific competency 3: maximisation of value on end-level.

- The module Warehouse Management assesses specific competency 4: end-to-end optimisation.

The first specific competency, holistic approach, is assessed on the basis of the final level, in the thesis. During block 3, the students present their thesis subject choice to the programme coordinator and a lecturer. After approval, the student is allocated a thesis supervisor specialising in their chosen topic. The student's thesis-proposal is assessed by the lecturer of the module Research Methodology in block 3, together with the programme coordinator. After approval, the student starts working on writing the thesis. The assigned thesis supervisor continues to work with the student until the thesis is completed and ready to be presented and defended.

MCE

From the beginning of the academic year 2016-2017, all specific competencies are assessed in the business case (for students focussing on consultancy) or business plan (for students focussing on entrepreneurship).

During the first block students are encouraged to find a sponsoring company or an industry topic. Also, to ensure that students work with a clear end date in mind, they are informed about their defence date. In the middle of block 2, students give a presentation to the programme coordinator and a lecturer, who assess whether

the topic fits into the domain of the master's programme. After approval, a supervisor will be allocated to support students in translating the topic into a proposal and in the execution of the research project.

Halfway through block 3, students defend the research proposal for the business case or business plan. After approval, students can start executing their research project. At the end of block 4 students submit their business case (including a client's approval), or their business plan (ready for investors' approval), for defence. Business cases and business plans are examined by at least two examiners, who both must agree the business case or business plan is ready for defence. The oral defence includes a presentation of the report and questioning by the two examiners.

MFA

In each block one of the specific competencies is assessed:

- The Financial Reporting and Analysis module in Block 1 assesses the final level of competency 1: Navigation.
- In Block 2, in the Measuring and Increasing the Value of Companies module the final level of competency 2: Mediation is assessed.
- The Risk and Uncertainty Management module in block 3 assesses the final level of competency 3: Resilience.
- In block 4, the Management of information module assesses the final level of competency 4: Connectivity.

In the first three blocks, students also prepare the research project. The first block consists of selecting a research question and performing a literature review (assessed in the Advanced Academic Writing module). Together with the research centre, the MFA programme defined 27 research questions students can choose from. The second block is assessed with a research proposal (assessed in the Research Methodology

module). In block 3, students collect data and analyse this data (assessed in the Research Methodology module). In block 4, the research project is finalised and assessed in the research report (by two examiners).

All students are informed about the standards and criteria for the graduation programme in the Research Project Guidelines and Education and Examination Regulations.

Quality assurance

Two examiners (one usually being the supervisor of the research project) are involved in the assessment of the final level of competencies. Examiners and supervisors are trained in their task and attend calibration sessions within the graduate department. In addition, an external review is held to assess the quality of the theses.

Alumni

The self-evaluation states that alumni of the three programmes find employment in the Netherlands or abroad. Alumni from outside the EU usually go back to their home country.

During the site-visit, it became clear that, even though there is an alumni network, it is not very active. The programmes are in the process of activating this network, in close cooperation with the department of international affairs and the alumni desk.

Considerations

The committee notes that the three programmes have an adequate thesis procedure. The committee noted that the size of the MFA (4 EC) thesis is quite different from the other two programmes (11 EC). During the site visit it became clear that this is a recent change in the MFA thesis procedure. MFA students start with their thesis in the first block and the thesis procedure is spread out more evenly throughout the programme. In block four, the thesis is finalised. Even though the committee appreciates this new

design of the MFA thesis, it believes that within this design, the students' constant evaluation of the thesis could receive less attention.

The committee also reviewed fifteen theses of each programme. The committee concludes that the overall quality of the studied theses is satisfactory and graduates of the master's programmes achieve the required level. In general, the studied theses were well written and thorough. The theses also showed an adequate use of research methodology. The committee noted however that the introduction of the research could be improved, for example by discussing its relevance in the thesis or by discussing the problems that arise. Apart from that, the literature used in the studied thesis is mostly Anglo-Saxon.

Even though the committee agreed with the grades given, it also noted that the information

on the assessments forms is rather limited. During the site visit, the examination board recognized this. It also became clear that the defence usually provides extensive oral feedback for the students.

As stated in the previous chapter, the examination board is involved in the quality assurance of the theses.

The discussions with students and alumni demonstrated their mastery of the soft-skills part of the three master's programmes.

Based on the above, the committee assesses this standard as **satisfactory** for all three programmes.

Appendices

Appendix 1 Assessment committee

Naam panellid (incl. titulatuur)	Korte functiebeschrijving van de panelleden (1-3 zinnen)
Drs R.R. van Aalst	De heer van Aalst voert op regelmatige basis visitaties uit. Hij was tot 2016 concerncontroller bij TenneT
Dr. M.F. Boersma	Mevrouw Boersma is lector Duurzaam Financieel Management aan de Hanzehogeschool
Dr D.A. van Damme	De heer van Damme is lector Logistiek aan de HvA
Prof.drs. P.E. Wagner	De heer Wagner is in deeltijd verbonden aan diverse (professional) masteropleidingen, en tevens directeur eigenaar van de Wagner Group
J. Hahn	De heer Hahn studeert business economics aan de RUG

Drs T. Buising stond het panel terzijde als secretaris.

Alle panelleden hebben vooraf een verklaring van onafhankelijkheid getekend, deze is aan NVAO toegezonden.

Appendix 2 Programme site visit

2017 November 16th

9.00 – 11.00	Preparatory meeting panel
11.00 – 12.00	Showcase
12.00 – 13.00	Management Mira Ruiken, M.Ed - Dean RBS Martin Ford, ECF 7 Marketing - Course Director
13.00 – 14.00	Lunch and walk-in
14.00 – 14.45	Exam Board mr. drs. Jan de Waard - Chair Exam Board Klaas van Brakel, MBA
14.45 – 15.45	Alumni Shamir Khader Masthan – MCE Kevin Kyaw – MCE Safira Lolumpo – MCE Frank Hoogenboom – MFA Timon Langenhuijsen - MFA Jan-Felix Becker – MLM
15.45 – 16.00	Break
16.00 – 17.00	Advisory Board Ivo Biemond, Master in Consultancy and Entrepreneurship Arthur Fellingner, BSc Leon van der Hoek, BSc Arjen van Klink, Dr. Willem Koppel, MSc, MBA Marcel Ludema, MSc Aart Nieuwenbroek, B Com Maaïke Lycklama A Nijeholt, Dr.
17.00 – 17.30	Internal meeting panel

2017 November 17th

- 9.00 – 9.30** **Arrival panel**
- 9.30 – 10.30** **MLM Team**
Drs. Myrga Bruins-van Dee - Programme Coordinator MLM
Martin Ford, ECF 7 Marketing
Saulius Buivys, MSc
Theo Dingemans, MA
Natalya Groeneveld-Leonova, MA
Herman de Knijf, MA
- 10.30 – 11.30** **MLM Students**
Antal de Bruijn – MLM
Amit Butani – MLM
Alina Skryl – MLM
Diana Gomez Llamas – MLM
Duc Trung Vu - MLM
- 11.30 – 12.30** **Lunch and internal consultation**
- 12.30 – 13.30** **MCE Team**
Guus Klück, MSc (Phd candidate) - Programme Coordinator MCE
Ron Ainsbury, MSc, M.Phil.
Frans Glazener, LL.M
Lenny Dijkshoorn, MBA
Dr. Koen van der Kooy
- 13.30 – 14.30** **MCE Students**
Andrés Campo Vergara - MCE
Delaney Diederik – MCE
Thao Nguyen – MCE
Victor Ogunsola – MCE
Liliya Vildanova – MCE
Christian Paffhausen – MCE
- 14.30 – 15.00** **Break and internal consultation**
- 15.00 – 16.00** **MFA Team**
Dr. Henk van den Berg - Programme Coordinator MFA
Nilsa Harney, MSc
Jordi den Ouden, MBA
Dr. Biljana Pesalj
Ricardo Santos Navas, MBA
- 16.00 – 17.00** **MFA Students**
Jose Bello Souza Filho – MFA
Anisa Kazia – MFA
Hey-Ran Kim – MFA

Daria Mukhatdinova – MFA
Maaike Samuels – MFA

17.00 – 19.00
19.00

Internal consultation
Feedback

Appendix 3 Competencies

Specific competencies of the MLM programme

Specific competency 1: Holistic approach

Takes a holistic approach of the International supply chain, recognising the interdependencies of the various activities involved both internally and externally.

Holistic	this way of thinking is essential for supply chain management and is a starting point for a manager
International	is always part of supply chain management. Focus not only on company supply chain
Various activities both internally and externally	scope activities is broader than only functional activities in the company itself

Specific competency 2: Operationalisation of strategic vision

Translates and aligns the company strategic vision and operationalises and communicates this strategic vision with regards to logistics & supply chain issues such as: customer service, sourcing, production, planning, transportation, distribution, technology, ethics and environmental responsibility

Translates and aligns the company vision and operationalises and communicates this strategic vision	focus of a middle/senior manager logistics/ supply chain management is on translation company strategic vision into an operational context.
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Specific competency 3: Maximisation of value

Analyses opportunities and related costs, performance and risks to make well founded decisions with regards to leading and managing logistics and the supply chain. Capitalises on changes and trends in both the internal and external environment, as well as develop relationships and networks.

Related costs, performance	more focus on risk management and performance measurement (balance measured).
Capitalises	is part of maximising value.

Specific competency 4: End to end optimisation

Organises, governs and improves logistics systems using balanced performance measurement-based decision-making to support organisational goals. Manages processes and responsibilities within an organisation. Identifies and influences key stakeholders inside and outside of the organisation to drive supply chain initiatives through to completion.

..the analysing of ... is part of maximisation value (underlying analyses needed to reach the mentioned objectives).

Balanced performance measurement based explain why important

Identifies is part of end to end optimisation

Specific competencies of the MCE programme

Specific competency 1: Diagnosis

...diagnoses business issues and searches for opportunities to meet client's needs.

Specific competency 2: Innovation

...is innovative, designs business models and is able to create value.

Specific competency 3: Strategy

...crafts and executes sustainable business strategies for small and medium enterprises.

Specific competency 4: Intervention

...intervenes effectively, feels comfortable in applying effective communication styles and builds trust with key stakeholders at both executive and operational level.

Specific competency 5: Reflection

...reflects on own performance and activates own professional development in order to continuously improve performance based on professional standards.

Specific competencies of the MFA programme

Specific competency 1: Navigation

A Master in Finance and Accounting is able to create effective conditions that are designed to orchestrate the decision-making process of organisations and aimed at steering the organisation towards success.

Specific competency 2: Mediation

A Master in Finance and Accounting is able to originate, collate, reconcile, and communicate about all relevant information that the business needs to succeed and to take the lead in doing so.

Specific competency 3: Resilience

A Master in Finance and Accounting is able to improve the business ability to withstand extreme or unforeseen events and allowing it to take advantage and respond confidently to unfolding opportunities.

Specific competency 4: Connectivity

A Master in Finance and Accounting is able to connect the organisation, its data, people and processes to achieve success

General Competencies

General competency 1: Critical and Analytical Thinking competencies

Thinking that is clear, rational, and informed by evidence

1. Self-Awareness is conscious knowledge about your own mental process and/or character. Self-aware students must be able to recognise their strengths and weaknesses. Further-more they should be able to understand their place in larger environment (community/society).
2. Problem Analysis is an ability to find the root cause and major components of a 'real-world' problem, and define context boundaries of the problem
3. Making a Judgment is an ability to make a transparent decision or form an authoritative opinion, after considering relevant evidence and possible alternatives

General Competency 2: Creativity

Ability to think outside the box, which stimulates a process of developing new, uncommon or unique ideas

1. Divergent Thinking is a thought process or method used to generate creative ideas by exploring many possible solutions typically in a spontaneous, free-flowing manner. Thinking outside of the existing frames.
2. (Creative) Problem Solving is the process of working through details of a problem to reach a solution in novel ways
3. Application or operationalisation (of creative ideas) is the process by which ideas and plans are converted or transformed into actionable steps in novel ways

General Competency 3: Collaboration

Ability to effectively work together with others towards common goal

1. Emotional Intelli- is the ability to recognise one's own and other's emotions and to use

General Competency 3: Collaboration

Ability to effectively work together with others towards common goal

- | | |
|--------------------------------|--|
| gence | emotional information to guide thinking and behaviour |
| 2. Interpersonal Communication | is a two-way process of reaching mutual understanding, whereby individuals use multiple channels (words, behaviours, body language) to express ideas and information |
| 3. Teamwork | is the ability to work collaboratively as a group toward a common goal. |

Appendix 4 Overview of the three programmes

MLM

Block 1	Block 2	Block 3	Block 4
Leading & Managing Supply Chains, 2 EC	Technology & Innovation in Supply Chains, 3 EC	Supply Chain Management Simulation, 4 EC	Thesis, 11 EC
Current Trends in Supply Chain Management, 2 EC	Operations Management, 3 EC	Warehouse Management, 3 EC	
Strategic Sourcing & Purchasing, 2 EC	Physical Distribution & Transportation, 3 EC	Port Management, 3 EC	

MCE

Block 1	Block 2	Block 3	Block 4
Finance and Funding		Finance and Funding, 3 EC	
Innovation and Creation, 4 EC			
Value Creation and Business Models, 4 EC			
Sales and Intervention Styles, 4 EC			
	Team Interventions		Team Interventions, 2 EC
Change Management and Organisation Development, 4 EC			
Management of Control or Entrepreneurial Mind-set 4 EC			
Business Case or Business Plan (11 EC)			

MFA

Block 1	Block 2	Block 3	Block 4
Financial Reporting and Analysis, 8 EC	Measuring and Increasing the Value of Companies, 8 EC	Risk and Uncertainty Management, 8 EC	Management of Information, 8 EC
Research report 4 EC			

The general modules

Block 1	Block 2	Block 3	Block 4
Global Business in Transition (2 EC)			
Critical Thinking and Advanced academic writing (4 EC)	Research Methodology (4 EC)		
International Project (6 EC)			
Managing Corporate Social Responsibility (4 EC)			
Personal Leadership (4 EC)			

Appendix 5 Studied documents

Theses studied:

MCE:	MFA:	MLM:
0905664	0902595	0883122
0921232	0921152	0905666
0892051	0898398	0921084
0906785	0905657	0902604
0844384	0782820	0880699
0823333	0883100	0923608
0900669	0814974	0894264
0921113	0878894	0856573
0887688	0921109	0880739
0845614	0924790	0878896
0775226	0852964	0887609
0939112	0813056	0921128
0923729	0883097	0901054
0924784	0898428	0881624
0891055	0905659	0900916

Documents:

- Self-evaluation reports
- Assessment plans
- Assessments
- Course profiles
- Literature and literature lists
- Research project guidelines
- Thesis guidelines
- Student handbook (OER)
- Minutes from the programme advisory board
- Minutes from the programme advisory committee