

Executive Master of Accountancy

Executive Master of Finance and Control

Executive MBA

November 16th 2022

University of Groningen

Assessment report



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1. SUMMARY

Introduction

From June 19th to 22nd, 2022 a panel of experts visited 20 programmes of the Faculty of Economics and Business (FEB) of the University of Groningen (RUG) for a combined AACSB-NVAO quality assessment. Because of the big scope of the accreditation, extra experts were asked to support the panel for the evaluation of the theses: the thesis review panel (TRP). This report describes the results for the Executive Master of Accountancy (EMA), the Executive Master of Finance and Control (EMFC), and the Executive MBA (EMBA) (see below).

Considerations, findings and conclusions

In what follows, the panel summarises its overall, general findings across all 20 FEB programmes currently under review as well as specific findings for the EMA, EMFC and EMBA. Chapter 3 of the report includes a complete account of the programme-specific findings regarding the three executive masters.

Standard 1: intended learning outcomes

The panel noted that FEB is currently recategorizing the ILOs of all degree programmes. The panel supports the change that FEB intends to make, and considers the interdisciplinary approach to research and education in the FEB programmes to be a good response to the changes in society. The panel appreciates how the EMA and EMFC ILOs are strongly geared towards frames of references from the professional field, and how the ILOs of EMBA reflect a true 'executive', applied character.

For the executive masters, the panel recommends:

- for all executive masters, consider reducing the number of ILOs and broadening the scope to ensure that there is enough space within the ILOs to incorporate recent developments in the professional field.
- for EMBA, broaden the scope of the Advisory Board, and to also invite external members with backgrounds in Energy Transition and Health.

Standard 2: teaching-learning environment

The programmes have adequately translated the ILOs into courses and curricula, and these in turn allow students to achieve the ILOs. The panel acknowledges that Research Driven Education (RDE) is omnipresent in the programmes of FEB. That FEB encourages the use of Technology-enhanced learning (TEL) tools to strengthen the presence of RDE within the courses is a strong choice. The panel is positive about the clever set-up of the EMBA programme with its combination of generic and profile-specific courses, and about the good balance between theory and practice in the EMFC.

The teaching staff of FEB is of good quality, highly engaged, and have considerable research expertise which they use in their teaching. The panel appreciates how EMA, EMFC, and EMBA cleverly combine theory and practice through their course content and the combination of lecturers with an academic and a professional profile.

For the executive masters, the panel recommends:

- for EMA, further develop the ethical dimension in the curriculum.
- for EMFC, continue with the experiment of introducing milestone deadlines for the thesis, and keep improving the monitoring and support of students in the thesis writing phase.
- for EMBA:
 - strengthen the FEB connection with students of the Food & Retail profile in Baarn.
 - strictly apply the entry requirements, and also include the Examination Board in safeguarding these assessments.
 - review the student journey and ensure that the journey is of equal quality for all students regardless of students' starting point.

Standard 3: student assessment

It is clear to the panel that the Examination Board (EB) has made good progress since the previous accreditation, with the establishment of the Assessment Committee in September 2019 as a notable milestone. The EB has the overall capacity and expertise, as well as the necessary instruments and procedures to fulfil its tasks and responsibilities. The EB is also very engaged. The EB adequately fulfils its role and proactively safeguards the quality of the final projects of EMBA, EMFC and EMA students.

FEB has an adequate school-wide assessment policy and programme-specific Assessment Plans. The newly developed thesis assessment form for master programmes is a big improvement, and FEB organises sufficient calibration activities for examiners. The panel is positive about examiners' feedback in the portfolio grading forms of EMA. With respect to standard 3, the panel has the following general recommendations:

- reflect on how the EB can best organize itself, given its scope. Consider including one or more external members in the EB with more distance from the programmes and the university.
- increase calibration from supervisors and examiners between programmes (not just within).
- ensure more qualitative feedback on the thesis assessment forms.

For the executive masters, the panel recommends:

- for all executive masters, adapt the thesis assessment form to better fit the needs and ILOs of an executive master, and make the form clearer.
- for EMA, include the assessment criteria in the descriptions of the portfolio assignments for students.
- for EMFC, ensure that the thesis assessment forms reflect how the assessment process of the two assessors took place independently.

Standard 4: achieved learning outcomes

The Thesis Review Panel (TRP) examined 307 final projects of 20 programmes and found that 97% were clearly of at least sufficient quality for a final project at the relevant level. All reviewed theses from the bachelors, initial masters, and the research master were of satisfactory quality. FEB has some insight into

alumni's perspective and it plans to increase the quality and quantity of contact with alumni. The panel is positive about the employability of EMA alumni.

Concerning standard 4, the panel has the following general recommendation:

- provide more insight into how alumni function and are appreciated in the professional field.

For the executive masters, the panel recommends:

- for EMA, make sure that a solid synthesis of scientific literature is incorporated in students' portfolios.
- for EMFC, ensure that the theses show a stronger use of academic sources for the methodological aspects.
- for EMFC, ensure that a critical reflection of students on their research choices, process and results is incorporated in the theses.
- for EMBA, clarify the role of project 1 in the portfolio.

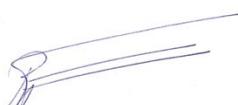
Overall conclusion

The panel concludes that the the Executive Master of Accountancy, the Executive Master of Finance and Control, and the Executive MBA, like the other 17 programmes of FEB, meet all NVAO standards. It subsequently assesses the overall quality of the programmes as positive. The panel issues a positive recommendation to NVAO for the accreditation of the following programmes:

Name of programme	Standard 1	Standard 2	Standard 3	Standard 4	Overall conclusion
Executive Master of Accountancy	meets	meets	meets	meets	positive
Executive Master of Finance and Control	meets	meets	meets	meets	positive
Executive MBA	meets	meets	meets	meets	positive

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

Utrecht, November 16th 2022



Ronald Tuninga
NVAO-chair



Suzanne den Tuinder
secretary

2. INTRODUCTION

The University of Groningen (RUG) assigned a panel of peers to perform the quality assessment of the Executive Master of Accountancy (EMA), the Executive Master of Finance and Control (EMFC), and the Executive MBA (EMBA). This assessment was part of a combined AACSB-NVAO assessment in which 20 programmes of the Faculty of Economics and Business (FEB) were evaluated (see Table 1). The NVAO part of the assessment was performed according to the four standards of the 2018 NVAO assessment framework for limited programme assessment and the 2018 NVAO assessment framework for the assessment of postgraduate masters programmes. As part of the Continuous Improvement Review of the Association to Advance Collegiate Schools of Business (AACSB), the nine guiding principles and standards for Business Accreditation (AACSB, 2020) were used. Although subjects overlap, the AACSB typically carries out a Continuous Improvement Review of the entire school, whereas the NVAO part of the assessment focuses on reviewing the quality of individual programmes. The panel consists of experts from both parties, with AACSB volunteers, a Dutch academic expert with knowledge and experience with the NVAO framework, and a student. The visit was arranged according to the AACSB-NVAO Agreement of Cooperation of 2020.

Table 1. Programmes included in the AACSB-NVAO assessment at FEB and the reports in which the panel shares its findings, considerations and conclusions

Name of programme	Report bachelors & masters	Report research master	Report executive masters
1. BSc Business Administration	x		
2. BSc International Business	x		
3. BSc Economics and Business Economics	x		
4. BSc Econometrics and Operations Research	x		
5. MSc Business Administration	x		
6. MSc Economics	x		
7. MSc Human Resource Management	x		
8. MSc International Business and Management	x		
9. MSc Marketing	x		
10. MSc Economic Development and Globalization	x		
11. MSc Accountancy and Controlling	x		
12. MSc Econometrics, Operations Research and Actuarial Studies	x		
13. MSc Finance	x		

14. MSc Supply Chain Management	x		
15. MSc International Financial Management	x		
16. MSc Technology and Operations Management	x		
17. Research Master in Economics and Business		x	
18. Executive Master of Accountancy			x
19. Executive MBA			x
20. Executive Master of Finance and Control			x

This report only describes the findings of the panel relating to the NVAO assessment, and it specifically focuses on the three executive master's programmes (see the highlighted column in Table 1). The NVAO-related findings of four bachelor and twelve master programmes of FEB are described in a separate report, as are those of the research master programme. The AACSB-related findings are reported by the AACSB members of the panel in an AACSB report.

The three executive master programmes were all part of the NVAO assessment cluster *WO Economie en Bedrijfskunde / AACSB Groep 1*. The programmes in this cluster are offered by five different institutions: the University of Groningen, TIAS Business School, Tilburg University, Maastricht University, and the University of Amsterdam. To ensure overlap between the NVAO assessments/institutions within the cluster, Ronald Tuninga was assigned the NVAO chair (as he was previously involved in the AACSB-NVAO assessment at UvA).

Composition of panel

FEB composed a panel of five peers (i.e. assessment committee) that performed the assessment. Three of the peers are volunteers from AACSB, one peer has ample experience with NVAO accreditations, and one peer is a student from a different university:

- Ronald Tuninga (chair NVAO assessment), Vice President Academic Affairs at Wittenborg University of Applied Sciences in Apeldoorn, The Netherlands and Emeritus Dean and Professor at Kingston University London, UK
- Josep Franch (chair AACSB assessment), Dean at Esade Business School in Barcelona, Spain.
- Michael J. Ginzberg (panel member), Professor and Dean Emeritus at School of Business Worcester Polytechnic Institute in Massachusetts, USA.
- Timo Korkeamäki (panel member), Dean at Aalto University School of Business in Espoo, Finland.
- Jingyi Wang (student-member), student at the Bachelor of Business Administration, University of Amsterdam, The Netherlands.

The panel was supported by Suzanne den Tuinder and Inge Otto, consultants at Odion Onderzoek, both NVAO-certified secretaries. Because of the big scope of the accreditation, extra experts were asked to support the panel for the evaluation of the theses: the thesis review panel (TRP). The composition of the TRP is described in the section below. The NVAO gave her approval for the panel composition – including the Thesis Review Panel – on April 4th, 2022.

Procedure

Phase 1: Preparing the site visit

Programme and materials

As part of the preparations for the site visit, the NVAO expert, the NVAO secretaries and the Project Leader International Accreditations of RUG discussed the programme for the site visit. They also considered together what materials should be made available and how this would be organised. RUG subsequently made all materials (theses, thesis assessment forms, self-evaluation reports, etc.) available via an online, secured BaseRoom.

Composition of Thesis Review Panel

As the NVAO requires an assessment of the achieved learning outcomes of each programme separately, a thesis review panel (TRP) was asked to assess this prior to the visit of the AACSB-NVAO Peer Review Team. The total TRP consisted of 18 experts from 12 different universities in both the Netherlands and abroad:

1. Ronald Tuninga (Wittenborg University of Applied Sciences), Vice-President Academic Affairs, NVAO chair and chair thesis review panel
2. Anita van Gils (Universiteit Maastricht), Professor, Master Programs Director
3. Arvid Hoffman (University of Adelaide), Professor
4. Kees Camfferman (Vrije Universiteit Amsterdam), Professor
5. Vaiva Petrikaite (Vilnius University), Research Fellow
6. Tim Kooijmans (RMIT Australia), Lecturer
7. Jan Fransoo (Tilburg University), Professor
8. Philip Stork (Vrije Universiteit Amsterdam), Professor
9. Inmaculada Martinez-Zarzoso (University of Göttingen), Professor
10. Bas van der Klaauw (Vrije Universiteit Amsterdam), Professor Economics
11. Diogo Cotta (Universiteit Maastricht), Assistant Professor
- 12. Boris Blumberg (Universiteit Maastricht), Senior Lecturer**
13. Frank Belschak (Universiteit van Amsterdam), Professor
14. Vittoria Scalera (Universiteit van Amsterdam), Associate Professor
- 15. Jingwen Zhang (Erasmus University Rotterdam), Assistant Professor**
- 16. Tim de Leeuw (TIAS School for Business and Society), Professor**
- 17. Sander van Triest (Universiteit van Amsterdam), Associate Professor**
- 18. Ed Vosselman (Radboud University), Professor Emeritus**

The five experts in **bold** reviewed the final projects from the three executive master programmes at FEB. Some of them also reviewed final projects for the four bachelor programmes, twelve master programmes or the research master. The three experts at the bottom of the list were only involved in the evaluation of the final projects of the executive masters or research master. The thesis review panel was chaired by the panel's NVAO chair, Ronald Tuninga, and assisted by Suzanne den Tuinder and Inge Otto from Odion Onderzoek, both NVAO-certified secretaries.

Selection of final projects for Thesis Review Panel

In March 2022, the RUG (for all programmes under review) provided overviews of the final projects of students who graduated in the academic years 2018-2019, 2019-2020 and 2020-2021. The overviews listed the date of graduation, student numbers, specialization (if applicable), titles of the final projects, grades, supervisors and second assessors. The NVAO chair and the secretaries selected 15 final projects per programme. For the Executive MBA, all 12 final projects in this time frame were selected.

Four principles were applied when selecting theses:

- If enough final projects were available from 2020 and 2021, final projects from these academic years were selected. If this was not the case, which was true for the Executive Master in Finance & Control, final projects from 2019 were added to the selection.
- Final projects were selected based on grades, and we intended to compose representative samples with a fair distribution of the different grades. In the case of the executive masters, ten final projects graded with a 6 or 7 were selected, and five projects with a grade of 8. As there were only three EMFC students and four EMBA students that received a grade of 6, the selection was supplemented with final projects that were assessed with a grade of 7.
- We ensured that there was variation in the sample of final projects in terms of supervisors and second assessors.
- We took care to select final projects from all programme specializations or tracks if applicable.

In this report the generic term “final project” is used to denote both theses and portfolios. In the executive master Finance & Control, students write a thesis as a final project. However, students in the Executive Master of Accountancy compose a portfolio consisting of four parts. Students in the Executive MBA (EMBA) also do not write a thesis but complete three EMBA integration projects which together constitute the final project.

For the Executive Master of Accountancy, 10 additional final projects were reviewed by two reviewers (each reviewer reviewed 5 final projects). For the Executive MBA, 5 already reviewed final projects were additionally reviewed by the NVAO chair as no extra final projects were available for the Executive MBA.

Matching TRP experts to programmes & final projects

The NVAO chair and the secretary assigned each expert a set of final projects from one (or more) programmes. While doing so, they made sure to match experts to programmes in line with experts' areas of expertise, whether experts had the required expertise to assess the final projects of a research master,

and language preferences (English/Dutch). As a last criterium, all programmes were assessed by at least two experts.

TRP process of reading, evaluating & discussing final projects

In early March 2022, the TRP started its work in evaluating the final projects. The review process consisted of two phases. In the first phase, each expert individually reviewed their final projects, using a set of questions as a guideline based on the criteria for standard 4. They were also asked whether they had general questions, concerns or remarks about the final projects. The secretary collected the experts' answers to these questions. In the second phase, the experts joined a 2.5-hour online cluster meeting to share and discuss their findings with fellow experts. The experts who read executive master projects held this meeting on April 19th 2022. The reports on the individual final projects written by the experts served as a starting point in the meetings. During the meetings, each programme was discussed one by one.

The secretaries created a Thesis Review Panel report based on the experts' written findings on the final projects and based on the outcomes of the cluster meetings, which was checked by the NVAO chair and then modified by the secretaries. This contained preliminary findings and conclusions and pending questions from the TRP to be asked by the panel during the site visit in June.

Preparation meeting NVAO chair and AACSB chair

On May 24th 2022, the chairs of the AACSB and NVAO and the secretaries met in an online meeting. This was an occasion for general introductions, refamiliarizing with the NVAO and AACSB assessment frameworks, and a discussion of the TRP report.

Preparation meeting on assessment frameworks

In order to ensure full compliance with both accreditation frameworks, a pre-visit call was organized on May 30th 2022 for the whole panel by the AACSB staff liaison for the University of Groningen. During this meeting, the panel discussed both the AACSB and the NVAO accreditation frameworks in-depth, as well as the procedures for preparing the site visit, the site visit itself, and after the site visit.

Preparation meeting to share first impressions

In early June, the panel studied the Thesis Review Panel Report, the Self-evaluation Reports prepared by the RUG, as well as supporting documents that were made available online by RUG. A list of all documents examined by the panel is available in Annex 3. The panel members shared their first impressions with the secretaries. The secretaries made a compilation of these first impressions and shared this with the panel. In a preparatory meeting on June 15th 2022, the panel discussed their first impressions and defined the key topics for the site visit.

Phase 2: Site visit

From June 19th to 22nd 2022, the panel visited FEB in Groningen. It conducted interviews with management, teaching staff, committees, students, alumni and representatives of the professional field.

It also visited FEB's facilities. The afternoon and evening of the first day were used for a meeting with the management and a development dialogue, after which the panel had interviews with the persons involved in the bachelor and master programmes (day 2), the executive master programmes (day 3), and research, societal impact and resource management (day 4). At the end of the site visit, the panel discussed its conclusions and shared these with FEB and the programmes. The programme of the site visit is described in Annex 2.

The panel attended most of the sessions together but split up in case topics were addressed that were relevant to only one of the frameworks. The panel held parallel sessions for the interviews concerning the master's programmes. For example, half of the panel would attend a session with lecturers from one group of master's programmes, and the other half of the panel would attend the session with the second group of master's programmes. Afterwards, panel members shared their findings from these sessions with each other.

As required by the 2018 NVAO assessment framework, FEB staff and students were given the opportunity to address and discuss issues with the panel in confidence. They were notified in an email by RUG. In order to address an issue, staff/students were asked to contact the secretary prior to the site visit. During the site visit, two 'open hours' were scheduled to allow for the panel to meet with staff/students who responded. In the present programme assessment, two responses were received. The panel met with two students during the open consultation hours. Questions of the students were of a personal nature and unrelated to the quality of the programmes. The two students were given advice by the panel on how to solve their personal issues and challenges.

At the end of the site visit, the panel issued a judgement per programme according to the four standards of the 2018 NVAO assessment framework for limited programme assessment, and the 2018 NVAO assessment framework for the assessment of postgraduate masters programmes. The panel assessed the programmes in an independent manner. At the end of the visit, the AACSB and NVAO chairs presented the initial findings (orally) to FEB.

Phase 3: After the site visit

The underlying report contains a systematic presentation of the panel's findings, considerations and conclusions for the three executive master programmes of FEB according to the 2018 NVAO assessment framework for limited programme assessment and the 2018 NVAO assessment framework for the assessment of postgraduate masters programmes. A draft version of the report was prepared by the secretaries after the site visit and was sent to the panel members for comments. The draft report was then edited based on the panel's comments and subsequently endorsed by the NVAO chair. Thereafter, the report was sent to RUG for a review of any factual inaccuracies. Upon their response, this report has been finalised and endorsed by the NVAO chair of the panel.

The exact same process was followed for the 4 bachelor programmes, 12 master programmes and the research master, which also participated in this joint NVAO-AACSB assessment, but this is described separately in the respective reports.

Institution

The University of Groningen was established in 1614 and is organised into 11 Faculties. These provide courses and degree programmes in various domains, including Economics and Business, Behavioural and Social Sciences, Humanities, Law, Medical Sciences, Spatial Science, and Science and Engineering. The university offers approximately 45 bachelor programmes and 120 master programmes. In October 2020, the student population of the university counted circa 34,000 students.

The Faculty of Economics and Business (FEB) offers 21 degree programmes, with around 7,800 students and 370 FTE academic staff. FEB has organised faculty into eight departments. Among the 21 programmes are 4 bachelor programmes, 12 master programmes, one research master programme, and 4 post-experience executive programmes. These programmes are (inter)nationally accredited (NVAO, AACSB, EQUIS). Each of the 21 degree programmes are the formal responsibility of a Programme Director who oversees the curriculum, quality of the teaching staff, admission of students, and quality assurance. FEB also offers a PhD programme.

The Faculty Board of FEB includes four persons: the Dean, a Vice Dean of Education, a Vice Dean of Research, and the Managing Director. The post-experience executive programmes are part of the University of Groningen Business School (UGBS) which has been part of FEB since 2016. This school is led by the Managing Director and educational director.

Structure of this report

Chapter 3 first presents the overall, general findings of the panel across all 20 FEB programmes currently under review. Chapter 3 subsequently presents the programme-specific findings, considerations, and overall conclusions per executive master programme. In the annexes, additional information can be found about administrative data (Annex 1), the site visit programme (Annex 2), and the documents consulted by the panel (Annex 3).

3. PROGRAMME ASSESSMENT

GENERAL PROGRAMME ASSESSMENT

This chapter presents the overall, general findings of the panel across all 20 FEB programmes currently under review. The findings are organised according to the four NVAO-standards. The panel does not provide conclusions per standard and restricts itself to findings and considerations per standard. In the programme-specific part of this report, the panel draws conclusions per programme (and per NVAO-

standard) based on both the general and programme-specific findings. Table 2 below gives an overview of the panel's conclusions (both per standard and the overall conclusion) for all 20 FEB programmes.

Table 2. Overview of the panel's conclusions per programme

Name of programme	Standard 1	Standard 2	Standard 3	Standard 4	Overall conclusion
1. BSc Business Administration	meets	meets	meets	meets	positive
2. BSc International Business	meets	meets	meets	meets	positive
3. BSc Economics and Business Economics	meets	meets	meets	meets	positive
4. BSc Econometrics and Operations Research	meets	meets	meets	meets	positive
5. MSc Business Administration	meets	meets	meets	meets	positive
6. MSc Economics	meets	meets	meets	meets	positive
7. MSc Human Resource Management	meets	meets	meets	meets	positive
8. MSc International Business and Management	meets	meets	meets	meets	positive
9. MSc Marketing	meets	meets	meets	meets	positive
10. MSc Economic Development and Globalization	meets	meets	meets	meets	positive
11. MSc Accountancy and Controlling	meets	meets	meets	meets	positive
12. MSc Econometrics, Operations Research and Actuarial Studies	meets	meets	meets	meets	positive
13. MSc Finance	meets	meets	meets	meets	positive
14. MSc Supply Chain Management	meets	meets	meets	meets	positive
15. MSc International Financial Management	meets	meets	meets	meets	positive
16. MSc Technology and Operations Management	meets	meets	meets	meets	positive

17. Research Master in Economics and Business	meets	meets	meets	meets	positive
18. Executive Master of Accountancy	meets	meets	meets	meets	positive
19. Executive MBA	meets	meets	meets	meets	positive
20. Executive Master of Finance and Control	meets	meets	meets	meets	positive

Introduction

The FEB mission is to *empower and connect students, academics, and external stakeholders to positively impact regional, national and global economic and business challenges in science and society*. The panel feels that the FEB mission is well aligned with the UG mission that defines itself as a broad university, linking education and research with an international and innovative approach to address societal challenges.

In 2021 a new vision on teaching and learning was constructed as part of a School-wide Future Proof Education project. This new vision builds on the previous didactic concept (Research-Driven Education) and formulates additional educational ambitions, e.g. the use of active learning in both online and in-person education (blended learning), to optimise learning, and to enhance students' capacity to take up their ethical and social responsibilities in their field of study.

Via the University of Groningen Business School (UGBS), FEB organises and offers postgraduate education to businesspeople. The goal of the UGBS, and of FEB too, is to *inspire highly educated professionals to develop themselves further by confronting them with the latest academic insights, by advancing participants' knowledge and skills, and by providing a platform for network development*. It is part of the Strategic Plan 2021-2026 of FEB to expand the activities in executive education, thus offering more options to professionals for life-long learning. The recent development of new tracks in the executive MBA is an example of this.

Standard 1: intended learning outcomes

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

General findings & considerations

FEB vision on ILOs

The intended learning outcomes (ILOs) of all FEB programmes are grouped into one of four categories: (A) Subject-specific, (B) Academic, (C) Social and communication, and (D) Study skills and professional orientation. FEB envisages its ILOs to also support (further) implementation and integration of new topics on what and how to teach into the formal curriculum. It wishes to align the content of the programmes with the expertise in research and expectations from the work field. Besides programme-specific topics, it therefore aims to incorporate the following topics into the degree programmes:

- Employability (connection to the labour market),
- Ethics, Responsibility and Sustainability (ERS),
- Digital Business & Data Science (DB&DS),
- Internationalisation, Diversity & Inclusion (ID&I),
- Blended learning, active learning, Research-Driven Education (RDE).

One of the conclusions of the Future Proof Education Projects of FEB was that the current categorisation of ILOs did not provide enough opportunity to add these topics into the curriculum. Therefore, the ILOs of all degree programmes are currently categorised differently into Knowledge, Research, and Skills, and the resulting ILOs will be implemented in the academic year 2022-2023. The category Knowledge visualises the differentiation of the content between the degree programmes as well as the profiles within degree programmes. The topics mentioned above (i.e. Employability, ERS, etc.) all fit in the category of Skills. The panel, having read the ILOs in the current categorization and not the new one, supports the change that FEB intends to make. The panel notes that, at present, the ILOs in various programmes showed overlap between categories, and the new set-up may help reduce this overlap.

Five societally relevant themes & interdisciplinary education

Since 2016, FEB has focused on interdisciplinary cooperation in education and research, with the aspiration of having more impact on society. This has evolved into five societally relevant themes: healthy society, digitalization and AI, energy transition and climate change, leadership and governance and future prosperity and sustainability. During the site visit, the FEB management and Board of RUG further explained the five themes and the FEB Strategic Plan 2021-2026, indicating that programmes will take an interdisciplinary approach to tackle these. The panel considers the interdisciplinary approach to research and education in the FEB programmes to be a good response to the changes in society embodied by the five themes.

Internationalisation

In line with the strategy of FEB, the FEB programmes take internationalisation into account in their policies and curricula. While the term is often not used explicitly, the panel noticed that the programmes address internationalisation in their ILOs. This is reflected in different ways in the programmes, for example through international faculty members, international content and opportunities for double degrees with reputable institutions.

Advisory boards

The panel observed that most FEB programmes have established a stable connection with the (international) professional field through advisory boards, although it became clear that not all programmes have an advisory board (yet). The panel recommends that FEB ensures that all programmes have a continuous connection with the (international) field through an advisory board or other regular contact with the professional field. In addition, the panel suggests that the programmes could use their existing advisory boards more systematically and effectively to align the intended learning outcomes (ILOs) with the expectations and demands of the professional field. The panel had the impression that the programmes currently place more emphasis on discussing the content of the curricula with their advisory boards and less emphasis on the discussion and alignment of the ILOs with the needs of the professional field.

Specific remark for executive master programmes

ILOs executive masters

The panel notes that the executive masters have quite a lot of ILOs. For example, EMA has 19 ILOs. The panel advises the executive master programmes to consider reducing the number of ILOs and broadening the scope to ensure that there is enough space within the ILOs to incorporate recent developments in the professional field.

Standard 2: teaching-learning environment

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

Findings & considerations

Choosing your own learning path

As part of its vision on teaching and learning (2021), FEB wishes to make students more aware of the importance of developing their employability track. The panel recognizes that FEB gives students various options to personalize their learning path, and thus prepare themselves for specific careers. Apart from minors (BSc) and profiles, FEB offers elective courses, focus areas (MSc) and the possibility to follow the University Honours Programme (BSc and MSc).

Research Driven Education

Research Driven Education (RDE) forms the core of the didactic vision of FEB. RDE strengthens the connection between research and teaching. FEB distinguishes six RDE themes: (1) learning from research, (2) learning about doing research, (3) learning to do research, (4) achieving an investigative attitude, (5) social communicative skills, and (6) professional orientation. All programmes also have a matrix in which they indicate in what courses which RDE themes are addressed. In its new vision of teaching and learning, FEB builds on RDE and adds six educational ambitions. An example of such an ambition is the use of active learning in both online and in-person education (blended learning). FEB intends RDE and the six ambitions to be an essential part of the programmes. While it is too early for the panel to reflect on the

implementation of the six ambitions, the panel observed and acknowledges that RDE is omnipresent in the programmes of FEB.

Technology-enhanced learning

Technology-enhanced learning (TEL) is another important aspect of FEB's teaching and learning vision. FEB intends to enhance students' learning on campus as well as academic community building with the help of supportive technology. All programmes, through the Student Portal, have access to TEL tools to boost active student engagement. Examples of tools used in FEB courses are voting tools, discussion boards, a critical reading tool, a peer-feedback tool, a group-management tool, a tool for training presentation skills, and recorded lectures. That FEB also encourages the use of these tools to strengthen the presence of research-driven education within the courses is a strong choice, according to the panel. The panel agrees that tools like the one that asks students to critically read research papers and make annotations can well help students prepare for classes and boost their motivation to engage with research.

Knowledge platform thesis supervision

As part of the Future Proof Education project, FEB takes the step of creating a knowledge platform for students about academic writing, methodology, and methods. Students can use the platform to find information about research-related topics, and thesis supervisors can use the platform to provide personalised feedback to students. The panel considers the development of the knowledge platform a positive development and encourages the programmes to continue the good work.

Freedom for lecturers to choose teaching methods

FEB wishes its teachers to experience room for creativity in the teaching methods they use in their courses. At the same time, they wish to direct this freedom to a certain extent into choosing methods that align with the FEB vision. FEB, therefore, has established several restrictions that determine how much freedom lecturers have in choosing a teaching method. While lecturers have quite some freedom, first-year bachelor students should participate in class meetings for at least six hours per course per week (18 hours in total per week). Other factors that lecturers need to consider are budget, teaching rooms, rooms for practical sessions, time slots in the course schedule, and teaching assistants. Of course, lecturers also must ensure that the teaching methods (including the use of TEL tools) match the educational goals of the course.

The high research expertise of faculty members

Both the documentation and the interviews with faculty members illustrated to the panel that FEB lecturers have considerable research expertise. The panel noticed that the intellectual contributions of the faculty members, and the high level of their research, have been translated into an impressive list of publications in peer-reviewed journals and the involvement of several faculty members in editorial boards of top journals, such as JIBS and Academy of Management Journal. During the site visit, teachers gave several examples of how they use this expertise in their teaching. This high level of research expertise and engagement of faculty members ties in well with FEB's vision of Research Driven Education.

Professionalization of lecturers

During the site visit, the FEB management informed the panel about the introduction of the new educational tenure track. With this initiative, FEB aims to reward academic staff for their education efforts by offering a career opportunity that is education focused.

Internationalisation

In its strategic plan and vision on teaching and learning, FEB notes that it strives to provide excellent education and have an international focus embedded within the regional context. FEB thus overtly has incorporated internationalisation into its strategy, and (the panel noted) this is visible in the degree programmes. In three bachelor and ten master programmes of FEB, students can for example apply for a double degree programme. Depending on the double degree programme, either international students spend time in Groningen to complete part of their second degree there, or Groningen students go abroad to follow part of the second degree programme at a partner university. Some programmes offer both options simultaneously.

The focus on internationalisation in the FEB programmes is also evident from their language of instruction, the presence of international lecturers, and internship options for students. Most programmes are taught in English (the Bachelor in Business Administration and the three executive masters under review are exceptions), and since the previous NVAO-AACSB accreditation FEB has hired more international academic staff (39% non-Dutch staff in 2020, as compared to 31% in 2017). Further, FEB increased the internship options for bachelor and master students after the previous NVAO-AACSB panel suggested FEB to do so.

Language

In the General Critical Reflection and its Language Policy, FEB elaborately describes for what reasons English is used as the language of instruction in many of its programmes. FEB points out that students' careers and the work floor will be international and that communication and literature about developments in the field are primarily in English. Also, FEB strives to provide excellent education, for which it tries to recruit excellent academic staff. Such staff members often have international backgrounds. As a final reason, the classrooms in many programmes are international classrooms because degree programmes are made available for international students.

In the programmes in which Dutch is the language of instruction, students still (also) have to read English scientific literature alongside documents written in Dutch.

Diversity

The panel observed that the gender balance in the programmes (both in terms of students and teaching faculty) is rather male-dominated. During the site visit, the panel learnt that FEB has appointed a diversity officer and that it, among others via the Aletta Jacobs Institute, tries to strengthen the position of female lecturers and students. The panel recommends the programme to keep monitoring the gender balance, to create befitting policies, and to check the effect of these policies.

Campus and student experience

During the site visit, the Board of RUG explained how it aims to build a campus which is a community of communities. According to the panel, this is a good response to the changes in teaching and learning preferences as a result of the Covid pandemic. The panel points out that, regardless of these plans, the

student experience in Groningen is already highly appreciated by students. This includes the city of Groningen, the university and the FEB experience. Indeed, not just students but also all faculty and support staff of FEB that the panel interviewed showed a high level of engagement and were happily involved in FEB and the programmes. Students also value extra-curricular activities, as these add to the student experience.

Lecturers

In general, the panel considered the teaching staff to be of good quality, both in terms of research and educational skills. In the General Critical Reflection, FEB explains that it employs 400 faculty members (including 40 PhDs) involved in teaching. On May 1st 2021, in total 216.1 FTE was allocated for teaching, and 7,290 students were following a FEB degree programme (4,809 in a BSc programme; 2,481 in an MSc programme). FEB points out that its actual student-teacher ratio is lower than the 33.7 that can be calculated based on the above numbers because it excludes the supervision of teaching assistants in many tutorials in the first and second year bachelor courses. Both from the documentation and during the interviews, the panel tried to get insight into the student-teacher ratio at the programme level rather than at the level of FEB. This proved to be difficult. The panel recommends that FEB keeps better track of the student-staff ratio per programme and prevents this ratio from becoming too high. As the students that the panel interviewed seemed content with it, the panel is reassured that the current student-staff ratio is acceptable. The lecturers also respond well and adapt well to the needs of students. For example, during the site visit, students were positive about the option offered to replace their exchange for an internship (BSc International Business). Also, the master students that the panel interviewed really appreciated the involvement of the faculty, their accessibility, and the individual feedback provided during the time of Covid restrictions.

Standard 3: student assessment

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

Findings & considerations

Assessment policy & practice

FEB has a school-wide assessment policy, which is laid out in the 'FEB Assessment Policy and Assessment' (2017). FEB regards assessment as a steering mechanism to help students achieve the ILOs. At the core of this policy are 16 standards to which the programmes should adhere. These standards, for example, indicate that all programmes should have an Assessment Plan and Course Dossier (standard 1) and that all tests must be constructed with the highest degree of transparency, validity, representativeness and reliability (standard 4).

The panel confirms that all programmes of FEB, in line with the FEB assessment policy, have an Assessment Plan. In their Assessment Plans, the programmes provide detailed information about assessment, for instance about the alignment between the ILOs and the courses, the assessment programme, and the quality assurance regarding assessment. In addition, the Examination Board has commissioned several educationalists of FEB to evaluate the assessment plans of all programmes in a three-year cycle. The panel read the analyses of the assessment plans made by the educationalists and

concluded that the analyses form an adequate instrument to monitor and improve the assessment systems at programme level.

Transparency, validity & reliability

The panel observes that the programmes follow the official procedures of FEB to ensure the transparency, validity, and reliability of assessment. A peer review system is used when exams or assignments are prepared. In addition, students can adequately prepare themselves for exams through mock exams, and the programmes provide the assessment criteria and descriptions of assignments in advance via the Student Portal. Upon request, students can also inspect exams and assignments together with the lecturer (after having received the grade). The assessment procedures of each course are communicated to students via the Student Portal. Also, the Teaching and Examination Regulations include regulations regarding assessment.

Assessment methods

The FEB programmes generally use a range of different assessment methods, including homework assignments, intermediate and final exams with multiple choice and/or open questions, and individual or group assignments. Examples of assignments are practicals, presentations, case studies, essays, papers, etc. In the case of group work, the programmes indicate (via the Student Portal to students and in their Assessment Plans) how the grade is built up from an individual and a group component. The panel noted with approval that FEB wishes to create more effective personal moments of contact and feedback for students in their thesis trajectory. To this end, FEB has set up a project that is part of the Future Proof Education project that started in 2019.

Assessment of final projects

All programmes inform students about the final project and guidelines via a manual. The thesis assessment is carried out independently by the supervisor and a second assessor. The panel observed that FEB, in response to the 2016 NVAO/AACSB panel recommendations, developed a new assessment form for the bachelor theses, the master theses and the research master thesis, and it introduced these in the academic year 2020-2021. As part of the development process, a thorough analysis was carried out by a project group of educationalists, directors of bachelor and master programmes, and the programme coordinator of the research master. The project group (1) evaluated the completed thesis assessment forms for all FEB degree programmes, (2) analysed the forms used in other schools at RUG, (3) analysed the forms of Faculties of Business and Economics at other Dutch universities, and (4) aligned the educational objectives of the thesis with the form.

The panel considers the new thesis assessment form a big improvement compared to the former one. In fact, all experts in the Thesis Review Panel explicitly remarked that they welcomed the change and recognized that the new form is much better suited for its purpose. The new forms are more elaborate and detailed, provide more information on how the total grade is calculated (i.e. how sub marks add up to the conclusive marks), and therefore they increase transparency. In the old form, the abbreviations used seemed vague to the panel (e.g., below standard, above standard, and standard), and it was difficult to follow the track from the sub-grades to the final grade. In the new forms, these issues have been solved and do not play a role anymore.

Qualitative feedback on thesis

While the panel overall is positive about the new thesis assessment form, it advises the programmes to provide more qualitative feedback when filling out the forms. The written feedback quite often was short, formal, and generic. Subsequently, low and high grades were not always sufficiently justified. The panel would like to see feedback that, among others, specifies shortcomings (e.g., integration of the concepts, what parts of the domain are not covered, etc.) and strengths. The feedback could be more student-focused and more written for students in the community instead of for a general outsider. The panel recognizes that students also receive oral feedback after the thesis defence by the thesis supervisor and the co-assessor – which feedback probably will be more student-focused – but it points out that better written qualitative feedback is still required to improve transparency and the justification of grades.

Covering the ILOs at final level

In many of the degree programmes, students have to prove that they achieve the ILOs in different parts of the curriculum (not just in the final project or thesis). The panel fully supports this choice. It does recommend, nevertheless, that the programmes take adequate measures to ensure that the ILOs not covered in the thesis are properly assessed elsewhere and at the proper level. The thesis supervisors should also be well aware that some of the ILOs are assessed at other places in the programmes.

Calibration

From the documents and the interviews, the panel deduced that the FEB programmes organise calibration activities for the examiner involved in their own programmes. The panel appreciates this. The Thesis Review Panel noticed that it would be good if FEB also ensured that supervisors and examiners also calibrate between programmes (rather than only within programmes). This will result in a more equal, comparable use of grades for final projects across all FEB programmes.

Examination Board

All programmes of FEB fall under a single Examination Board. The Examination Board of FEB thus has a big scope and guards the quality of 40 programmes: 4 bachelor programmes, 12 master programmes, 1 research master, 19 non-degree premasters, and 4 executive masters, including double degree programmes. The EB consist of a chair, two secretaries and seven members. The EB meets approximately 13 times per year. It performs a wide range of tasks, including appointing examiners for courses, setting criteria for examiners in consultation with the Faculty Board, performing analyses of the assessment plan of each degree programme once every three years, evaluating selected courses on the basis of a risk analysis, and evaluating selections of students' final projects and the corresponding assessment forms. The EB commissions the final three tasks to an Assessment Committee.

In September 2019, the Assessment Committee (AC) was established. A chair, member and an assessment specialist have seats on this committee. The former two persons are also members of the Examination Board. The establishment of the AC was a response to the recommendation of the NVAO-AACSB 2016 panel, which remarked that the EB needed to better monitor the assessment procedure and grading of the thesis systematically.

In the academic year of 2020-2021, the Assessment Committee carried out various audits, as part of which theses were reviewed by an independent committee. During the site visit, the Assessment Committee explained that it annually reviewed the theses of 2 to 3 programmes in the period 2018-2021.

In the academic year 2021-2022, the final projects of 17 programmes were evaluated. The panel recognizes several findings and recommendations of the AC about the final projects. For example, the AC noticed that the open sections in the forms could be used more to explain and justify grades, especially in the case of a five (or six). The AC also encountered a few cases in which programmes accidentally used the old thesis assessment form. The EB will check next year whether the latter has improved.

It is clear to the panel that the EB has made good progress since the previous accreditation. The EB and the AC have worked hard to evaluate selections of final projects of all programmes under review and to evaluate the Assessment Plans of all programmes. This has led to recommendations and subsequently to improvements. The meeting with the Examination Board has convinced the panel that this quality assurance body has the overall capacity and expertise, as well as the necessary instruments and procedures to fulfil its tasks and responsibilities.

The panel observed that currently, one of the members of the EB is an external member. This external member was, as she explained during the site visit, recently promoted however and obtained a management position at FEB. The panel believes that the EB would benefit from one or more external members who has/have more distance from the programmes and university. It would be valuable if the EB asks external academic members who are not involved at RUG (so also not at other Schools of RUG) to really bring in a fresh and critical perspective from outside and provide an opportunity to benchmark the quality of work conducted by students and the related assessments.

Further, as the panel already noted before, the scope of the EB is big, and it has to guard the quality of many different programmes. While the panel did not discern signals that the EB is not up to this task, the panel recommends the EB to consider how it can best organise itself, given the different types of programmes that it covers and given the different expertise that is required from members. As an example, it could be efficient to organize the EB in different chambers that could each focus on a specific type of programme: (1) bachelor, (2) master, (3) research master, etc. Related to this, the panel would recommend FEB to allocate more time to the chair, as the time investment required from the chair is substantial given the current scope and responsibilities of the EB. It would also be good if FEB ensured that the EB receives enough time to further strengthen its expertise by taking part in professionalisation activities.

While the panel has formulated three suggestions so as to help the EB develop even further, it points out that the current EB meets the requirements set by the Higher Education and Research Act. Indeed, the chair and members of the EB and AC that the panel met are engaged and take on the expected responsibilities. The panel also noticed with approval that the EB chair, members and secretaries look over each other's shoulders and apply the four-eye principle themselves when they have difficult cases.

Specific remark for executive master programmes

Assessment forms executive master theses

The panel observed that the assessment forms for the theses of the executive masters and the regular initial master programmes appear to be similar even though the ILOs and research expectations for the two types of programmes are very different. The panel gives into consideration that the executive master

programmes could adapt the thesis assessment form to better fit the needs and ILOs of an executive master.

Standard 4: achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings & considerations

Quality of final projects

The Thesis Review Panel of 18 experts examined 307 final projects of 20 programmes (bachelor, master, research master, and executive master) and found that 97% were clearly of at least sufficient quality for a final project at the relevant level. In fact, all reviewed theses (so 100%) from the bachelor programmes, initial master programmes, and the research master were of satisfactory quality. The bachelor theses in the BSc International Business were even found to be at an excellent level.

The Thesis Review Panel only expressed some doubts in the case of some final projects from the executive masters. Still, after the involvement of extra experts who read (or re-read) final projects, it was concluded by the Thesis Review Panel that the executive students also evidently acquired the required level and ILOs.

Alumni

The programmes of FEB have some insight into the perspective of alumni on their programmes and how alumni function in the professional field. Many members of the Advisory Boards include alumni. In addition, the programmes gather information from national student evaluations, curriculum evaluations of recent alumni, and labour market research amongst employers. The panel for example read the 'Recent Graduates Report' of FEB that describes the results of a survey that was sent to bachelor and master alumni from the graduation cohort 2019-2020. RUG also participates in the national alumni survey carried out among recent graduates of Dutch universities. During the site visit, the panel learnt that FEB is making plans to increase the quality and quantity of contact with alumni. The panel agrees that the programmes would benefit from more insight of the alumni and into the way in which alumni function (and are appreciated) in the professional field.

PROGRAMME-SPECIFIC ASSESSMENT

1. EXECUTIVE MASTER OF ACCOUNTANCY

The Executive Master of Accountancy (EMA) is a two-year, part-time post-initial master programme offered in Groningen. The programme is the postgraduate component of the theoretical Chartered Accountant programme, and its objective is to develop students from assistant accountant to Chartered

Accountant. The students are typically professionals who have already acquired an initial master's degree in accountancy and controlling and who combine their education with a job as an assistant accountant or another relevant position. The programme has no tracks and is taught in Dutch. Approximately 65 students start the programme each year. The last review of the EMA took place in October 2019 on a stand-alone basis. The accreditation was extended from May 1st 2020, to May 1st 2026.

Students of the EMA create a portfolio as a final project. This portfolio consists of four parts: a group paper (part I, 3 EC), another group paper (part II, 2 EC), an analysis of a practical dilemma using scientific theories and scientific and social publications supplemented by a small applied research project (part III, 6 EC), and a final oral exam (part IV, 4 EC).

Standard 1: intended learning outcomes

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

Findings & considerations

Aim of the EMA

The EMA is the postgraduate component of the theoretical RA (Chartered Accountant) programme. The programme aims to develop students' managerial effectiveness and to help students take a career step from an assistant accountant – or another relevant position – to a Chartered Accountant. The four key subjects of accountancy education form the heart of the EMA: external reporting, corporate governance, internal control, and auditing.

Position

According to the Critical Reflection, the programme stands out from similar programmes at other Dutch universities as a result of its strong academic focus. Upon completion of the bachelor and master programmes at RUG that are aligned with EMA, students can enrol in EMA without a selection procedure and become a Certified Public Accountant (CPA) in 2 years.

Level and orientation of ILOs

The PRT examined the 19 intended learning outcomes (ILOs) of EMA and concluded that these adequately reflect (academic) post-experience master's level. Not only did the programme link its ILOs to the relevant Dublin Descriptors at master's level, but it also evidently incorporates an academic orientation in the ILOs. This is first of all clear from the subject-specific ILOs, which have a scientific focus on gaining knowledge and insights in the domain of accountancy. For example, ILO A.2 holds that EMA graduates have 'in-depth, specialized scientific knowledge and understanding of Internal Control'. That the ILOs reflect academic master's level secondly follows from a specific group of ILOs labelled 'academic learning outcomes'. These ILOs focus on scientific methods and techniques, academic skills and on developing an academic attitude. As an example, EMA graduates have to be able 'to critically value scientific information within the accountancy domain (such as scientific theories or a scientific

argument), to assess the usefulness of this information for practice, and to apply the useful information in practice' (ILO B.2).

The ILOs of the EMA also have a typically executive character. The programme addresses professional skills related to communication and leadership, for example. Additionally, as ILO B.2 in the previous paragraph also illustrates, the programme envisages connecting professional knowledge and skills with scientific rigour, using the latter to support the first. This is in line with what the PRT would expect from an executive master.

Requirements for ILOs set by the field and discipline

According to the PRT, the ILOs of the EMA are well-aligned with the expectations of the professional field, the discipline, and international requirements. As the programme explains in its Critical Reflection, the ILOs are in line with the final qualifications defined by the Audit Qualifications Committee (CEA), which in turn are aligned with the professional profile of the NBA (Dutch Association of Accountants). The NBA then again bases its professional profile on the EU Directive 2014/56/EU, the Dutch Accountancy Profession Act (Wab), the Dutch Accountancy Firms Supervision Act (Wta) and the standards of the International Federation of Accountants (IFAC). Clearly, the EMA is strongly oriented towards the professional field, and it must meet strict criteria from the field.

The PRT further points out that the breakdown of the ILOs into auditing, internal control, corporate governance, and external reporting is common in the international professional field and other programmes in the same discipline. Indeed, the basic topics covered by the EMA, such as internal control, risk management and corporate governance, have great relevance in practice and academia.

Conclusion

Based on the interviews and examination of the underlying documentation, the panel concludes that the programme **meets standard 1**, intended learning outcomes. The ILOs of the EMA adequately match the level (master) and orientation (research university) of the programme. The EMA takes sufficient measures to ensure this, most importantly through incorporating a solid scientific basis in the ILOs, and by making sure that the resulting ILOs align with the Dublin Descriptors at master's level. Further, the ILOs of the EMA are strongly geared to the expectations and competencies outlined by the professional field, the discipline, and international requirements as they are based on, amongst others, the firmly rooted final qualifications of the Audit Qualifications Committee.

Standard 2: teaching-learning environment

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

Findings & considerations

Programme

The EMA consists of six regular courses (45 ECTS) and the Integration Portfolio (15 ECTS). The programme lasts two-year, it is part-time, and it is taught in Dutch. Contact hours are focussed on Fridays. For every course, a course description is available via Ocasys. The EMA programme uses various teaching methods such as lectures, tutorials, group supervision, and individual supervision.

The panel appreciates the logical way the programme is built-up (see Table 3), and it recognizes that the EMA makes a big effort to combine theory and practice. It notes that students develop their critical thinking significantly via analysing and providing suggestions and solutions to complicated cases that are based on real issues in the firms. The panel observes that the programme provides many interesting case studies, and these exercises not only give students a deeper understanding of the theories but also prepare them for what they need to do when they face internal audit, risk management or corporate governance issues in practice. The panel considers it an asset to the programme that the cases refer to both Dutch standards and international studies, so students can also get to know the differences in standards among countries. That some cases are designed based on the teacher's own experiences also is a strong point according to the panel, as cases can then be more detailed, more convincing and thus more interesting to the students.

The 2019 NVAO panel recommended a greater embedding of ethics and IT in the curriculum. The programme has since then added a workshop on ethical dilemmas in one of its courses. Further development of the ethical dimension is recommended.

Looking at the matrix of ILOs and courses in the Assessment Plan, the panel noticed that programme objectives are covered properly across the courses. Additionally, the PRT remarks that the educational format is aligned with most executive programmes in business schools worldwide: EMA students at RUG, like those elsewhere, get many opportunities to practice theories of various accounting and management topics by solving multiple complicated cases during the study process.

Table 3. The EMA programme.

Jaar 1	Jaar 2
<ul style="list-style-type: none"> • IC AIS Comprehensive Design (10 EC) • Corporate Governance for Accountants (5 EC) • IC-CG Integratie portfolio deel I (3 EC) • CG-AA Integratie Portfolio deel II (2 EC) • Audit & Assurance I (5 EC) • Externe Verslaggeving Research (5 EC) 	<ul style="list-style-type: none"> • Externe Verslaggeving voor Accountants (15 EC) • Audit & Assurance II (5 EC) • Afronding Accountancy Portfolio deel III (6 EC) • Afronding Accountancy Mondeling Examen (4 EC)

Workload

When distributing the workload of students across the study years, EMA tries to take into account the busy times in the field of accountancy and spread student workload accordingly. As a result of the lecture-free period from January 15th to April 15th, the workload is, of course, somewhat higher in the other periods. The panel appreciates that the context of the profession is taken into account in the planning.

Faculty

The PRT considers the programme's teaching staff to be adequately qualified. The panel appreciates the EMA policy of providing courses in which a lecturer with a practical background collaborates with a lecturer with an academic background. This way, lecturers complement each other in expertise. In addition, the programme has a solid link with the professional field through the part-time positions of lecturers. Almost all lecturers work part-time and also work at an accountancy firm (or have their own firm). Additionally, EMA lecturers with an academic profile also teach in the bachelor or master programme at RUG. Lastly, as the list of staff shows, most EMA lecturers have a University Teaching Qualification (UTQ) or are in the process of acquiring one (as is the case for six lecturers). Overall, the panel is convinced that the quality of the teaching staff is appropriate for a post-experience programme in Accountancy.

Intake

Every year, approximately 70 new students start the programme. To register for the EMA programme, candidates have to have obtained a recent master's degree. Most of the students, approximately 95%, are former students of the Master Accountancy and Controlling at RUG. EMA is seen as part of the total journey to register accountant, and incoming students thus have very similar backgrounds. This enables the programme to respond to the background knowledge and skills of these students.

Conclusion

Based on the interviews and examination of the underlying documentation, the panel concludes that the programme **meets standard 2**, teaching-learning environment. The programme is built-up logically, and it cleverly combines theory and practice both through its course content (using cases) and through the combinations of lecturers with an academic and professional profile. The panel considers that the curriculum reflects the aim and the ILOs of the programme and adequately helps students to develop into Chartered Accountants. The panel recommends to further develop the ethical dimension in the curriculum.

Standard 3: student assessment

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

Findings

Assessment types & plan

EMA students are assessed by means of group assignments, individual assignments, and individual exams (oral or written). The individual and group assignments include complex cases, research assignments, and presentations. The Assessment Plan of EMA provides additional information about assessment, for instance about the alignment between the ILOs and the courses, the assessment programme, and the quality assurance regarding assessment. As part of a three-year cycle, the Assessment Plan 2021-2022 was recently analysed by the educationalists of the department of Educational Quality of FEB. The panel has heard several examples of how improvements were made as a result of the educationalists' advice on the Assessment Plan.

Assessment portfolio

The final project of EMA is a portfolio of 15 ECTS consisting of four parts. These parts are a group paper (part I, 3 EC), another group paper (part II, 2 EC), an analysis of a practical dilemma using scientific theories and scientific and social publications, supplemented by a small applied research project (part III, 6 EC), and a final oral exam (part IV, 4 EC). When reviewing the portfolios (see Standard 4), the panel noticed that the volume and quality of the feedback in the portfolio grading forms are good to very good. As a small point for improvement, EMA could make the descriptions of the portfolio assignments for students more complete by including the assessment criteria beforehand. At present, students may not be explicitly aware of these criteria.

In addition, the panel had some remarks about the assessment form for portfolio part III. For portfolio part III, students analyse a practical dilemma and carry out a small applied research project. The panel observed in the corresponding assessment forms that the meaning of grades is not clear, that the relative weight of different criteria is implicit, and that the categories in which grades are grouped do not connect logically. For example, when an assessor ticks the box of the grade category "6-7", this to the panel could refer to a grade of 6, 7 but also 6.5, and thus this category is not clear enough. The panel concludes that the programme could make the assessment form for portfolio part III clearer.

Examination Board

The general remarks of the panel about the Examination Board also apply to EMA.

Conclusion

Based on the interviews and examination of the underlying documentation, the panel concludes that the programme **meets standard 3**, student assessment. The programme is equipped with a solid Assessment Plan and system, and EMA provides good to very good feedback in the portfolio grading forms. The panel advises EMA to improve the descriptions of the portfolio assignments by including the assessment criteria beforehand. The panel also recommends EMA to make some improvements in the assessment form for part III of the portfolio (in which students analyse a practical dilemma and carry out a small applied research project). Through some small adjustments – i.e. clarifying the meaning of grades,

making the relative weight of different assessment criteria explicit, connecting grade categories logically – the programme can make the form easier to interpret and use.

Standard 4: achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings & considerations

The Thesis Review Panel (TRP) studied the portfolios of 15 EMA students. For all 15 students, the TRP read part III of the portfolio. Additionally, the TRP read the complete portfolio (so all four parts) for 5 students. As a first general observation, the TRP noted that it was quite challenging to assess a portfolio as a thesis. Some students provided many documents, which made it difficult for the TRP to determine what was important.

The TRP was positive about the relevance and timeliness of many of the topics chosen by the EMA students. Subjects such as corporate governance, ESG reporting, and the auditor-client relationship in a voluntary audit setting are good examples of this. That the portfolios were up to date regarding developments in the professional field was also clear from the fact that many students relied on recent literature and sources, and current laws and regulations.

The TRP understands that the programme is strongly oriented towards the professional field and that it has to meet strict criteria from the field. Still, as the programme states in the ILOs that students have to be able to carry out research independently, this is also what the TRP checks in the portfolios. For several portfolios, students did not always demonstrate this convincingly, and in these cases the TRP doubted whether the academic master level was achieved. To check this, extra final projects were reviewed.

Extra final projects

The two experts who reviewed 10 extra final projects of EMA were positive about the quality of the portfolios. They indicated that students achieve academic master level. The experts observe that students refer to scientific papers in renowned scientific journals, and they point out that this programme, compared to other programmes in The Netherlands, has a relatively strong scientific character. The two experts suggest that the programme continues on this road.

Further, the two experts point out that the final project is not a ‘normal’ thesis that you would expect in a regular master programme, but that they are convinced that its basic structure matches the character of this Executive Master. Basically, although perhaps students could do more to synthesize their work with scientific literature, the experts think that the way EMA organized the final projects is certainly adequate.

Alumni

The panel noted that the employability of the EMA students is excellent. Most alumni work with the top accountants in the Groningen region.

Conclusion

Based on the interviews and examination of the final projects, the panel concludes that the programme **meets standard 4**, achieved learning outcomes. EMA students achieve the ILOs in their portfolios. Even so, the programme could support students more with the synthesis of scientific literature in their portfolios. The panel is positive about the employability of the EMA students, which clearly is excellent.

Overall conclusion

The panel has assessed the programme along four standards. The panel concludes that the programme meets all standards (intended learning outcomes, teaching-learning environment, student assessment and achieved learning outcomes) and subsequently assesses the overall quality of the programme as positive.

Standard	Judgement
Intended learning outcomes <i>Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.</i>	Meets the standard
Teaching-learning environment <i>Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</i>	Meets the standard
Student assessment <i>Standard 3: The programme has an adequate system of student assessment in place.</i>	Meets the standard

<p>Achieved learning outcomes</p> <p><i>Standard 4: The programme demonstrates that the intended learning outcomes are achieved.</i></p>	<p>Meets the standard</p>
<p>Overall conclusion</p>	<p>Positive</p>

In the previous sections, the panel has evidenced and articulated its positive considerations about the programme per standard. It established that:

- The ILOs of the EMA are strongly geared to the expectations and competencies outlined by the professional field, amongst others because they are firmly rooted in the final qualifications of the Audit Qualifications Committee.
- The programme cleverly combines theory and practice, both through its course content (using cases) and through the combination of lecturers with an academic and a professional profile.
- EMA provides good to very good feedback in the portfolio grading forms.
- The employability of the students is excellent. Most alumni work with the top accountants in the Groningen region.

In addition to the positive considerations, the panel considers there is (still) room for improvement on several aspects of the programme. It therefore suggests EMA to:

- further develop the ethical dimension in the curriculum.
- include the assessment criteria in the descriptions of the portfolio assignments for students.
- make the assessment form for portfolio part III (in which students analyse a practical dilemma and carry out a small applied research project) clearer by: clarifying the meaning of grades, making the relative weight of different assessment criteria explicit, and by adjusting grade categories to make them connect logically.
- support students more with the synthesis of scientific literature in their portfolios.

2. EXECUTIVE MASTER OF FINANCE AND CONTROL

The Executive Master of Finance and Control (EMFC) is a two-year, part-time and post-experience programme in finance and control with a professional orientation. The programme is 60 EC and is offered in Dutch. Its aim is to deepen students' insights into academic knowledge, the application of this knowledge in practice, and their own competences and, by doing so, to prepare them for a role as a financial professional at the highest level (i.e. as a CFO) in larger for-profit and non-profit organisations. Every year, approximately 24 students start the programme. As their final project, EMFC students write a 14 EC thesis.

Standard 1: intended learning outcomes

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

Findings & considerations

Aim and profile

EMFC aims to help students develop as academically trained financial professionals. Its goal is to deepen students' insights into academic knowledge, the application of this knowledge in practice, and their own competences and, by doing so, to prepare them for a role as a financial professional at the highest level (i.e. as a CFO) in larger for-profit and non-profit organizations. According to the Critical Reflection, the Groningen EMFC programme is, amongst others, characterized by the close cooperation between the fields of business administration and economics and its interdisciplinary approach to controlling an organisation.

Intended learning outcomes

As is explained in the Critical Reflection, the ILOs of EMFC are based on four areas of understanding. The first area is that the programme has as its goal to educate practitioners: financial professionals. Second, in their work these practitioners – and graduates of EMFC – need to deal with complex academic knowledge in relevant financial disciplines (e.g. management accounting, corporate law, etc.). Also, as the third area, financial professionals should have an investigative attitude and be able to conduct research that helps solve practical problems they come across. Fourth, it is important that financial practitioners are effective and possess social, communication, and leadership skills. According to the panel, the four areas of understanding clearly reflect the purpose of the programme.

The panel concludes that the ILOs of EMFC meet the requirements of a regular post-experience master's programme at a research university and reflect both an academic and executive orientation. This is demonstrated by the matrix in which the ILOs are related to the Dublin descriptors for master programmes, and by their alignment with the domain-specific frame of reference that has been drawn up by the *Vereniging van Registercontrollers*. In addition, the panel discerned various ILOs focusing on the application and connection between theory and business practice, and it points out that this aligns well with the executive nature of the master. Finally, the panel recognizes that the ILOs are at master level because they incorporate critical academic reflection, and because they require students to judge based on sound analysis, considering the wider context of an organization and its environment.

In terms of domain-specific content, the ILOs emphasize the knowledge, understanding and judgement in accounting, controlling, finance, and information management, as well as taxation and business strategy. The panel remarks that these fields of expertise match the international professional field of controllers and chartered controllers well and that these also match the expectations of the academic discipline.

Conclusion

Based on the interviews and examination of the underlying documentation, the panel concludes that the programme **meets standard 1**, intended learning outcomes. The ILOs are well-aligned with various frames of reference, including that of the *Vereniging van Registercontrollers*, and as a result they adequately reflect both the academic and executive nature of the programme.

Standard 2: teaching-learning environment

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

Findings and considerations

Programme

The EMFC programme lasts two years, is part-time, Dutch, and consists of six trimesters (see Table 4). Students can start the programme in September or in April. The programme is built around three learning lines: (1) information provision, (2) internal and external context, (3) academic, social, communicative, and study skills. The panel notes that the ILOs of EMFC are covered properly across the courses, as demonstrated by the detailed matrix of ILOs and courses in the Assessment Plan.

Table 4. The EMFC programme (60 EC)

Trimester	Courses
1	<ul style="list-style-type: none"> • Management Accounting & Control EMFC • Org. Beh. & Change management EMFC
2	<ul style="list-style-type: none"> • Acc. Inf. Systems & Risk Man. EMFC • Corporate Law EMFC
3	<ul style="list-style-type: none"> • Internal Control EMFC • Tax Risk Management EMFC
4	<ul style="list-style-type: none"> • Strategic Management EMFC • Treasury & Financial Management EMFC
5	<ul style="list-style-type: none"> • Financial Accounting EMFC • Master's Thesis EMFC
6	<ul style="list-style-type: none"> • Corporate Finance EMFC • Master's Thesis EMFC

The panel agrees with the interviewed EMFC students that the programme has a good balance between theory and practical aspects. Students indicated, for instance, that they value that teachers bring in many practical examples. The panel notes that the programme smartly adds a practical component to the literature by asking students to raise questions based on the papers and to use these to solve or discuss a practical case.

Faculty

According to the panel, the number and quality of EMFC lecturers ensure that the courses are delivered according to plan.

The panel wishes to compliment EMFC with its policy of offering courses taught by duos of lecturers. In each duo, one of the lecturers has an academic profile, typically teaches various courses at the university, and thus also has an appointment at the university. The other lecturer has a professional profile and from experience knows what it is like to be, for example, a management accountant or a controller. When a duo is assigned to teach a particular course, they write the course outline together. The panel observes that the programme offers quite a learning experience to faculty this way. This was confirmed by faculty during the site visit, who added that the high motivation of the EMFC students and the small-scale, interactive set-up of the programme also adds to this learning experience.

The panel noticed and appreciates that the lecturers and programme management make a considerable effort to meet the needs of the more experienced, relatively older EMFC student. Lecturers and students explained, for example, how additional topics raised by students are implemented in courses on the way. Also, management and faculty discuss together how to best interact with this student group and how to make academic papers relevant to this group of students. Indeed, actions like these reflect that the programme takes quite a student-centred approach. The easy accessibility of staff for students, as well as students' comments that they feel listened to as their feedback is overtly used to improve courses, strengthen this view of the panel.

Thesis, support & success rate

EMFC students write a thesis (14 EC) as their final project with which they contribute to the resolution of a practical problem. In the Critical Reflection, the programme explains that the success rate of the programme is rather low because students take more time to finish their thesis. The NVAO panel of 2017 also noticed this and made a recommendation on this. The programme took several actions: revision of the thesis assignment, revision of the course outline, and the organisation of three mandatory workshops. The workshops focus on research methodology and deal with: (1) the problem statement, (2) the use of theory and (3) data analysis. Despite these actions, many students still need more time than six months to finalise their thesis project.

The students that the panel interviewed indicated that the programme already takes several measures to motivate them to write the thesis (in time), but that other factors, such as students' work-life balance, may also play a role. The programme points out that it is preparing a pilot to work with several milestone deadlines in the process of writing the thesis. The panel supports the pilot, and it advises the programme to keep improving the monitoring and support of students in the thesis writing phase.

Entry requirements

During the site visit, the programme management explained that most of the students already have a master degree when they enter the programme. It is a formal entry requirement to have a master degree. However, the seven EMFC programmes in The Netherlands agreed that 10 percent of the candidates/students can be accepted into the programme if they do not meet this formal criterium but are considered eligible based on other criteria.

Conclusion

Based on the interviews and examination of the underlying documentation, the panel concludes that the programme **meets standard 2**, teaching-learning environment. In terms of content, the programme matches the ILOs, and it demonstrates a good balance between theory and practice. Further, the teaching staff adequately supports EMFC students in achieving the ILOs, among others, by teaching in duos of two lecturers (combining the professional and academic profiles of staff) and by taking a student-centred and flexible approach to meet the needs of his particular group of (more experienced) students. The panel recognizes that the programme took several actions to improve the success rate and to help students finish the thesis in time. Given that the programme still has more progress to make, the panel supports the idea of the programme introducing milestone deadlines, and it advises the programme to keep improving the monitoring and support of students in the thesis writing phase.

Standard 3: student assessment

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

Findings & considerations

Types of assessment

The knowledge, understanding, and skills of EMFC students are assessed predominantly by means of individual exams with open questions and individual assignments, and to a lesser extent, through group assignments. The EMFC programme has an Assessment Plan in which information about assessment is provided, such as about the alignment between the ILOs and the courses, the assessment programme, and the quality assurance regarding assessment. Once every three years, the Assessment Plan is analysed by educationalists of the department of Educational Quality of FEB commissioned by the Examination Board. The panel observed that this analysis was recently performed again for the Assessment Plan 2021-2022 and that the programme has taken follow-up actions.

Assessment forms thesis

It was clear to the panel that the assessment process of the two EMFC assessors took place independently (four-eyes principle) but that the programme does not use two separate assessment forms. The panel advises the EMFC to ensure that the thesis assessment forms reflect how the assessment process of the two assessors took place independently.

Examination Board

The general remarks of the panel about the Examination Board also apply to EMFC.

Conclusion

Based on the interviews and examination of the underlying documentation, the panel concludes that the programme **meets standard 3**, student assessment. The programme's system of student assessment

suffices. The panel recommends the EMFC to adapt the assessment forms to make them better reflect how the assessment process of the two assessors took place independently.

Standard 4: achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings & considerations

To check whether the students achieve the ILOs of the EMFC, the Thesis Review Panel (TRP) studied a representative sample of 15 theses. The TRP was unanimous in its conclusion that all students achieve master level in their theses. The projects generally show a good volume of literature use and have a solid empirical basis.

Nevertheless, the TRP remarks that some of the theses were somewhat weaker from a methodological perspective. In these cases, students should have used academic sources more to choose and prepare the methodology. Students could, for instance, adopt a certain protocol from the literature, discuss validity, reliability, etc. The TRP recommends the programme to strengthen students' reliance on academic sources for the methodological aspects of their theses.

Additionally, the TRP missed a critical reflection of the student concerning his/her own research in the thesis. Questions that students could address are, for example: Was this the only solution to the problem that the student researched? Were there any alternatives? What are the advantages or disadvantages of the models that the student used? The TRP feels that, at post-experience master level, students may be expected to be somewhat more critical about their own research. Indeed, if students were to show more critical reflection, this also helps the reader/assessor estimate how relevant the project outcomes are for the company, which seems important in the case of an executive master.

Still, as was said above, in general the TRP was positive about the level and quality of the EMFC theses. The TRP pointed out that the topics are relevant and recognizable problems derived from the professional field. Also, the theses adequately and logically reflect the set of ILOs that the programme wished to address in the theses. The programme even seems to address more learning outcomes in the theses than intended; the TRP was happy to note that interdisciplinarity (ILO 8) comes to the surface in all theses.

Conclusion

Based on the interviews and examination of the final projects by the Thesis Review Panel, the panel concludes that the programme **meets standard 4**, achieved learning outcomes. The panel considers that the theses are of sufficient quality. Hence, executive master students in Finance & Control who pass the thesis credibly demonstrate that they have attained the programme ILOs and are able to operate at academic master level. Nonetheless, the panel recommends the programme to strengthen students'

reliance on academic sources for the methodological aspects of their theses. Also, the panel advises the programme to make sure that students critically reflect on their research choices, process and results in their theses.

Overall conclusion

The panel has assessed the programme along four standards. The panel concludes that the programme meets all standards (intended learning outcomes, teaching-learning environment, student assessment and achieved learning outcomes) and subsequently assesses the overall quality of the programme as positive.

Standard	Judgement
<p>Intended learning outcomes</p> <p><i>Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.</i></p>	Meets the standard
<p>Teaching-learning environment</p> <p><i>Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</i></p>	Meets the standard
<p>Student assessment</p> <p><i>Standard 3: The programme has an adequate system of student assessment in place.</i></p>	Meets the standard
<p>Achieved learning outcomes</p> <p><i>Standard 4: The programme demonstrates that the intended learning outcomes are achieved.</i></p>	Meets the standard

Overall conclusion	Positive
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In the previous sections, the panel has evidenced and articulated its positive considerations about the programme per standard. It established that:

- the ILOs are well-aligned with various frames of reference, including that of the *Vereniging van Registercontrollers*, and as a result they adequately reflect both the academic and executive nature of the programme.
- the programme matches the ILOs, and it demonstrates a good balance between theory and practice
- the teaching staff adequately supports EMFC students in achieving the ILOs, among others, by teaching in duos of lecturers with professional and with academic profiles, and by taking a student-centred, flexible approach to meet the needs of this particular group of more experienced students.

In addition to the positive considerations, the panel considers there is (still) room for improvement on several aspects of the programme. It therefore suggests EMFC to:

- continue with its experiment of introducing milestone deadlines for the thesis, and it recommends to keep improving the monitoring and support of students in the thesis writing phase.
- ensure that the thesis assessment forms reflect how the assessment process of the two assessors took place independently.
- strengthen students' reliance on academic sources for the methodological aspects of their theses. This is especially relevant for students who have been accepted into the programme without sufficient academic background.
- ensure that a critical reflection of students on their research choices, process and results is incorporated in the theses.

3. EXECUTIVE MBA

The Executive MBA is a three-year part-time post-experience programme in business administration with a professional orientation. It aims to offer managers an academic education that helps them to progress from specialist to generalist and to enable them to play a central role within their company. The programme is 60 EC and started in 2018-2019 with a Food & Retail Profile. Since September 2021, two profiles were added; Energy Transition, a two-year programme taught in English, and Health, a two-year programme taught in English/Dutch. EMBA is offered in close collaboration with EFMI Business School; the programme and EFMI signed a cooperation agreement, and teaching staff from both RUG and EFMI are involved in EMBA. Approximately 6 to 15 students start the programme each year. As their final project, EMBA students produce three integration projects one after each period comprising three

course; 15 EC in total) in which they integrate their acquired knowledge of the previous three courses and write a report for a company with strategic advice. This way, EMBA students perform three business case studies which together form the final project.

Standard 1: intended learning outcomes

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

Findings

EMBA aims to offer managers an academic education that helps them to progress from specialist to generalist and will be able to play a key role within their company. EMBA considers it essential that students have knowledge of various disciplines in business administration and are able to shape the company's strategy. Graduates should be able to: a) form a vision and a business strategy, b) translate the vision into the value-creation process, and c) organize the organization in line with the strategy.

EMBA emphasizes that the application of this knowledge to specific business issues is key. According to the panel, the programme smartly formulated the learning goals, explicitly stating, for instance, that EMBA students are not specifically trained to conduct scientific research independently. In general, the committee is positive about the applied character of the programme.

EMBA initially started with a single profile with a focus on food and retail, and later added two new profiles/tracks. As the programme management indicated during the site visit, the food and retail focus is unique, and the location (Baarn) was chosen because it is more central and close to the food and retail industry. The panel understands the choice for the location, yet also wishes to point out that the programme may have more competition from other executive masters of business administration because of its location. In September 2021, EMBA added two new profiles located in Groningen: Energy Transition and Health. The three tracks did not have programme-specific ILOs, but one set of generic ILOs. The generic ILOs and programme elements stemmed from the Food & Retail profile and served as a blueprint for the development of the two new profiles. With the new categorisation of the ILOs in knowledge, research and skills for the academic year 2022-2023, profile specific knowledge ILOs were introduced.

EMBA has twelve ILOs which it divides into four categories (subject-specific, academic, social and communication, study skills and professional orientation). The ILOs thus explicitly cover both the academic and the professional orientation. As the Critical Reflection demonstrates, EMBA has linked its ILOs to the relevant Dublin Descriptors at master's level, and the panel agrees that the ILOs meet the requirements of a post-experience master's programme regarding academic orientation.

That the ILOs also suit the specifics of a post-experience master very well, is demonstrated by their focus on applying the academic knowledge in the own workplace of students. This is a strong point of the EMBA

and is much appreciated by the panel. The alignment of the ILOs with the demands of the professional field takes place through discussions with the Advisory Board with a base in Food & Retail. The panel recommends the programme to broaden the scope of the Advisory Board, also including external members with roots in Energy Transition and Health.

Conclusion

Based on the interviews and examination of the underlying documentation, the panel concludes that the programme **meets standard 1**, intended learning outcomes. EMBA smartly formulated the learning goals and gave them a true ‘executive’ character: the panel is positive about the applied character of the programme. The ILOs have been linked to the Dublin descriptors for master programmes and have been aligned with the demands of the professional field via the Advisory Board. The panel does advise the programme to facilitate input from the external field for the new tracks as well, by broadening the scope of the Advisory Board and to also invite external members with backgrounds in Energy Transition and Health.

Standard 2: teaching-learning environment

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

Findings

Programme

The EMBA programme is set up in an efficient and appropriate way, combining generic courses that students from all profiles attend and profile-specific courses. The programme consists of twelve courses of 5 EC each, of which four courses are profile-specific (see Table 5), five are generic and shared among profiles, and three courses are about the Integration Project. The shared courses are: (1) Business in Transition, (2) Strategic Management & Business Models, (3) Positioning & Branding, (4) Leadership & Organisation, and (5) Finance & Business. Although the set-up of the programmes is the same, the EMBA programmes differ in length: three years for the Food & Retail profile, and two years for the Energy Transition and Health profiles. The biggest part of the programme (i.e. 40 EC) is general and for students of all three profiles, and the remaining 20 EC is profile-specific.

Table 5. Profile-specific courses of EMBA

Profile Food & Retail	Profile Energy Transition	Profile Health
<ul style="list-style-type: none"> • Entrepreneurship & Business Ethics • Omni Channel Retailing & Digital Marketing • Buying & Merchandising 	<ul style="list-style-type: none"> • Energy Society, Policy and Markets • Energy Business • Energy Investments & Finance 	<ul style="list-style-type: none"> • Healthcare Systems • Healthcare Management • Health & Finance

<ul style="list-style-type: none"> Value Chain Management & eLogistics 	<ul style="list-style-type: none"> Multidisciplinary perspective on energy transition 	<ul style="list-style-type: none"> Innovation & Change in Healthcare
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EMBA has a customizable, modular programme. The integration projects are also set up in a modular fashion; they can be followed in a different sequence since the task and the required entry-level remain the same. The panel understands that a ‘carousel-model’ applies, combining cohorts: students will start their studies in either year 1, 2 or 3, depending on what year is taught to all students at that time. The panel understands the cost-efficiency argumentation but also sees a certain sequence building in the consecutive years. The carousel model may not lead to an optimal learning journey for the student. The EMBA should review the student journey and ensure that the journey is of equal quality for all students regardless of the starting point. Regardless of this, the programme objectives are covered accurately by the courses, as is proven by the matrix of ILOs and courses in the Assessment Plan.

Language of instruction

In the Critical Reflection and in an additional explanation to the panel (sent by email), the programme explains that, and for what reasons, it uses a different language of instruction in the three profiles.

In the EMBA Food & Retail profile, Dutch is the language of instruction. The programme explains that the reason for this is that students work for retailers, food service, food manufacturers and other suppliers of whom the majority speaks Dutch, as this is the working language in those companies. To facilitate good interaction and that all involved in the programme use the same conceptual framework, the programme considers Dutch to be the most logical language choice. Also, the food & retail sector typically organizes collaborations and operates within the Netherlands. The programme further notes that it fills in its international character by making international trips and that it does make use of English-language articles and occasionally an English guest speaker.

The EMBA Health profile uses both English and Dutch as its language of instruction. The programme explains that it, at its core, takes Dutch as a starting point (just like in the Food & Retail profile), also because the health sector is strongly Dutch-driven (Dutch is the working language at many hospitals, institutions, etc.). However, the programme decided to make the combination of language use clear from the start because in some courses the live instruction is in English, and there are English articles and lectures, while the discussion is (mostly) in Dutch. Cost-technical reasons play a role here because the generic courses are also offered to Energy Transition, which is entirely in English. The programme further explains that students have no problem reading in English and following lectures in English, but have a strong preference to discuss and present in Dutch.

For the EMBA Energy Transition profile, the programme explains that the language of instruction is English because of its international, global orientation instead of a national one. Students work at companies all over the world, and the literature is in English.

The panel understands the reasons for the different language choices made in the three EMBA profiles and deems the chosen language policies to be befitting and reasonable, given the backgrounds of students and the alignment with the professional field.

Location

EMBA uses different locations per profile. The Food & Retail track is offered in Baarn, the Health track in Groningen, and the Energy Transition track combines online education with four weeks on location. The panel had the impression that students who follow the Food & Retail profile in Baarn are less connected to the FEB and the University of Groningen and identify more with EFMI. FEB may want to be more present in the student's perception of the programme.

Intake policy

The EMBA intake policy states that the programme is open to students with at least four years of work experience and a university master's degree or equivalent. Exceptions can be made for students with professional training. An admission team decides whether a student qualifies for direct enrolment. The 2017 TNO-panel recommended the programme to describe and monitor the intake procedure more explicitly for students who do not qualify directly. Currently, these students are tested by an independent agency on intelligence, personality traits, and motivation. If these prospective students have the potential, they can (if prospects are positive) follow a pre-master programme that prepares them for academic writing and analytic thinking. The policy states that based on a final assignment (a written essay) from this pre-master programme, a final decision is made as to whether the student can enrol in the programme.

The panel has spoken to some current EMBA students who had not completed an academic master previously. They were offered a pre-master programme to be able to enrol. Although policy states that these students should have completed their pre-master programme prior to starting with the EMBA program, the panel found that pre-master courses are programmed parallel to the EMBA courses for these students. This means that those students are not up to par when entering their first EMBA courses and do not fulfil the intake requirements for these courses upon entry. The students themselves do not seem to encounter difficulties from the parallel pre-master programme, but the programme should be aware that this does lead to a higher workload for those students. Furthermore, this might jeopardize the quality of the student intake and can potentially be a risk to the quality of classroom explanations, interaction and discussion.

The panel urges the programme to take the intake requirements into account when allowing students to take courses and insists that all students have finalized any pre-master requirements before entering any EMBA course. Although the panel recognizes that steps have been made as there is now an independent agency involved in the intake assessment, it reaffirms the 2017 TNO-panel: it urges the programme to extend the intake assessment committee and also include the Examination Board in the safeguarding of these assessments.

Faculty

The staff allocated to the EMBA programme is sufficient, as well as properly qualified in terms of contents and didactics. Approximately 50 per cent of the EMBA lecturers have an academic profile and teach bachelor and master courses elsewhere at the FEB/RUG. Other lecturers are from the professional field.

The programme indicates that junior lecturers are paired with more experienced ones, and lecturers with academic profiles are paired with those with professional profiles. The panel considers this combination of lecturers in terms of expertise an interesting and good policy of the programme, and it wishes to compliment EMBA with this. Especially the combination of lecturers with academic and with those with professional profiles is of added value in light of the executive character of the programme.

Conclusion

Based on the interviews and examination of the underlying documentation, the panel concludes that the programme **meets standard 2**, teaching-learning environment. The EMBA programme is set up cleverly and efficiently with its combination of generic and profile-specific courses. That the programme combines lecturers in terms of academic and professional expertise is strong and worth a compliment, according to the panel. The panel does suggest that FEB could strengthen its connection with students of the Food & Retail profile in Baarn. Additionally, the panel stresses the need to fully live up to any entry requirement before starting any EMBA course. Also, the panel advises EMBA to review the student journey and ensure that the journey is of equal quality for all students regardless of students' starting point. Finally, regarding the assessment of applications of new students, the panel reaffirms the 2017 TNO-panel: it urges the programme to extend the intake assessment committee and also include the Examination Board in these assessments.

Standard 3: student assessment

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

Findings

EMBA assessment system

The panel concludes that the EMBA assessment system is in line with the FEB assessment policy. The programme has a course dossier with the curriculum in Ocasys and it has an Assessment Plan. This plan provides additional information about assessment, for instance about the learning goals, alignment between the ILOs and the courses, and quality assurance regarding assessment. It also contains the assessment programme, with details about the teaching method, assessment type, examiner, entry requirements, criteria for determining the grade, and resit possibilities.

Further, the panel read an analysis of the EMBA Assessment Plan 2020-2021 performed by the educationalists of the department of Educational Quality of FEB. One of the outcomes of this analysis is that all intended learning outcomes are addressed in the curriculum in multiple courses and in subsequent years, as stated in the Assessment Plan.

EMBA uses a variety of assessment forms test student knowledge, including exams with open and/or multiple-choice questions, individual and group assignments, and individual and group presentations.

Examination Board

The general remarks of the panel about the Examination Board also apply to EMBA. In addition, the EB indicated during the site visit that it had checked the first series of EMBA final projects, gave advice to the programme management, and then checked the final projects again to make sure adaptations were made. The advice of the EB was to improve the assessment form with more focus on the scientific quality of the portfolios and more consideration of the research methods used. In their second assessment, the EB noticed that the assessment form was improved. To the panel, this process indicates that the EB proactively safeguards the quality of the final test administered.

Final project: the EMBA integration projects

The three Executive MBA (EMBA) integration projects (5 ECTS each, 15 ECTS in total) together constitute the final project of the programme. The integration projects serve as capstone projects; they require students to apply the literature from the corresponding courses offered in the past block. For each integration project, the students have to select relevant academic literature, perform desk research, and conduct two interviews. As an example, in integration project III, students carry out a financial analysis, value chain analysis, and leadership and organizational analysis for a well-performing company.

Assessing group and individual work

As the Assessment Plan demonstrates, the assessment of the EMBA integration project consists of an individual assessment (100%) of the quality of the research conducted. For each regular course, the final grade is ultimately based on a combination of the team grade and an individual assessment. The panel appreciates that the programme has ensured that it tests the ability to work both independently and in teams.

The NVAO 2017 panel recommended that EMBA change its assessment balance and use fewer group assignments and more individual ones. The panel noticed with approval that the programme, in response to this, increased the individual assessment component for each course to 50% or more. The panel observed that the programme still has to complete this self-proposed action for two courses with an 80% group and 20% individual assignment (Value Chain Management & eLogistics, Leadership and Organization). In the process of these changes, the panel advises to ensure that the assessments are clearly linked to module and programme ILOs.

Conclusion

Based on the interviews and examination of the underlying documentation, the panel concludes that the programme **meets standard 3**, student assessment. The EMBA programme has established a properly functioning assessment system. The EB adequately fulfils its role and proactively safeguards the quality of the final projects of EMBA students.

Standard 4: achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The Thesis Review Panel (TRP) received the integration projects of 12 graduates. EMBA is a small programme that started in 2018 and at the moment the selection of final projects took place 12 students completed all three integration projects. The three experts of the TRP each studied all integration projects for one student, and for three students they read one integration project. So, for each of the twelve graduates at least one integration project was studied.

The TRP was positive about the degree to which students cover and achieve the ILOs in the integration projects. The integration projects prove that students successfully acquire the ILOs of EMBA. The final projects are also up to date with developments in the field, for example, because they use current data or focus on an analysis of new developments in the retail sector.

While it is clear to the TRP that EMBA students achieve the ILOs, the TRP does remark that the students do so more convincingly and more highly above threshold-level in integration projects 2 and 3 as compared to integration project 1. The TRP considered the integration projects 1 to be quite basic and observed in all cases that these did not have strong empirical components. Especially the literature reviews and qualitative/case-oriented research aspects in project 1 deserve more attention. In addition, and as a more general point, The TRP had expected that the three integration projects would build up to something bigger, and they had expected to see more 'growth' in students between projects (learning curve).

As the three experts of the TRP had some doubts about integration project 1, it was decided that a fourth expert would be involved to (re)read 6 integration projects of 6 students. After all, it was impossible to request additional projects as EMBA has 12 graduates, not more. The fourth expert agreed that the integration projects 2 and 3 are of sufficient quality for a practice-oriented, integrated final project in an executive master programme. The expert recognised that for several students, project 1 is the first time they are asked to write a project at master level and that they would need more guidance to achieve master level more convincingly.

After consideration, the TRP advises EMBA to choose one of the two following options: (1) include integration project 1 in the curriculum and do not assess the ILOs on final level in this particular project, and (2) keep integration project 1 as it is, as part of the final project, but strengthen the research component and also assess the projects at final executive master level.

Alumni

As the first cohort of EBMA students has just finished their studies, it is too early for the programme to indicate whether graduates are indeed able to take the next step in their careers. The panel recommends the programme to already consider how it will monitor this.

Conclusion

Based on the interviews and examination of the final projects, the panel concludes that the programme **meets standard 4**, achieved learning outcomes. EMBA students master the intended learning outcomes, though more convincingly and higher above threshold-level in integration projects 2 and 3 as compared to integration project 1. The panel recommends the programme to make a choice between: (1) including integration project 1 in the curriculum and not assessing the ILOs on final level, or (2) keeping integration project 1 as it is, but strengthening the research component and assessing it at final level.

Overall conclusion

The panel has assessed the programme along four standards. The panel concludes that the programme meets all standards (intended learning outcomes, teaching-learning environment, student assessment and achieved learning outcomes) and subsequently assesses the overall quality of the programme as positive.

Standard	Judgement
<p>Intended learning outcomes</p> <p><i>Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.</i></p>	Meets the standard
<p>Teaching-learning environment</p> <p><i>Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</i></p>	Meets the standard
<p>Student assessment</p> <p><i>Standard 3: The programme has an adequate system of student assessment in place.</i></p>	Meets the standard
<p>Achieved learning outcomes</p> <p><i>Standard 4: The programme demonstrates that the intended learning outcomes are achieved.</i></p>	Meets the standard
Overall conclusion	Positive

In the previous sections, the panel has evidenced and articulated its positive considerations about the programme per standard. It established that:

- EMBA smartly formulated the learning goals and gave them a true ‘executive’ character: the panel is positive about the applied character of the programme
- the programme is set up cleverly and efficiently with its combination of generic and profile-specific courses
- the programme combines lecturers in terms of academic and professional expertise, which the panel considers a good, strong choice given the executive nature of the programme. This policy is worth a compliment, according to the panel.
- the Examination Board pro-actively safeguards the quality of the final projects of EMBA students.

In addition to the positive considerations, the panel considers there is (still) room for improvement on several aspects of the programme. It therefore suggests EMBA/FEB/RUG to:

- broaden the scope of the Advisory Board, and to also invite external members with backgrounds in Energy Transition and Health.
- strengthen the FEB connection with students of the Food & Retail profile in Baarn.
- strictly apply the entry requirements, and make sure that only students who fully live up to the entry requirements are allowed to start any courses at EMBA. In other words students taking the pre-master should not be taking modules in the EMBA.
- review the student journey and ensure that the journey is of equal quality for all students regardless of students’ starting point.
- Extend the intake assessment committee and also include the Examination Board in the safeguarding of these assessments.
- make a choice between: (1) including integration project 1 in the curriculum and not assessing the ILOs on final level, or (2) keeping integration project 1 as it is, but strengthening the research component and assessing it at final level.

4. ANNEXES

Annex 1: Administrative data

Information on the institution

Name: University of Groningen (<https://www.rug.nl/>)
 Status: publicly funded
 Result ITK: positive (2019)
 Address: P.O. box 72, 9700 AB Groningen
 Faculty: Economics and Business
 Faculty of Economics and Business
 Zernike Campus
 Duisenberg Building
 Nettelbosje 2
 9747 AE Groningen
 University of Groningen

Executive Master of Accountancy

Name: Executive Master of Accountancy
 CROHO: 75061
 Level: executive/post-initial master
 Orientation: academic
 Funding: not publicly funded
 Credits: 60
 Mode of study: part-time
 Joint /double degree: None
 Language: Dutch
 Majors/tracks: None
 Location: Groningen

Executive MBA

Name: Executive MBA
 CROHO: 75045
 Level: executive/post-initial master
 Orientation: academic
 Funding: not publicly funded
 Credits: 60
 Mode of study: part-time

Joint /double degree: None
Language: Dutch and/or English, depending on track
Majors/tracks: As from 2021-2022:
1. Energy Transition
2. Food & Retail
3. Health
Location: Groningen, Baarn

Executive Master of Finance and Control

Name: Executive Master of Finance and Control
CROHO: 75019
Level: executive/post-initial master
Orientation: academic
Funding: not publicly funded
Credits: 60
Mode of study: part-time
Joint /double degree: None
Language: Dutch
Majors/tracks: None
Location: Groningen

Annex 2: Site visit programme

Date: June 19th- 22nd, 2022

Venue: Duisenberg building, Faculty of Economics & Business, Groningen

19th June 2022		
13:00-17:00	Preparatory meeting of panel	
17:00-18:00	Welcome + Setting the scene	<ul style="list-style-type: none"> - Dean, Professor of Marketing - Vice Dean of Education, Professor of Professional Service Chains - Managing Director - Associate Dean of Education - Project leader International Accreditations - Student Assessor, MSc student International Financial Management
18:00-19:00	Development Dialogue	<ul style="list-style-type: none"> - Vice Dean of Education, Professor of Professional Service Chains - Associate Dean of Education - Head Educational Quality, External Member Board of Examiners - Programme Director MSc Business Administration, Professor of Entrepreneurship and Innovation - Programme Director BSc Business Administration, Senior Lecturer Marketing - Programme Director MSc Economic Development and Globalisation, Professor of Economic Growth and Development
19:00	Dinner with PRT and Faculty Board	

20th June 2022		
9:00-10:00	School Management	<ul style="list-style-type: none"> - Dean, Professor of Marketing - Vice Dean of Education, Professor of Professional Service Chains - Vice-Dean Research, Professor of Finance and Financial Markets - Managing Director - Student Assessor - MSc student International Financial Management
10:00-10:45	Bachelor Programme Management	<ul style="list-style-type: none"> - Programme Director BSc International Business, Professor of International Management - Programme Director BSc Economics and Business Economics, Professor of Applied Game Theory - Programme Director BSc Business Administration, Senior Lecturer Marketing - Programme Director BSc Econometrics and Operations Research, Programme Director MSc Econometrics, Operations Research and Actuarial Studies, Professor of Sport Economics
10:45-11:30	Bachelor Programme Lecturers	<ul style="list-style-type: none"> - Lecturer of Global Economics & Management, Lecturer in BSc International Business,

		<ul style="list-style-type: none"> - Associate Professor of Econometrics, Lecturer in BSc Econometrics and Operations Research - Assistant Professor of Finance, Lecturer in BSc Economics and Business Economics - Assistant Professor of Marketing, Lecturer in BSc International Business - Professor of Spatial Econometrics, Lecturer in BSc Economics and Business Economics - Assistant Professor of Accounting & Accountancy, Lecturer in BSc Business Administration - Associate Professor of Operations Research, Lecturer in BSc Econometrics and Operations Research
11:30-12:15	Bachelor Programme Students	<ul style="list-style-type: none"> - Student of BSc International Business, Teaching Assistant - Student of BSc International Business, member of faculty council - Student of BSc Economics and Business Economics, Member of programme committee - Student of BSc Economics and Business Economics, Member of programme committee - Student of BSc Econometrics and Operations Research, Quest representative - Student of BSc Econometrics and Operations Research, President Student Association VESTING - Student of BSc Business Administration, member of programme committee
12:15-13:00	Lunch	
13:00-14:00	Master Programme Management Session 1	<ul style="list-style-type: none"> - Programme Coordinator MSc International Business and Management, Lecturer in International Business - Programme Director MSc Finance, Programme Director MSc International Financial Management, Associate Professor of Finance - Programme Director MSc Business Administration, Professor of Entrepreneurship and Innovation - Programme Coordinator MSc Marketing, Assistant Professor of Marketing - Programme Director MSc Human Resource Management, Associate Professor in Organizational Behaviour - Programme Director MSc Accountancy and Control, Associate Professor of Accounting
	Master Programme Management Session 2	<ul style="list-style-type: none"> - Programme Director MSc Economics, Professor of Industrial Organization - Programme Director MSc Supply Chain Management, - Programme Director MSc Technology and Operations Management, Associate professor of Operations Management - Programme Director Research Master, Professor of Internationalization Strategy - Programme Director MSc Economic Development and Globalisation, Professor of Economic Growth and Development - Programme Director BSc Econometrics and Operations Research, Programme Director MSc Econometrics, Operations Research and Actuarial Studies - Professor of Sports Economics
14:00-15:00	Master Programme Lecturers Session 1	<ul style="list-style-type: none"> - Associate Professor of Finance, Lecturer in MSc International Financial Management - Associate Professor of Innovation & Strategy, Lecturer in MSc Business Administration - Assistant Professor, - Lecturer in MSc International Business Management

	Master Programme Lecturers Session 2	<ul style="list-style-type: none"> - Professor of Marketing Dynamics, Lecturer in MSc Marketing - Senior Lecturer in MSc Finance - Assistant Professor of Accountancy, Lecturer of MSc Accountancy and Controlling - Professor of Leadership and Organizational Change, Lecturer in MSc Human Resource Management - Lecturer in Research Master - Associate Professor of Energy & Logistics, Lecturer in MSc Supply Chain Management - Associate Professor of Econometrics, Economics and Finance, Lecturer in MSc Economics - Associate Professor of Operations and Technology Management, Lecturer in MSc Technology and Operations Management - Assistant Professor in Econometrics, - Lecturer in MSc Econometrics, Operations Research and Actuarial Studies - Associate Professor of the Economics of Well-being, Lecturer of MSc Economic Development and Globalization
15:00-16:00	Master Programme Students Session 1	<ul style="list-style-type: none"> - Student of MSc Accountancy and Controlling, Member of programme committee - Student of MSc Business Administration - Student of MSc Finance - Student of MSc Human Resource Management - Member of Master Community - Student of MSc International Business Management - Quest Representative - PR and Marketing - IB&M Master Committee - Student of MSc International Financial Management, Member of programme committee - Student of MSc Marketing, Member of programme committee
	Master Programme Students Session 2	<ul style="list-style-type: none"> - Student of MSc Econometrics, Operations Research and Actuarial Studies - Student of MSc Economic Development and Globalization - Student of MSc Economics - Student of MSc Supply Chain Management - Student of MSc Technology and Operations Management, Teaching Assistant - Student of Research Master in Economics and Business
16:00-18:00	Informal Drinks with Alumni and Advisory Board	

21th June 2022

9:15-10:00	Executive Master Programme Management	<ul style="list-style-type: none"> - Director University of Groningen Business School - Programme Director Executive Master of Accountancy, - Professor of Auditing - Programme Director Executive Master Finance and Control, Professor of Controlling
10:00-10:45	Executive Master Programme Lecturers	<ul style="list-style-type: none"> - Programme Director Executive Master BA, - Scientific Director of University of Groningen Business School Associate Professor of Innovation Management - Board Member of Synaeda - Lecturer in Executive Master of Finance and Control

		<ul style="list-style-type: none"> - Professor of Economics of International Financial Development Lecturer in Executive Master of Business Administration - Senior Researcher and Associate Lecturer at EFMI Lecturer in Executive Master of Business Administration - Coordinator BSc Business Administration - Profile A&C, Lecturer in Executive Master of Accountancy - Lecturer Auditing, Lecturer in Executive Master of Accountancy - Assistant Professor of Accounting, Lecturer in Executive Master of Finance and Control
10:45-11:30	Executive Master Programme Students	<ul style="list-style-type: none"> - Student of Executive Master of Accountancy - Student of Executive Master of Accountancy - Student of Executive Master of Finance and Control - Student of Executive Master of Finance and Control - Student of Executive MBA - Student of Executive MBA
11:30-12:30	Professional Staff and Administrative Support	<ul style="list-style-type: none"> - Executive Secretary to the Faculty Board - Director International Affairs - Programme manager University of Groningen Business School - Head of Marketing, International Affairs and Communication - Head Educational Administration and Student Support
12:30-14:00	Lunch with employers and business partners	
14:00-15:00	Quality Assurance and Board of Examiners	<ul style="list-style-type: none"> - Chair Board of Examiners, Professor of Interindustry Economics - Secretary Board of Examiners, Lecturer of Operations Management - Secretary Board of Examiners - Chair Assessment Committee, Senior Lecturer - Head Educational Quality External, Member Board of Examiners - Educational Scientist Quality, Assurance Policy Officer
15:00-16:00	Assurance of Learning and Curriculum Management	<ul style="list-style-type: none"> - Vice Dean of Education, Professor of Professional Service Chains - Associate Dean of Education - Policy officer quality assurance and education - Programme Director MSc Accountancy and Control, Associate Professor of Accounting
16:00-17:00	Meeting with Provost and President	<ul style="list-style-type: none"> - Programme Director Executive Master BA, Scientific Director of UGBS, Associate Professor of Innovation Management & Strategy
17:00-18:00	Tour around the campus	
18:00-19:00	Open Consultation Hour NVAO	

22th June 2022

9:00-10:00	Research, Engagement and Societal Impact	<ul style="list-style-type: none"> - Vice-Dean Research, Professor of Finance and Financial Markets - Professor of Organizational Behaviour and Identity Management, Director Research Programme HRM - Managing director Aletta Jacobs School of Public Health - Director Career Services and Corporate Relations, Professor Educational Innovation - Head of Career Services and Corporate Relations - Professor of International Business and Management, Director Research Programme GEM
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		- Professor of Energy Economics, Director Centre for Energy Economics Research, Director Energy Program University of Groningen Business School
10:00-11:00	Faculty Management and Resource Management	- Dean - Professor of Marketing - Managing Director - Senior HR advisor - Diversity Officer - Management Controller
11:00-12:00	Remaining Issues	
12:00-15:00	Lunch and decision meeting	
15:00-16:00	Exit Meeting	

Annex 3: Documents

Materials made available electronically

RUG set up an online documentation environment in which all documentation required for the NVAO-AACSB assessment of the three executive masters and the other programmes was present, including the following information:

Executive Master Accountancy

- Self-evaluation Report Executive Master Accountancy, 2022, University of Groningen
- Assessment plans 2020-2022
- Overview of all courses
- Minutes programme committee EMA 2019-2021
- Assessment committee reports 2022
- Assurance of learning (AoL) reports
- 2 showcases highlighting a course

Executive Master Finance & Control

- Self-evaluation Report Executive Master Finance & Control, 2022, University of Groningen
- Assessment plans 2020-2022
- Overview of all courses
- Minutes programme committee EMFC 2019-2021
- Assessment committee reports 2022
- Assurance of learning (AoL) reports
- 2 showcases highlighting a course

Executive MBA

- Self-evaluation Report Executive MBA, 2022, University of Groningen
- Assessment plans 2020-2022
- Overview of all courses per track/profile
- Minutes programme committee EMBA 2020-2021
- Assessment committee reports 2022
- Assurance of learning (AoL) reports
- 2 showcases highlighting a course

General documents

- General NVAO Self-evaluation Report: All degree programmes, June 2022
- CVs of faculty and staff of RUG
- AACSB Continuous Improvement Review report, June 2022
- Appendices to the AACSB report, June 2022, including: the Assurance of Learning Project Plan, Risk management report update 2021, Strategic plan 2021-2026 + KPIs 2021 values, etc.
- Strategic and financial plans FEB 2021-2026
- Risk management report update 2021

- Strategic plan RUG 2021-2026
- HR documents (incl. staff survey 2017)
- FEB Language Policy 2021
- Gender Equality Plan FEB 2017
- Diversity and Inclusion report FEB 2021
- Sample of responses to Covid-19 (e.g. briefings of lecturers about student-wellbeing, guidelines for online examining at FEB, etc.)
- Report Work Pressure at FEB, 2018
- Response of FEB to Report Work Pressure, 2019
- Vision on teaching and learning, Sept 2021
- Generic view of education at FEB: Research-Driven Education
- Teaching and Examination Regulations FEB 2020-2021
- Teaching and Examination Regulations FEB 2021-2022
- Student Handbook 2020-2021
- Student Handbook 2021-2022
- FEB Assessment Policy and Assessment, June 2017
- Examinations Board, Annual Report 2018-2019
- Examinations Board, Annual Report 2019-2020
- Examinations Board, Annual Report 2020-2021
- Examinations Board Rules and Regulations, 2020-2021
- Examinations Board Rules and Regulations, 2021-2022
- Criteria designation of examiners 2021-2022
- Assurance of Quality of Assessment Procedures FEB, Examinations Board, Dec 2020
- FEB Handbook for Educational Quality Assurance 2016
- Analysis of BaMa Educational Key Figures FEB, Nov 2021
- Annual Curriculum Monitor Report for each study programme, 2018-2019
- Annual Curriculum Monitor Report FEB, 2021
- Examples of course evaluation reflection plans and improvement plans FEB, 2020-2021
- Report Technology Enhanced Learning FEB, Jan 2020
- Documents on the Future Proof Education project (e.g. on recategorization of ILOs, thesis 2024 project, process guides per phase, etc.)
- Thesis assessment forms 2020-2021 (bachelor, master, research master)
- Evaluation Report Thesis Assessment Form, April 2021
- Summary Pilot Analysis Thesis Assessment Forms, 2017
- Research accreditation FEB Self-evaluation Report, July 2021
- Research accreditation FEB Final Report, 2022
- Research school criteria
- Information about the Centres of Expertise
- Information about the International rankings RUG

- Newsletters of Research School and of Aletta Jacobs School of Public Health
- Recent graduates report, editions 2017, 2018, 2019, 2020, 2021
- Assessment Plan FEB Career Services 2020-2021
- Assessment Plan FEB Career Services 2021-2022
- Career services and corporate relations vision document 2021
- Information on FEB in the media

Materials made available during site visit

- Posters on research projects and educational initiatives of FEB

Final graduation projects

Chapter 2 of this report describes the selection of the final projects for the three executive masters. A list of the selected projects is available on request.

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