

**CONFIDENTIAL**

**EPAS**

**EFMD Programme Accreditation System**

**University of Twente**

**School of Management and Governance**

**BSc in Business Administration**

**MSc in Business Administration**

**PEER REVIEW REPORT**

**Presentation to the Accreditation Board on**

**15 May 2013**

**University of Twente, School of Management and Governance**  
**Peer Review Visit**  
**5-7 February 2013**

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# 1 Introduction

At the request of the University of Twente, in early 2012 the EPAS Office held discussions with NVAO, the Accreditation Organisation of the Netherlands and Flanders, on the possibility of running a joint accreditation process for the review of two programmes. It was agreed to proceed but some adjustments to the process were required e.g. NVAO would provide an Observer instead of the Secretary and EPAS would include a student on the Peer Review Team, in addition to the usual four reviewers. Moreover, in line with NVAO requirements, each PRT member would read and assess 3 theses from each applicant programme, ie 15 from each programme altogether. These projects were selected by the EPAS Office on the basis of a list provided by the University of Twente. It was agreed that the organisation of the accreditation visit would be run by the EPAS Office.

## 1.1 Composition of the Peer Review Team

A joint EPAS/NVAO programme quality visit was conducted on 5-7 February 2013 at the University of Twente, School of Management and Governance, by a five-person team:

- Prof. Chris Greensted - Chairman of the PRT  
Associate Director, Quality Services, EFMD, Belgium
- Dr. Ulrich Winkler  
Vice Dean for Education, European Business School, Germany
- Prof. Karel Soudan  
Former Dean, Faculty of Applied Economics, University of Antwerp, Belgium
- Mrs Neslihan Tözge  
Chairman, Blue Ocean Consulting, Turkey
- Mr Michiel Horsten  
Student and former Chairperson of the Flemish Union of Students VVS

Mrs Ann Van Neygen, Policy Advisor at NVAO, participated as an Observer.

## 1.2 EPAS History

The University of Twente, School of Management and Governance applied to EPAS for accreditation of its BSc in Business Administration and MSc in Business

Administration and was declared eligible in May 2012 with the following reservations regarding the BSc in Business Administration:

1. Programme nature: The Datasheet refers to developing a new programme structure (p3) to start in 2013. The Committee seeks assurance that this will still be essentially the same as the applicant programme.
2. Student quality in year 2 onwards: Given the open entry policy to year 1, due to the legal requirement, the progression rate to year 2 appeared to be high relative to similar situations.
3. International learning experience (ILE) of the students: An indicator was the low proportion of students undertaking study abroad.

### 1.3 Institutional Background

The University of Twente is a 'research' university located in the east of Holland close to the German border. It was established in 1961 to offer science and engineering programmes initially. It is now known as a predominantly technically oriented institution with an entrepreneurial focus. It consists of 6 Schools or Faculties, one of which is the School of Management and Governance (SMG), and 5 research institutes. UT has a motto of "High Tech – Human Touch". SMG has 7 Departments or Centres and the programmes under review are offered primarily by the Departments of Business Administration and of Industrial Engineering & Business Information Systems. The School has almost 2800 students and 108 core faculty.

### 1.4 Description of the Programme Sets

These two programmes were originally launched in 2002 as a pre-Bologna single 4-year programme. A year later this was split into the 3-year BSc taught in Dutch and 1-year MSc taught in English. An English variant of the BSc began in 2010 with some variations on the Dutch model such as internships, 5 specialisations and courses in communication skills. The University has decided to implement a new structure for all its Bachelor programmes from 2013 and the two BSc variants will merge and have an equivalent structure ie one degree in English language. This EPAS review therefore considered the two existing variants which have about 70% in common and the proposed single variant (in English language). The BSc has

core subjects, a few electives and a compulsory project/thesis. The MSc is largely a follow on programme from the BSc (50% of the students come from the SMG BSc) also structured with some cores followed by specialist or career tracks and finishing with a project/thesis. The University expects that programmes will follow the ethos of a research-oriented University and therefore be academically rigorous.

## 1.5 Acknowledgment and Organisation

The Peer Review Team (PRT) wishes to thank the management and staff of SMG Twente for a well-organised visit, for comfortable working conditions at the School and at the hotel, and for the open and constructive discussions during the interview sessions. The Self Assessment Report was well written and succinct (at 69 pages plus some appendices) but with all or most of the information required. It was not only informatively descriptive but it also showed the actions taken to address some issues raised in the previous NVAO accreditation visit and the reservations highlighted at the EPAS eligibility stage. However it could have been a little more self-analytical. The base room was well-organised and contained most of the information specified by the EPAS system although it was not always easy to identify. Additional requests for information and guidance were promptly and efficiently met. The SMG EPAS project team are to be congratulated on their efficiency.

The Review included a brief overview of the institution in so far as it impacted on the specific programmes put forward for accreditation and then concentrated on the analysis of the two programmes. The detailed assessment is given first in the Quality Profile Sheet, which highlights those aspects that either “meet” the standard or are “above” or “below” it. These assessments are amplified in the Criteria Evaluation Form especially for those above or below. The following General Assessment therefore only highlights key aspects of the assessments from which the recommendations are drawn and it tends to concentrate on those aspects that either exceed or fall below the Standards.

## 2 Institutional Assessment

The body of this report is organised to reflect the fact that the two sets of programmes are to be assessed separately. The sections that are clearly common

to both sets, notably the Institutional Context, the Faculty, and Quality Assurance, will be the subject of one single assessment.

The other sections that are programme-specific will be assessed separately for the BSc in Business Administration and the MSc in Business Administration.

## 2.1 Institutional Context

The mission of SMG was not clearly stated other than UT motto of High Tech - Human Touch. The strategic objectives were essentially academic but did not include a vision of where the School will be in 5 to 10 years, the mid-term strategic objectives and the action plans necessary to achieve them. Currently planning is based around the annual budgeting process. The PRT recommends the development of a Strategic Plan that clarifies its future positioning in academic levels, USP, geographic target markets etc., with clear responsibility for their achievement, time lines, resource requirements and ultimately a business plan.

Currently resources have been reduced due to financial problems and this gave the PRT some concerns financially but more importantly about the human and physical resources needed to develop the School. The School has had to use significant amounts of its financial reserves over the last few years to balance its accounts and it expects to continue deficits for two more years. Although not in danger of financial unviability (as part of the University), it is restricted in its ability to invest in its future strategy. At present it is considering a merger with the Faculty of Behavioural Sciences. Apparently the development of the strategic plan awaits that decision.

SMG seems to be positioned as a mid-level University sector business school but without a very visible unique selling point (USP). There seems to be a missed opportunity in working more closely with the technology faculties/schools, both in research and for the development of new programmes. The School's target markets are not very clearly defined, especially geographically. It is well known locally and just across the German border but struggles to make a mark against competition from the major universities in Amsterdam and Rotterdam. It has yet to build an international reputation more globally.

The internal management structure is typical for university business schools and seems to be effective. Unusually the Programme Directors are members of the

senior management team which highlights the importance of programmes as well research within the School. The responsibilities of the Education Director seemed to overlap with those normally associated with the Dean's position but, since this is a new position, it will hopefully be clarified in due course. The University provides many central resources which is cost-wise beneficial but the School probably needs to invest in more focused international marketing and in its alumni association (see below).

While there are many aspects of the internationalisation, such as international faculty and students (albeit relatively local) and English spoken, the PRT did not have an impression of a real international culture. SMG gives the impression of being essentially a Dutch School with some international outreach. Having said that the School clearly welcomes its international faculty even when they do not speak Dutch and this is also true for students. It is expected that the new BSc structure will strengthen the international focus of the School – which is also an overall University objective. There seemed to be good corporate connections with both large corporations and SME, albeit mainly locally. However these connections were largely based around student projects and individual faculty research links. The School should consider leveraging these links at a strategic level with some form of active stakeholder management in order to generate opportunities for major research contracts, sponsored faculty positions and possible executive education.

The learning environment is good, eg well thought through building design, and well supported by IT, databases etc. However, Blackboard seems to be used almost solely as a logistics platform and not as an interactive learning platform. The new BSc structure envisages considerably more project work which may well require more project or study rooms than currently available. Students already comment on a scarcity in this aspect. Changing the 9am to 5pm culture and keeping the building open beyond 6pm would increase capacity and also would have the benefit of increasing the excitement and buzz levels in the School.

## 2.2 Faculty

Despite recent reductions in faculty numbers, the faculty size (SSR of 27), qualifications (90% doctorates) and subject mix is appropriate for the programmes under review. There was some concern about the adequacy of the faculty size for

the new Bachelor programme since the new teaching methods are likely to be very time consuming. However the faculty, and other staff, are highly committed to the School, the programmes (and especially the new structure) and the students.

It was said that some faculty have had to cut research time in order to focus on developing the new BSc structure. This has obviously added to workloads and average teaching loads of 200 hours p.a. are a little high by EPAS standards. However the faculty seem to be adequate to meet the teaching requirements of the programme portfolio and to research although there is a potential risk of a fall in research output due to these teaching loads. The faculty met by the PRT were enthusiastically research active and bring it into their teaching wherever possible.

There is a strong academic ethos in teaching and students are required at an early stage to read academic literature and, in later stages, to synthesise and critically appraise their readings. While the faculty said that they also include the practical/managerial dimensions, the students report that the emphasis is definitely academic. To meet the programme objectives, it may be worth reconsidering this balance. Teaching currently tends to traditional approaches but the new BSc structure deliberately aims for a more innovative approach. All faculty with less than 20 years teaching experience are required to obtain the Dutch universities' teaching qualification (UTQ) and there is an ethos of quality improvement in teaching.

There is a sufficient international mix and also many Dutch faculty clearly have international experience and contacts. Many also seem to be reasonably connected to the corporate world not least through student projects and internships. However there was no mention of involvement in executive education. The faculty management systems of work load allocation, performance appraisal, promotion, etc. are well organised and appropriate.

## 2.3 Quality Assurance Processes

The quality assurance processes are generally satisfactory although the ethos seems to be more problem prevention and solution rather than celebration and dissemination of good practice. The PRT had a concern that QA data collected centrally by the University has not been available for the past two years due to software problems and hopes that these are now resolved. The School QA systems follow the rigorous University systems which ensure that each stage from



programme design through delivery to assessment are monitored and developed further where necessary. For example the design process for the new BSc structure has involved extensive discussions among faculty followed by a tiered committee process for approval. While students have been involved through the programme committee, the collection of opinions from other stakeholders such as alumni and corporates appeared to be less systematic. The PRT recommends the establishment of better systems for collecting these views on a regular basis (eg surveys).

Annual programme reviews occur through the programme committees with reports being transmitted upwards through the University structure to ensure that action is taken when necessary. However there is no University requirement for a formal fundamental programme periodic review (say every 5 years) in which a blue-sky approach is taken by undertaking an environmental analysis, collecting stakeholder views thoroughly and obtaining advice from external (international) academics. The business world undergoes significant changes over time which are not always picked up during the incremental approach of annual review. For example it was not clear to the PRT how the global financial and economic crisis had resulted in fundamental changes to programme content. The development of the new BSc, while based on faculty discussions, seems to be more about new ways of delivering existing material rather than developing new courses and content. The PRT therefore recommends a formal requirement be instituted for a fundamental periodic review to include external assessors.

Operational QA is satisfactory but not exemplary. There is a system of student evaluation of teaching quality which is monitored and acted upon by programme management. However the response rates by students are a bit low, raising questions of reliability, and there appeared to be little or no feedback to students on actions taken as a result of the surveys – this does not encourage students to take the surveys seriously. Students can also raise issues at the programme committees and generally the quality of teaching is monitored properly. However the monitoring of the assessment process (exams in particular) is weaker since it is largely post hoc at the Examinations Board stage which is too late to make alterations to individual student marks if anomalies have occurred. While the Board can compare mark distributions across courses and over time, there is no system for checking in

each course whether the academic standards of questions set (ex ante) or individual marking standards (ex post) are consistent and appropriate, particularly for courses where there is only one faculty member involved. Consideration should be given to strengthening these processes. However a system of double marking is in place for the theses for which there is also a biennial overall review of standards.

## 2.4 Institutional Strengths and Weaknesses

### **Strengths**

- University reputation for technology and innovation
- Well qualified and committed faculty members
- Strong academic ethos for research and teaching
- Non-bureaucratic learning environment with easy access to faculty members
- Good physical learning infrastructure

### **Weaknesses**

- SMG relatively unknown outside its region
- Lack of a current strategic plan or even an intent for a plan
- Limited international culture (to nearby countries)
- Some gaps in QA processes

## 2.5 Suggestions for Improvement at Institutional Level

1. Clarify the Faculty/School structure (potential merger) and then develop a full strategic plan.
2. Build further on the links with the technological Schools so as to leverage University strengths and to develop stronger USP for SMG.
3. Market and promote SMG and its programmes more globally.
4. Strengthen QA processes for assessment and periodic review.

### **3 Assessment of BSc in Business Administration**

#### **3.1 Programme Design**

The programme clearly fits the University and School context and, in principle, it has appropriate objectives of either preparing students for employment as professional junior executives or preparation for further study at MSc level. The latter objective predominates in reality since 90 % of the graduates go on to further study. Furthermore this is in line with the University requirement that undergraduate programmes should be “scholarly-based and encourage academic and entrepreneurial attitudes”. The PRT questioned whether the first objective of preparing for junior executive positions was appropriate which, given the strongly academic nature of the programme, did not seem to be realistically achieved.

The programme is at first degree level and it is clearly able to attract from its local school-leaver market but its wider target market does not seem to be well defined. It is not really able to compete with the other Dutch schools in west Holland and its international students essentially come from just across the border in Germany. The new structure will open the programme to a global market but there needs to be a much more focused and energetic marketing approach – probably at School level.

The School has embraced, at least as a policy, the concept of ILOs and there is a structure, shown in a matrix, from programme level to course level then to the assessment process. However the programme level ILOs are fairly general and should be sharpened further to show how they would achieve the target graduate profile. In particular they do not really address the development of junior executives (and neither does the programme). Although not too clear in the SAR, the PRT were able to see the detail of how course level ILOs contributed to programme level ILOs by reviewing individual course outlines.

The PRT had to consider 3 programme structures, the existing Dutch and English variants of which 70% is common, and the new version starting autumn 2013. While understanding the need or desire to start the English variant in 2010 and experiment with some new ideas, it was not so clear why some of these were not incorporated fairly quickly into the Dutch variant. At least the new structure will be consistent for all students and the PRT commends its broad design and teaching

approach. However translating from the old to the new programme could have been an opportunity to consider embracing more of the technological strengths of the wider University by including courses from other Schools or developing some hybrid courses so as to develop some uniqueness in the business administration programme. While recognising the academic imperative in a research-oriented university, the programme is unbalanced with respect to the managerial dimension for the 10% of students who graduate into employment. Those going on to the MSc can reasonably expect an academic course, but the School should consider strengthening the managerial dimension for those going into employment – or downplay employment as an objective. Either way there is a need for more integrative elements such as business games or simulations.

The corporate world has opportunities to influence programme design (eg through the Council of Practitioners) but mixed opinions were given on their effectiveness. Mostly views are obtained informally through faculty contact during student projects. One weak aspect is the visibility of issues around CSR – there is one compulsory ethics course in third year but little other evidence that such societal trends are threaded through the programme. The international dimension is weak in the Dutch variant since relatively few Dutch students go abroad and they rely on contact with mainly German students for their international learning experience. The PRT would expect in due course that virtually all of the students have a period abroad, and especially in the new structure.

The assessment structure is designed to ensure the achievement of course ILOs which in turn should mean that programme level ILOs are achieved. The assessment format is the responsibility of individual faculty members and course teams. A wide range of assessment methods are used including some multiple choice and short answer exam papers. The PRT had some concern if there was too much use of multiple choice since, while it may be a good system for quickly testing knowledge, it does not allow students to demonstrate their ability to develop an argument nor to critically assess their analyses and results. It is perhaps appropriate at first year level but less so in later years. Clearer guidelines on appropriate assessment methods to ensure coverage of the ILOs are recommended. The assessment regime is able to grade individual students since the University regulations require a minimum of 50% individual assessment. There

are well documented assessment criteria for the projects/theses but differentiation in requirements between the BSc and MSc theses was not very clear.

The PRT was particularly impressed with the programme management team and their ability not only to run the existing variants but also to enthuse faculty to put so much effort into developing the new model. Programme information for students is supplied largely in electronic form which is appreciated by the students although some of it is not always up-to-date.

## 3.2 Programme Delivery

By Dutch law, students applying to university who hold the school leaving diploma (VWO) must be admitted which means there is no selection process. While recognising these constraints it does mean that there is a variable quality in the student intake and, in turn, this results in progression and completion rates that are very poor by international standards. SMG is taking steps to improve these but it may not be enough. The PRT expects that EPAS would wish to see dramatic improvement in the years to come. Admission of international students is based on holding equivalent qualifications to VWO and unfortunately progression rates are also relatively low. In principle the proportion of international students at around 50% is very good for an undergraduate programme but many of these come across the border from Germany and so the mix is a bit bi-modal and not really global.

Teaching methods are satisfactory, but perhaps traditional, and the evaluations were generally acceptable although there were a surprising number of poor scores. The PRT noted the developmental measures which are in place to improve these. There is a strong academic emphasis and academic reading is expected from an early stage in the programme which underpins its academic depth and rigour. The PRT saw little innovative teaching approaches and, despite its availability, there appeared to be little use of Blackboard as an integrative learning tool.

The support given by faculty to individual students and their availability and willingness to help is commendable. Also noteworthy is the support given by the study advisors and the rest of the programme team. However other personal development as future managers is limited and is mainly offered by the student association STRESS and not as a formal part of the programme.

The international learning experience for students is a little weak and the programme does not really develop potential international managers although this could occur at MSc level. Relatively few Dutch students study or work abroad although the opportunities are there for them. Conversely students do seem to have a reasonable corporate learning experience since many of them undertake their final project within a company and there are various other interactions such as guest speakers and company visits. This aspect will be strengthened within the new programme structure.

### 3.3 Programme Outcomes

The standards of student work were satisfactory and demonstrated a sound academic approach. The Bachelor theses were of mixed quality although all at pass level or above although some were a bit trite and naïve. The emphasis seemed to be on research methodology and less on the meaning and value of the findings. However overall progression rates are the major issue. This is partly due to the mixed intake quality and partly due to the Dutch tradition of taking 4 or 5 years to complete a Bachelors degree which is an attitude of mind. Such low rates are not efficient either for the students or for the School and one hopes that the new structure can be used to enthuse students to complete in a more timely manner.

It was not possible to assess the quality of graduates or jobs obtained since most of them go on to a Masters degree. Similarly assessing the alumni association for BSc graduates was not meaningful. Programme reputation is important for attracting students to apply but the actual market appears to be regional and not national or international. Since there is no clear USP, the question is whether students apply because it is local, convenient, cheap (for foreigners) and a nice place or because this really gives them a head start in life. It seemed to be a sound mid-level programme to the PRT.

### 3.4 Overall Strengths and Weaknesses

Overall the Peer Review Team believes that the BSc in Business Administration is a sound programme with the following strengths and weaknesses:

#### **Strengths:**

- Academic depth and rigour of the programme

- Commitment of the programme management team and their enthusiasm for developing the new programme structure
- Learning support given by faculty and the study advisors
- Strong support for STRESS and their mutual support for students

**Weaknesses:**

- Lack of clarity in target graduate profile (employment or further study) leading to too broad programme level ILOs
- Lack of clarity in target international markets and consequently international marketing and promotion of the programme
- More effort required to improve the mixed quality of students entering second year (for both Dutch and international students)
- Explicit inclusion of societal trends, eg CSR, in the curriculum
- Personal development as potential junior executives
- International learning experience especially for Dutch students
- Overall progression and completion rates
- Feedback to students on actions taken as a result of teaching evaluations

### 3.5 Recommendation to the Accreditation Board

In view of the knowledge about the programme that the Peer Review Team has been able to gather, it recommends that the BSc in Business Administration from the University of Twente, School of Management and Governance, in its present situation and under the current EPAS criteria, be granted EPAS Accreditation for a period of 3 years.

For future accreditation the following Areas for Improvement are recommended:

1. Clarify the key programme objectives and carry those forward to a revised ILO structure.
2. Improve the international learning experience of students taking into consideration the need for a broader mix of international students and for Dutch students to undertake a study or work experience abroad.
3. Improve programme progression and completion rates.
4. Implement successfully the new BSc programme design.

### 3.6 Suggestions for Improvements

- Improve international marketing and promotion of the programme
- Consider how to leverage the technological strengths of the University within the new programme
- Include more corporate world perspectives within the curriculum
- Clarify and perhaps strengthen the inclusion of trends in the corporate environment
- Strengthen employment skills for those seeking employment on graduation
- Clarify the expected differences between the Bachelor and Masters theses



## 4 Assessment of MSc in Business Administration

Many of the comments made about the BSc programme also apply to the MSc programme and these are therefore not repeated in this section.

### 4.1 Programme Design

The programme objectives fit the institutional context. Once again the programme objectives have two possible endpoints, one for preparing students for “senior executive level positions” and the other for preparing them for further study in research programmes. These are likely to require different emphases within the ILO and subsequent programme design. About 90% of the graduates seek corporate employment so one would expect the emphasis to be on employability.

About half of the student intake comes from the SMG BSc and the rest from elsewhere but largely local or quasi-local (German). Again the target market could be better defined in academic background terms and geographically. Once more clearly defined, more active national and international marketing should be undertaken

The broad ILO structure was logical but the programme level ILOs could be sharpened. The focus should now be on preparing for the employment market since only 10% show interest in further study. The ILOs can be followed through to course level and then assessments. However the programme ILO are only differentiated from the Bachelor level by adding “advanced” to the core knowledge and “independently” to the academic competences listed. This implies that it is just a more advanced programme but without significantly different objectives – back to the issue of employment versus further study.

The programme structure has core courses followed by specialist career streams, related master classes, and a final project/thesis. The rationale for the particular core courses was not that clear and the pre-masters courses taken by students needing bridging (for non-UT graduates not meeting UT pre-requisites) did not always seem to underpin the core courses. This programme could offer, but does not, an opportunity to strengthen the links with the technology Schools and not just behavioural sciences which might give it a USP.

The programme is certainly designed with academic depth and rigour in mind, even to the extent that ideally the theses should be of a standard suitable as a draft research paper. However the managerial dimension should be strengthened and the personal development of students as future senior managers definitely needs to be strengthened. Alongside that, contemporary issues such as CSR and sustainability should be made more visible and there should be more opportunity for integrative studies.

The international focus largely comes from the use of international teaching materials and cases, the international experience of faculty, a small proportion of globally recruited students and some incoming exchange students. There are some options for courses abroad in the MSc but it is not an integral part of the programme. In a one-year programme, it is difficult to require an experience abroad and some UT BSc students went abroad during their first degree anyway. However the international aspects could be strengthened and some form of international experience should be a requirement for those without prior experience, eg a carefully planned one or two week study visit beyond the environs of UT would be very beneficial.

Flexibility in entry points is provided by running the programme in 4 quartiles over two semesters in which quartiles 1 & 3 and 2 & 4 are offered twice a year and run in parallel. This means that students can enter in either semester and it opens up market possibilities to global markets (where semester systems may differ) and eases entry for bridging students.

Again the programme management team is very effective and committed. Teaching is generally good and the assessment methods used are appropriate (including much less use of multiple choice exams).

## 4.2 Programme Delivery

By Dutch law, applicants holding a BSc from a Dutch research university must be admitted without specifying a minimum grade requirement. Other applicants must hold equivalent qualifications but there is a stronger selection process here. Marginal applicants may be required to take up to 30 ECTS as a bridging programme to underpin core courses. However some faculty reported that the intake quality was a bit variable and this is perhaps reflected in the slow completion

rates. This programme is less international than the BSc with about 20% international students who, as before, tend to come from nearby regions – only 5% come from outside Europe. Since the course is fully taught in English, it should be possible with better marketing to attract applicants from global markets.

The teaching approach is quite student centred which is entirely appropriate at Masters level. There is a strong academic emphasis, including reading and reviewing academic literature. However the personal development aspect is too under-emphasised given that most students seek employment on graduation. For example there are no integrative components such as business games and the final project, although usually company based, tends towards the academic with limited thought given to the real meaning of the output. Students commented that, although courses tried to apply theory to practice, the reality was quite academic. The PRT recommend that the area of employment skills be strengthened considerably.

As mentioned before the international learning experience of students is a somewhat weak area despite this being one of the main objectives of the programme. The corporate learning experience is stronger since the elective streams aim to focus on potential career tracks. The input from the corporate world includes guest lectures, company visits and interactions during the project periods.

### 4.3 Programme Outcomes

The level of student work was entirely appropriate for a Master's degree and some of the Master's theses were very good. Although better than the BSc, the progression and graduation rates are below international norms. For example less than 15% graduate within the one-year period, not least because they can defer taking courses. The School should give priority to resolving this issue.

The graduates met seemed to be of good quality and held reasonable mid-level jobs. However the School had little data on the career progression of their graduates and it would be beneficial to establish better data collection systems. The alumni association seemed to have limited support from the School and indeed the newer generations of graduates did not seem to know of its existence. However they did seem willing to support the School. Investment in the association would pay long-term dividends. The external reputation of the programme was good locally but not very clear beyond that and the programme needs a good USP.

## 4.4 Overall Strengths and Weaknesses

Overall the Peer Review Team believes that the MSc in Business Administration is a sound programme with the following strengths and weaknesses:

### **Strengths:**

- Academic depth and rigour of the programme
- Commitment of the programme management team
- Learning support given by faculty and the study advisor
- Depth of some of the MSc theses

### **Weaknesses:**

- Lack of clarity in target graduate profile (employment or further study) leading to too broad programme level ILOs
- Lack of clarity in target international markets and consequently international marketing and promotion of the programme
- Somewhat mixed intake quality of students
- Explicit inclusion of societal trends, eg CSR, in the curriculum
- Personal development as potential senior executives
- International learning experience
- Overall completion rates
- Feedback to students on actions taken as a result of teaching evaluations
- Weak and unsupported alumni association

## 4.5 Recommendation to the Accreditation Board

In view of the knowledge about the programme that the Peer Review Team has been able to gather, it recommends that the MSc in Business Administration from the University of Twente, School of Management and Governance, in its present situation and under the current EPAS criteria, be granted EPAS Accreditation for a period of 3 years.

For future accreditation, the following Areas for Improvement are recommended:

1. Clarify the key programme objectives and carry those forward to a revised ILO structure.
2. Improve the international learning experience of students taking into

consideration the need for a broader mix of international students and for Dutch students to undertake a study or work experience abroad at some point in their academic career.

3. Strengthen the preparation for employment in terms of personal development and managerial skills.
4. Improve programme completion rates.

## 4.6 Suggestions for Improvements

- Improve international marketing and promotion of the programme
- Consider how to leverage the technological strengths of the University within the programme
- Include more corporate world perspectives within the curriculum
- Clarify and perhaps strengthen the inclusion of trends in the corporate environment
- Strengthen the School's support for the alumni association

APPENDIX 1  
QUALITY PROFILE SHEET

## EPAS QUALITY PROFILE

### 2 programme sets

<b>Name of the institution:</b>	<b>School of Management &amp; Governance, University of Twente, NL</b>
<b>Name of programme set 1:</b>	<b>BSc Business Administration</b>
<b>Name of programme set 2:</b>	<b>MSc Business Administration</b>
<b>Date of the evaluation:</b>	<b>4-7 February 2013</b>

The quality standards for each of the criteria should be assessed against the three definitions in the table below. For a programme to be accredited, it is likely that most entries in the table will Meet Standard, with only a few Below Standard and some Above Standard. Those considered Above Standard could be deemed to be examples of “best practice”.

#### **Meets Standard**

The programme satisfies the EPAS standard in this area as defined in the EPAS Standards and Criteria document. Most positive assessments are expected to fall in this broad category. It is not to be interpreted as meaning that the programme is mediocre or that it barely qualifies at a minimum level.

#### **Above Standard**

The programme demonstrates outstanding quality in this dimension, well above the level required to satisfy the EPAS standard in this area, and can even be considered as a model of excellence .

#### **Below Standard**

The programme is judged to be below the threshold of the EPAS standard in this area.

**N/A:** Not considered applicable and/or relevant to the programme concerned.

		ABOVE standard	MEETS standard	BELOW standard	N/A
<b>Sect. 1</b>	<b>Institutional Context</b>				
<b>1.1</b>	<b>Institutional strategy and management</b>				
1.1.1	Mission/strategic objectives in their national & internat. context			X	
1.1.2	Availability of resources to achieve strategic objectives			X	
1.1.3	Credibility of present positioning		X		
1.1.4	Internal institutional governance & management		X		
1.1.5	Institutional culture re internationalisation		X		
1.1.6	Institutional corporate connections		X		
<b>1.2</b>	<b>Physical resources and facilities for the programme(s)</b>				
1.2.1	Learning environment, eg classrooms, study spaces, library		X		
1.2.2	E-learning platform, databases, computer access, etc.		X		
<b>1.3</b>	<b>Faculty for the programme(s)</b>				
1.3.1	Adequacy of faculty: qualifications, size and subject profile		X		
1.3.2	Faculty intellectual contribution (eg research) to teaching		X		
1.3.3	Teaching ethos towards academic depth & rigour		X		
1.3.4	Engagement in teaching developments (eg interactive learning)		X		
1.3.5	Internationalisation of the faculty		X		
1.3.6	Faculty links with the corporate world		X		
1.3.7	Faculty management, eg workload, performance, development		X		

#### PROGRAMME SET 1: BSc Business Administration

		ABOVE standard	MEETS standard	BELOW standard	N/A
<b>Sect. 2</b>	<b>Programme Design</b>				
<b>2.1</b>	<b>Programme objectives and target markets</b>				
2.1.1	Coherence of programme objectives & fit with institut. context		X		
2.1.2	Appropriateness of target markets & intended graduate profile		X		
2.1.3	Marketing/promotion of the programme (incl. institut. context)			X	
<b>2.2</b>	<b>Curriculum design</b>				
2.2.1	Specification of Intended Learning Outcomes (ILOs)		X		
2.2.2	Clarity of programme rationale		X		
2.2.3	Programme structure and content/coverage		X		
2.2.4	Designed academic depth and rigour (eg reading/research)		X		
2.2.5	Balance of academic and managerial dimensions		X		
2.2.6	Inclusion of external guidelines (where appropriate, EQUAL)				X
2.2.7	Up-to-date design incl. opportunities for integrated learning		X		
2.2.8	Responsiveness to corporate needs		X		
2.2.9	Responsiveness to trends in society (eg CSR, sustainability)			X	
2.2.10	International focus of the programme incl. study/work abroad		X		
<b>2.3</b>	<b>Design of delivery modes &amp; assessment methods</b>				
2.3.1	Appropriateness of delivery methods, eg FT, PT, modular, online		X		
2.3.2	Structure and balance of in- to out-of-class learning		X		
2.3.3	Quality of programme management & administration	X			
2.3.4	Quality of student handbooks, etc.		X		
2.3.5	Assessment methods explicitly designed to match ILOs		X		
2.3.6	Range of student assessment methods		X		
2.3.7	Amount of individual assessment		X		



		ABOVE standard	MEETS standard	BELOW standard	N/A
<b>Sect. 3</b>	<b>Programme Delivery &amp; Operations</b>				
<b>3.1</b>	<b>Student recruitment</b>				
3.1.1	Appropriateness of entry criteria & their application in selection				X
3.1.2	Quality of incoming students – qualifications & experience		X		
3.1.3	Internationalisation of the student body		X		
3.1.4	Enrolment and induction processes		X		
<b>3.2</b>	<b>Pedagogy</b>				
3.2.1	Quality of teaching & learning methods		X		
3.2.2	Expectations on academic reading		X		
3.2.3	Pedagogical innovation, eg integration of new technologies		X		
3.2.4	Quality of the teaching/learning materials		X		
<b>3.3</b>	<b>Personal development of students</b>				
3.3.1	Quality of overall personal development		X		
3.3.2	Individualised learning support from faculty		X		
3.3.3	Development of transferable intellectual skills		X		
3.3.4	Opportunities for project-based work, internships		X		
3.3.5	Quality of support services (eg counselling, international office)		X		
<b>3.4</b>	<b>International aspects</b>				
3.4.1	Quality of overall international learning experience		X		
3.4.2	Quality of the international partners & exchanges		X		
3.4.3	Student take up of opportunities to study/work abroad			X	
3.4.4	Preparation as potential international managers		X		
<b>3.5</b>	<b>Corporate interactions</b>				
3.5.1	Quality of overall corporate learning experience		X		
3.5.2	Teaching input from practitioners		X		
3.5.3	Corporate involvement in programme, eg work place learning		X		
<b>Sect. 4</b>	<b>Programme Outcomes</b>				
<b>4.1</b>	<b>Quality of student/participant work</b>				
4.1.1	Objectivity & rigour in the assessment process		X		
4.1.2	Standards of student work appropriate for programme level		X		
4.1.3	Standards of student theses/projects/dissertations		X		
4.1.4	Evidence of academic methodologies		X		
4.1.5	Progression and pass rates meet international norms			X	
<b>4.2</b>	<b>Graduate quality</b>				
4.2.1	Quality of graduates meets programme objectives		X		
4.2.2	Quality of jobs/careers obtained		X		
<b>4.3</b>	<b>Alumni</b>				
4.3.1	Support for alumni association			X	
4.3.2	Support from alumni for programme/institution		X		
<b>4.4</b>	<b>Programme reputation</b>				
4.4.1	Evidence for programme reputation		X		

**PROGRAMME SET 2: MSc Business Administration**

		ABOVE standard	MEETS standard	BELOW standard	N/A
<b>Sect. 2</b>	<b>Programme Design</b>				
<b>2.1</b>	<b>Programme objectives and target markets</b>				
2.1.1	Coherence of programme objectives & fit with institut. context		X		
2.1.2	Appropriateness of target markets & intended graduate profile		X		
2.1.3	Marketing/promotion of the programme (incl. institute. context)			X	

		ABOVE standard	MEETS standard	BELOW standard	N/A
<b>2.2</b>	<b>Curriculum design</b>				
2.2.1	Specification of Intended Learning Outcomes (ILOs)		X		
2.2.2	Clarity of programme rationale		X		
2.2.3	Programme structure and content/coverage		X		
2.2.4	Designed academic depth and rigour (eg reading/research)		X		
2.2.5	Balance of academic and managerial dimensions		X		
2.2.6	Inclusion of external guidelines (where appropriate, EQUAL)		X		
2.2.7	Up-to-date design incl. opportunities for integrated learning		X		
2.2.8	Responsiveness to corporate needs		X		
2.2.9	Responsiveness to trends in society (eg CSR, sustainability)			X	
2.2.10	International focus of the programme incl. study/work abroad		X		
<b>2.3</b>	<b>Design of delivery modes &amp; assessment methods</b>				
2.3.1	Appropriateness of delivery methods, eg FT, PT, modular, online		X		
2.3.2	Structure and balance of in- to out-of-class learning		X		
2.3.3	Quality of programme management & administration		X		
2.3.4	Quality of student handbooks, etc.		X		
2.3.5	Assessment methods explicitly designed to match ILOs		X		
2.3.6	Range of student assessment methods		X		
2.3.7	Amount of individual assessment		X		
<b>Sect. 3</b>	<b>Programme Delivery &amp; Operations</b>				
<b>3.1</b>	<b>Student recruitment</b>				
3.1.1	Appropriateness of entry criteria & their application in selection		X		
3.1.2	Quality of incoming students – qualifications & experience		X		
3.1.3	Internationalisation of the student body		X		
3.1.4	Enrolment and induction processes		X		
<b>3.2</b>	<b>Pedagogy</b>				
3.2.1	Quality of teaching & learning methods		X		
3.2.2	Expectations on academic reading		X		
3.2.3	Pedagogical innovation, eg integration of new technologies		X		
3.2.4	Quality of the teaching/learning materials		X		
<b>3.3</b>	<b>Personal development of students</b>				
3.3.1	Quality of overall personal development			X	
3.3.2	Individualised learning support from faculty		X		
3.3.3	Development of transferable intellectual skills		X		
3.3.4	Opportunities for project-based work, internships		X		
3.3.5	Quality of support services (eg counselling, international office)		X		
<b>3.4</b>	<b>International aspects</b>				
3.4.1	Quality of overall international learning experience		X		
3.4.2	Quality of the international partners & exchanges		X		
3.4.3	Student take up of opportunities to study/work abroad			X	
3.4.4	Preparation as potential international managers		X		
<b>3.5</b>	<b>Corporate interactions</b>				
3.5.1	Quality of overall corporate learning experience		X		
3.5.2	Teaching input from practitioners		X		
3.5.3	Corporate involvement in programme, eg work place learning		X		
<b>Sect. 4</b>	<b>Programme Outcomes</b>				
<b>4.1</b>	<b>Quality of student/participant work</b>				
4.1.1	Objectivity & rigour in the assessment process		X		
4.1.2	Standards of student work appropriate for programme level		X		
4.1.3	Standards of student theses/projects/dissertations		X		

		ABOVE standard	MEETS standard	BELOW standard	N/A
4.1.4	Evidence of academic methodologies		X		
4.1.5	Progression and pass rates meet international norms		X		
<b>4.2</b>	<b>Graduate quality</b>				
4.2.1	Quality of graduates meets programme objectives		X		
4.2.2	Quality of jobs/careers obtained		X		
<b>4.3</b>	<b>Alumni</b>				
4.3.1	Support for alumni association			X	
4.3.2	Support from alumni for programme/institution		X		
<b>4.4</b>	<b>Programme reputation</b>				
4.4.1	Evidence for programme reputation		X		

### INSTITUTIONAL QUALITY ASSURANCE PROCESSES

<b>Sect. 5</b>	<b>Quality Assurance Processes</b>				
<b>5.1</b>	<b>Design &amp; review processes</b>				
5.1.1	Institutional QA systems		X		
5.1.2	Programme design/review & approval process		X		
5.1.3	Inclusion of different stakeholder perspectives		X		
5.1.4	Internal annual programme review		X		
5.1.5	External periodic fundamental review processes			X	
<b>5.2</b>	<b>Quality assurance on operations</b>				
5.2.1	Student feedback processes		X		
5.2.2	Monitoring of teaching quality by programme management		X		
5.2.3	Monitoring of the assessment regime for consistent standards		X		

APPENDIX 2  
CRITERIA EVALUATION FORM

<b>EPAS CRITERIA EVALUATION FORM</b>
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**Name of the institution: School of Management & Governance,  
University of Twente, NL**

**Name of programme set 1: BSc Business Administration**

**Name of programme set 2: MSc Business Administration**

**Date of the evaluation: 4-7 February 2013**

## 1. Institutional Context

SECTION
<b>1.1 Institutional strategy and management</b>
1.1.1 Mission/strategic objectives in their national & international context
<p>The School's mission is linked to that of the University although not that clearly stated. The University motto of being a "high tech – human touch" could be translated into the Business School vision more clearly. The School has an implicit position and strategy by being part of the University of Twente but unfortunately it makes little out of this since the first part of the motto is not visible, e.g. there is little cooperation with other faculties where cross-fertilization would be possible.</p> <p>The stated strategic objectives are quite simplistic and are entirely academic (mainly in terms of improvements to research, teaching and programmes). They say nothing about a vision for the School in terms of its portfolio and where it aims to be positioned in its market place. At present there is no explicit strategy although a strategic plan will apparently be developed once a decision is made on whether to merge with the Faculty of Behavioural Sciences. Currently planning is based around the annual budgeting process. Interestingly there was no explicit reference by any faculty member or staff member to a strategy or mission.</p>
1.1.2 Availability of resources to achieve strategic objectives
<p>Without a strategic plan, this is difficult to judge. However the School has suffered significant financial losses over the past 4 years (partly to fund the development of the BSc English variant) and these will continue for the next 2 years. This resulted in a considerable loss of faculty numbers and consequential increased workloads for those remaining. The situation is expected to stabilise over the next 2 years but it raises concerns. The School used its financial reserves over the last few years to a considerable extent (Datasheet p2). With projected deficits of €4.3M from 2013-2015 the School has not much financial freedom to invest in its 'strategy'. During the PRV the University presented some updated numbers that looked stronger but could not be verified due to late notice.</p>

### 1.1.3 Credibility of present positioning

The UT is well known for its technology programmes. The University was established to help economic regeneration in the Enschede region and it helps in the creation of SME in the area. Being a part of a Technical University, SMG's overall positioning is rather unique in the Netherlands. However not many (pro-) active measures are taken either by the UT or its SMG to value this uniqueness locally and/or internationally. In fact there is no clear positioning or USP and it was hard to tell what the School stands for.

The School's markets are not very well defined. Locally (Eastern part of the Netherlands) the School has a good reputation. The School also attracts German students from primarily the bordering Lander. Inevitably it is less well known in western Netherlands and it has some difficulties in competing with universities such as Amsterdam and Rotterdam and also internationally. However it is credible within its region.

### 1.1.4 Internal institutional governance & management

There is a normal University-Faculty-School-department structure. The Faculty has 4 main departments of which Business Administration has recently been formed from the merger of 3 previous departments and this has primary responsibility for the programmes under review. The School Dean operates with a Committee of Programme Directors on which sit the 2 Programme Directors who play a major role in the management of the business administration programmes. Their presence is both accepted and appreciated by the faculty and the Heads of Departments. However the division of tasks of the Dean and the newly appointed Education Director was not very clear, particularly for the budgetary responsibility for programmes. Nevertheless overall the structure and processes seemed to be effective.

Many central services are provided by UT. This has its advantages mainly in cost savings but there are some areas where more focus is needed at School level such as internationalisation, marketing of the School to attract national and international students, and creating an alumni network, all of which require dedicated resources.

### 1.1.5 Institutional culture re internationalisation

There are many aspects which imply an international culture such as a good proportion of faculty who are either foreign or Dutch nationals who have extensive international experience, a relatively high proportion of international students, and English as a commonly spoken language. However there is still a feeling that this is essentially a Dutch regional School and the culture seems not to reflect a fundamentally international attitude coming from the heart. However the place is welcoming for international faculty members who feel fully integrated, e.g. if those who do not speak Dutch are present, meetings are conducted in English. The picture is similar for the students. With the introduction of the English-speaking track in the BSc and moving the Dutch BSc step by step towards the English version, the internationality of the School should increase further in the next few years.

### 1.1.6 Institutional corporate connections

There are good corporate connections both with multinationals and SMEs at regional level. The connections seem to work well at the micro-level (e.g. most of the BSc and MSc theses are written in cooperation with a company, some individual faculty and research students have research connections). However the School does little to leverage this potential at the strategic level with active stakeholder management. It needs a better structure for receiving input from the corporate world in addition to the Council of Practitioners which gives advice on programme related issues.

<b>1.2 Physical resources and facilities for the programme(s)</b>
1.2.1 Learning environment, eg classrooms, study spaces, library
The building is first class and was built recently. The excellent “open” architecture approach perhaps reflects the ‘human touch’ of this environment as it stimulates individual and group contacts as well as human interactions, including student-staff interrelations. There are good quality study spaces although potentially insufficient when the newly designed BSc is implemented since it includes considerably more project work than at present. Students are already remarking that there are not enough of these places. Classroom design is adequate but not very comfortable. The PRT appreciated that the infrastructure was also designed for people with disabilities (e.g. lifts in the auditoria). It is a pity that these facilities seem to close at around 6.00pm since some of the shortage of suitable workplaces could be solved by extending opening times.
1.2.2 E-learning platform, databases, computer access, etc.
The facilities are up to date but it is a pity that the Blackboard e-learning platform seems to be used mainly for the logistics of learning rather than for interactive learning.
<b>1.3 Faculty for the programme(s)</b>
1.3.1 Adequacy of faculty: qualifications, size and subject profile
Despite recent reductions in faculty numbers, the faculty size (SSR of 27), qualifications (90% doctorates) and subject mix is appropriate for the programmes under review. There was some concern about the adequacy of the faculty size for the new Bachelor programme since the new teaching methods are likely to be very time consuming.
One further reservation was that the development of the <a href="#">new programme structure</a> of the BSc is apparently absorbing so much faculty resources that the time remaining for research has shrunk to about 1 day per week which appears to be too little for a research oriented University.
1.3.2 Faculty intellectual contribution (eg research) to teaching
Most of the faculty are research active and publishing in good or reasonable journals. However about 0.5 publications in international peer-reviewed journals per faculty member per year on average is on the low side but not so low as to cause concern. The faculty provided a number of good examples of how they interweave their research into teaching and how students are involved in research projects.
1.3.3 Teaching ethos towards academic depth & rigour
There is a strong academic ethos in teaching, possibly at the high end of international standards, with students being required to read academic literature at an early stage in their studies. Indeed academic depth may even be overemphasized in the programme particularly in the Bachelor theses.
1.3.4 Engagement in teaching developments (eg interactive learning)
Teaching tends to the traditional and there seemed to be limited pedagogical development (certainly in the use of Blackboard) although the University offers training courses in pedagogical development. All faculty with less than 20 years’ experience must achieve a University teaching qualification - UTQ. While there is room for improvement in the current programmes, much effort is currently going into setting up the new programme structure using pedagogic approaches which are of a very interactive and cooperative learning nature.

1.3.5 Internationalisation of the faculty
Approximately one quarter is non-Dutch but some Dutch faculty have either worked abroad or have good international contacts.
1.3.6 Faculty links with the corporate world
Individually these are generally good, often through student internships and applied research although there did not seem to be any involvement in executive education. There is a very impressive list of companies like Shell, Unilever, Akza Nobel, Philips, Deloitte etc. but the links need better structure and integration not least for potential executive education.
1.3.7 Faculty management, eg workload, performance, development
The faculty management systems are well organised and appropriate. The School is working on a new HR plan to be effective from 2013. The impact of the new system can be assessed at the next review.

## PROGRAMME SET 1: BSc Business Administration

### 2. Programme Design

<b>SECTION</b>
<b>2.1 Programme objectives and target markets</b>
2.1.1 Coherence of programme objectives & fit with institutional context
The objectives are clearly specified and fit with the School. However they are described quite broadly and could be more focused. Preparing students for a continuing (specialised) Master's programme and, at the same time, preparing them for the (international) labour market at a junior executive level causes incoherencies and an unbalanced academic and managerial content with possibly an exaggerated focus on academic (research) issues. A sharpening of the objectives and targets could improve the overall programme design and coherence considerably.
2.1.2 Appropriateness of target markets & intended graduate profile
The target is essentially high school leavers with a leaving certificate or equivalent. By law, Dutch students with the certificate must be admitted and there is therefore no selection process for them. The School also aims to attract international students but it does not have any actively chosen target market, rather 'it happens' that students come from certain areas such as Germans from just across the border.  As stated in 2.1.1, the programme document specifies two different graduate profiles: a) to fit graduates for junior executive positions (about 10% of the output) and b) to prepare graduates for further study at Masters level (the norm). The programme ILOs need to match these different profiles.
2.1.3 Marketing/promotion of the programme (including institutional context)
Marketing is largely a University level responsibility and not surprisingly is aimed at Dutch school leavers. The School itself lacks good marketing of its programme and there is no marketing strategy. The School attracts a high proportion of German students, largely from across the nearby border, and marketing has been successful here. However the School apparently aims to broaden the international base but target numbers do not seem to have been defined for different overseas markets and focused marketing activities were not clear. In such a competitive market, the School needs to invest in marketing and probably a fresh marketing approach.



<b>2.2 Curriculum design</b>
2.2.1 Specification of Intended Learning Outcomes (ILOs)
<p>Programme level ILOs are clearly defined in the SAR in terms of core knowledge, academic and generic competences. They are perhaps too general in that they do not distinguish between the two intended graduate profiles and do not sufficiently cater for those intending to enter employment. There are some key issues (some related to the Dublin descriptors) which are not <b>explicitly</b> mentioned in the ILOs and which should be considered, e.g. stimulating critical thinking, understanding current trends in society, preparing students to be managers in an international context, and generating a positive attitude towards lifelong learning. It was of concern to the PRT that one set of Committee Minutes (6/2/12) seemed to state that the use of ILOs was an experiment and that the old programme ILOs could be used for the new programme. If true, it was a pity that the new programme design did not start with a blank sheet of paper. The PRT therefore believe that the programme goals should be clarified and the ILOs should be sharpened particularly with respect to personal development as a whole and to managerial skills.</p> <p>The PRT followed the structure of ILOs from programme level to course level through the matrix in the SAR and was mostly able to pick up the course ILOs in the course outlines relating them both to the matrix and the assessment regime. However this process could be made clearer, especially for the new 2013 programme.</p>
2.2.2 Clarity of programme rationale
<p>In effect the PRT was assessing 3 BSc programmes since there currently exists Dutch (2000) and English (2010) variants and there will be a new combined programme in English beginning in Autumn 2013. All 3 programmes are broadly similar (the existing 2 variants are 70% similar) although the sequencing and sometimes naming of courses is different. The focus is more towards business practice in the English variants. These variations made it difficult to see a clear rationale for the structures on a year-by-year basis (e.g. increasing depth each year).</p> <p>As a generalist BSc BA, the programme includes standard courses expected of a business degree at University level. However the rationale does not show how the two different intended graduate profiles will be achieved. The new University-wide pedagogical model (implementation from 2013) mainly influences the first 2 years of study which gives the opportunity to focus more on the currently less developed aspects (managerial and personnel skills) during the last year of study. This would also be an opportunity to include courses from other Faculties or Schools in the programme giving a clearer USP which could be reflected in marketing of the new programme.</p>
2.2.3 Programme structure and content/coverage
<p>As above, the current structure appropriately covers topics that would be expected in a BSc BA and the course outlines were also appropriate. All students will follow the new structure from 2013 which will have more room for personal development and coverage of some managerial skills and international attitudes. The latter will clearly have to be reflected in the content/coverage.</p>
2.2.4 Designed academic depth and rigour (eg reading/research)
<p>Consistent with being part of a research university, the programme has a strong academic focus, students are expected to read academic literature at an early stage and in later years are expected to be able to critically analyse it and write coherent arguments based on the literature.</p>

<b>2.2.5 Balance of academic and managerial dimensions</b>
Conversely the academic focus leaves the balance light on managerial dimensions and personal development issues although students do carry out projects which require application to companies and other practical situations. However for those students who intend to graduate and enter employment, more should be included in the development of their managerial skills. Feedback from some students was strongly negative about this point. The new structure and pedagogic approaches will give the opportunity to provide a better balance between academic research and the managerial dimensions.
<b>2.2.6 Inclusion of external guidelines (where appropriate, EQUAL)</b>
The programme fulfils the Dutch legal requirements.
<b>2.2.7 Up-to-date design including opportunities for integrated learning</b>
The current programme design is relatively traditional, if not silo like, and it does not include transversal or integrative elements such as business games, although there is the final project. The new 2013 approach is promising since its design and pedagogical approaches do include integrated and cooperative learning and skills development.
<b>2.2.8 Responsiveness to corporate needs</b>
Corporates are able, in principle, to input to course design through the Council of Practitioners and through interaction with faculty during student internships and projects. Employers seemed to think the programme met their needs but one corporate met by the PRT was not clear on how their feedback is incorporated into programme structure. Apparently a common aggregate view is developed in regular meetings of the teaching staff (based on their contacts with corporations) and through discussions with the students. It should be noted that the ILOs and curriculum do not explicitly address corporate needs.
<b>2.2.9 Responsiveness to trends in society (eg CSR, sustainability)</b>
There is a 3 <sup>rd</sup> year compulsory course in ethics and corporate governance and other CSR topics are apparently embedded in other courses. It is left to the individual lecturer whether to include it in his subject. However this area did not seem to be strongly covered and is not made visible structurally across the programme as a whole.
<b>2.2.10 International focus of the programme including study/work abroad</b>
The international focus in the Dutch variant seemed to be weak and it was not clear why an internship or visit is not generally included in this variant. However there is an international concentration including some study trips, which seem to be organised well. The English track is better especially as the Dutch students with an international mind-set mix well with the international student group, A number of opportunities for international experience is offered from international study abroad via exchange programme to writing a thesis abroad. Overall the international focus and student participation is limited and should be improved considerably. However it is expected that the new combined variant will be much stronger. The PRT recommends that all students should be expected to study or work abroad for at least a semester.
<b>2.3 Design of delivery modes &amp; assessment methods</b>
<b>2.3.1 Appropriateness of delivery methods, eg FT, PT, modular, online</b>
The programme is offered only on a FT basis which is appropriate for a first degree.

2.3.2 Structure and balance of in- to out-of-class learning
The School operates to the ECTS system which should ensure a reasonable balance. First year students have 12 scheduled hours of classes per week. Some students complained about an uneven workload through the year and an uneven distribution of the assessment types during the year.
2.3.3 Quality of programme management & administration
The BSc Programme Director and her team were impressive – competent, engaged, collegiate and doing an outstanding job. Not only are they running the existing two variants but they are also totally committed to making sure that the new programme structure is fully discussed with a wide range of faculty and to ensuring that its implementation is effective.
2.3.4 Quality of student handbooks, etc.
These are all in electronic form and meet the students' needs with many excellent course syllabi and other course information.
2.3.5 Assessments methods explicitly designed to match ILOs
While the programme ILOs could be sharpened more, they are generally worked through to course level. The course outlines gave information on the assessment schemes which were then reflected in the exams and other evaluation methods. The precise format is the responsibility of the course teams. While these aspects were mostly reflected on positively in the students' course evaluation surveys, it would be desirable to make the linkages between ILO and assessment more explicit.
2.3.6 Range of student assessment methods
There is a broad range of well-defined assessment methods both within each course and over the whole programme. These include multiple choice and short answer questions but the PRT had a small concern about the proportion given to this style of assessment since it does not lend itself to students developing an argument or to reflecting on the meaning of quantitative questions. While perhaps it is effective in testing knowledge at 1 <sup>st</sup> year level, the PRT recommends that in later years the proportion of MC should be no greater than say 20% with more essays and other forms of conceptual analytical assessment. Some students expressed concerns about the uneven assessment workload over the year. Although there are well-documented (and newly defined) assessment criteria for the project assignments, the samples of project marking indicated that there was not yet a fully common understanding of these among faculty. The differentiation between the Bachelor thesis and the Master thesis was also not really very clear.
2.3.7 Amount of individual assessment
University regulations require this to be at least 50% which is appropriate.

### 3. Programme Delivery & Operations

<b>SECTION</b>
<b>3.1 Student recruitment</b>
3.1.1 Appropriateness of entry criteria & their application in selection
For Dutch students there are no criteria since, by law, universities must accept all students wishing to enter university who hold the school-leaving diploma VWO. Unfortunately this leads to very low study progression rates. Foreign students must give evidence of having achieved an equivalent qualification (using NUFFIC information) but these are also questionable since progression rates are also low. It was not clear whether these legal restrictions are the same for the Dutch students enrolling in the Dutch and English tracks. This issue could become very important since only a restructured English track will remain in the near future.
3.1.2 Quality of incoming students – qualifications & experience
Inevitably the incoming quality is very mixed. There is some shake out in year 1 with 75% progressing to 2 <sup>nd</sup> year, but overall progression rates are very poor. As of 2012/13, students at risk are identified and warned early on and not allowed to progress unless they hold 45 ECTS out of 60 and this is designed to improve progression. For the foreign students, the progression rate is a bit higher compared to the Dutch and so maybe the intake quality is higher or there is a stronger study culture.
3.1.3 Internationalisation of the student body
In principle this is very good for a Bachelor programme since more than 50% of students are international. This is especially so given that most HE programmes are taught in Dutch. However the majority of international students come from over the nearby German border and the mix should be extended more globally.
3.1.4 Enrolment and induction processes
This is organised at both University and School levels for a week. It includes an academic skills programme which continues through first year.
<b>3.2 Pedagogy</b>
3.2.1 Quality of teaching & learning methods
These are fairly traditional but generally receive reasonable teaching evaluations from students. However there were a surprising number of courses that were not rated that highly. In addition to UTQ, the University runs other teaching development courses and staff can also be requested to undertake further training or coaching.
3.2.2 Expectations on academic reading
As expected for a research led institution, there is a strong emphasis on academic reading: textbooks from year 1 plus academic articles from year 2 onwards. Perhaps academic reading of papers/documents/materials with a corporate relevance could be emphasized and discussed more.
3.2.3 Pedagogical innovation, eg integration of new technologies
Limited evidence despite the availability of technologies, eg Blackboard mainly used for the logistics of learning (like a Dropbox) rather than for interactive learning. The new project and modular approach, enriched by the skills learning/development model, will change the learning activities of students dramatically. This raises some questions on the readiness of the faculty for this style of teaching so as to meet the expectations of future students.

3.2.4	Quality of the teaching / learning materials
	Good.
<b>3.3</b>	<b>Personal development of students</b>
3.3.1	Quality of overall personal development
	While satisfactory, this is not a strong point. The development as individuals is largely left to student involvement in the student society STRESS. Personal development is not actively managed in the programme, eg the students do some group work as part of their programme, but they do not receive training on how to understand and handle group dynamics, intercultural issues or conflicts. This weakness is particularly important for those students who intend to enter employment on graduation. However the future structure should enable a better academic/personal development balance.
3.3.2	Individualised learning support from faculty
	Students commended the availability of faculty and their willingness to help individuals. It seems to be an important element of the overall teaching culture and teaching ethos.
3.3.3	Development of transferable intellectual skills
	There is the academic skills programme in year 1 and the English variant has enhanced emphasis on business skills – in the Dutch variant, this is left to project work.
3.3.4	Opportunities for project-based work, internships
	The majority of theses are based on in-company project work. The English programme offers an opportunity to pursue an internship but there is limited take up of these opportunities. An internship is not a structural part of the Dutch bachelor programme.
3.3.5	Quality of support services (eg counselling, international office)
	These are generally good and commended by the students. The programme team are very committed to student welfare.
<b>3.4</b>	<b>International aspects</b>
3.4.1	Quality of overall international learning experience
	This is not a strong point especially for the Dutch variant since those students do not generally go abroad. However opportunities are available and there is partial take up in the English variant. Recently the possibility was given to the Dutch track students to join international group study activities, but this opportunity seems to not be used much by students. Most international aspects of the programme should be improved when implementing the new single track approach.
3.4.2	Quality of the international partners & exchanges
	The current group of partners seems to be appropriate for the programme but not very many initiatives, e.g. student exchanges, have been developed apart from some double degree programmes and some study visits organised for a rather small group of students. A more diverse and appropriate group of partners should be sought.
3.4.3	Student take up of opportunities to study/work abroad
	Very limited since only 42 studied/worked abroad in 2012. If students go, it is usually for short trips which can only provide immersion to a limited extent.

<b>3.4.4 Preparation as potential international managers</b>
Since 90% of the graduates go on to Masters level, this is perhaps not applicable. However for the other 10%, the preparation is limited. Since this particular objective of the programme is not realised, it may be worth revising this objective by emphasizing that initial personal developments will create the potential to grow into an international manager at an executive level after the Master studies.
<b>3.5 Corporate interactions</b>
<b>3.5.1 Quality of overall corporate learning experience</b>
There are a variety of interactions available and all students have some contact with the corporate world. Some individual faculty initiatives bring the corporate world into the learning experience, e.g. by defining “real world” problems as a theme for the Bachelor thesis. The restructuring of the programme centred round ‘real world’ project work will create opportunities to strengthen this focus.
<b>3.5.2 Teaching input from practitioners</b>
Satisfactory but not strong although many courses have either a company visit or a guest lecturer as a minimum. However the School could make much more out of its existing network by organising the individual contacts more structurally.
<b>3.5.3 Corporate involvement in programme, eg work place learning</b>
There are work based final project opportunities plus some internships. The project work carried out by the students enables them to learn how to apply theory in practice. It also enables the corporate world to assess students as potential employees.

## 4. Programme Outcomes

<b>SECTION</b>
<b>4.1 Quality of student/participant work</b>
<b>4.1.1 Objectivity &amp; rigour in the assessment process</b>
A strong academic approach ensures depth and rigour. Detailed descriptions are given of the assessment methods to be used in each course and papers, individual and group work, and exams are marked as described. Consideration could be given to a smaller proportion of multiple choice questions.
<b>4.1.2 Standards of student work appropriate for programme level</b>
Overall both implicitly and explicitly the standards used are appropriate. However the expectations may be a bit ambitious for the “academic” level to be reached at the end of a Bachelor degree. The frequent absence of comments with the marks was disappointing since it is necessary for students know why they got this grade. Secondly feedback is crucial for a true learning process.
<b>4.1.3 Standards of student theses/projects/dissertations</b>
These are of mixed quality. While the samples assessed by the PRT were all at pass level or above, some were a bit trite and naïve. The focus was on the research methodology (a rather rigid research formula) but less on what to do with the findings. Significant variability was seen in assessment levels. Most aspects should be reviewed carefully when introducing the new structure. Some students requested more time for the final project.

<b>4.1.4 Evidence of academic methodologies</b>
Most methodologies observed certainly showed academic rigour, perhaps overemphasized at times.
<b>4.1.5 Progression and pass rates meet international norms</b>
Overall pass rates are very poor by international standards even though they are apparently the norm in Holland. However the pass rates of individual courses generally meet the norms. Such low overall rates are wasteful of both student and faculty time. Although the School is taking some steps to encourage students to complete in a reasonable time, the issues seem to be the mixed intake quality, insufficient action to either weed out non-performers in year 1 or tutor them to pass, and the fact that commonly in Holland the majority of students complete a 3 year bachelor degree in 4-5 years or more. It is not certain either that the new programme structure will improve these figures much without taking additional measures to those currently being undertaken. It is to be hoped that the new programme will enthuse students and encourage them to complete their studies in a timely manner.
<b>4.2 Graduate quality</b>
<b>4.2.1 Quality of graduates meets programme objectives</b>
Overall it seems the graduates meet the 1 <sup>st</sup> and most important programme objective since 90% go on to a Master's degree. The 2 <sup>nd</sup> programme objective (preparing for an international junior executive level) is therefore not very relevant and is probably not reached, since very few of the necessary components for that objective are part of the Bachelor programme. It would therefore seem essential to revise the programme objectives before introducing the new programme structure by focusing more on preparing students for a continuing (academic) Master's programme, i.e. a clearer approach.
<b>4.2.2 Quality of jobs/careers obtained</b>
Difficult to tell since the vast majority of graduates take up a Master's programme following their Bachelor degree and the quality of their professional careers as Bachelors cannot be evaluated.
<b>4.3 Alumni</b>
<b>4.3.1 Support for alumni association</b>
This is more relevant at Masters level.
<b>4.3.2 Support from alumni for programme/institution</b>
See Masters level.
<b>4.4 Programme reputation</b>
<b>4.4.1 Evidence for programme reputation</b>
Limited evidence given that most go on to Masters level but there is no USP at Bachelor level.

## PROGRAMME SET 2: MSc Business Administration

### 2. Programme Design

SECTION
<b>2.1 Programme objectives and target markets</b>
<b>2.1.1 Coherence of programme objectives &amp; fit with institutional context</b>
<p>The intention to apply the “High Tech, Human Touch” vision to the design of the programme objectives is good in principle although not really applied in practice. The programme objectives include, inter alia, that it intends to “deliver students with qualifications for senior executive level positions in a company and/or for further study in a research master or PhD programme”. This statement implies two very different endpoints which are likely to lead to conflicting requirements in the design of the programme. The first requires that the programme provides practical knowledge and relevant skills for senior executives (as a long term goal) while the second requires a strong research focus (which fits with a research University). Given that 90% of MSc graduates seek employment in the corporate world, the expectation must be that the balance of the programme is towards the first objective. However in reality the programme focuses on the research goal which seems to be supply side driven rather than demand driven.</p>
<b>2.1.2 Appropriateness of target markets &amp; intended graduate profile</b>
<p>The MSc is essentially a follow on programme from the BSc and the main target is therefore the School’s own BSc graduate output (about 50%) and then a largely local or quasi-local (German) market. Once again it would be beneficial to define the target more clearly in terms of academic capability (for non-UT graduates) and geographic spread (more global). The School’s aim is to have about 35% international students.</p> <p>The University expects a clearly academic approach to its Masters programmes which is fine in principle. Indeed it seemed that the real interest in the School is in developing future research/PhD students but 90% of the MSc graduates go into employment. As a result the intended graduate profile was not entirely clear to the PRT.</p>
<b>2.1.3 Marketing/promotion of the programme (including institutional context)</b>
<p>Apart from its BSc graduates, the marketing/promotion activities seem to focus mainly on relatively accessible external students such as German international students and students with a professional bachelor degree mainly from schools of applied sciences. Less attention seems to be given to business administration or other Bachelor students from the other Dutch research universities. The international market segments need to be more clearly defined and then more active international marketing should be undertaken. The development of an international marketing strategy is work in progress. However the MSc is marketed better than the BSc.</p>
<b>2.2 Curriculum design</b>
<b>2.2.1 Specification of Intended Learning Outcomes (ILOs)</b>
<p>Programme level ILOs are again clearly defined in terms of core knowledge, academic and generic competences. However they are too general in that they focus on the academic knowledge and skills but there is little mention of the skills and attributes necessary to enter the business employment market. Furthermore the ILOs of the Master’s programme do not differ enough from the Bachelor’s programme, eg putting the word ‘advanced’ before core knowledge and ‘independently’ before academic competences from the ILO of the Bachelors is an insufficient differentiator. The programme ILOs need to be sharpened.</p>



2.2.2 Clarity of programme rationale
<p>The overall programme rationale fits the norm of a typical Masters programme. However the rationale for the set of 4 core courses was not clear since 3 out of 4 were standard and did not relate back to the University/School areas of expertise, nor was it clear how they connected with the ILOs. Non-UT graduates not meeting the UT pre-requisites often have to take a pre-Masters bridging programmes “which is matched to their needs”. However the actual courses taken by them do not always seem to underpin the subsequent core courses – an issue raised by some students.</p>
2.2.3 Programme structure and content/coverage
<p>As stated above, the broad structure is fine and so is the coverage in general (apart from the choice of cores). Although the programme should enable students to start contributing quite fast if they join the corporate world, some students remarked that the programme is too broad, too easy (not challenging enough) and does not prepare them adequately for the labour market. More real technology management (i.e. giving a broad understanding of some technologies) in the core would play to the strengths of the institution at large.</p>
2.2.4 Designed academic depth and rigour (eg reading/research)
<p>This is certainly sufficient for a 1-year academic Master’s degree since the programme has a predominantly academic focus. The 6 career tracks build upon the 4 core courses and the diverse pedagogic methods used are appropriate and develop a substantial level of academic depth and rigour during the programme. The master classes provide a good basis for writing the Master theses. Unfortunately there was some variety in the quality of the master classes and it may be useful to identify good practices and design one clear master class concept, based on these good practices.</p>
2.2.5 Balance of academic and managerial dimensions
<p>This academic mind-set probably influences the relatively low-key approach taken to personal skills development in the programme. The managerial dimension is underrepresented and the balance should be shifted more towards the managerial. For example the focus on the corporate world is achieved mainly via guest lecturers and not in the regular classes - the students would appreciate the programme being more biased towards practice.</p> <p>An example of the programme being overly academic is that the thesis seems to have an objective of producing at least the draft of a research paper as a deliverable. This may prove overall academic quality as the outcome of the whole programme but, by doing so, other important dimensions of the intended learning outcomes may easily be overlooked. A better balanced programme would have room for more rigorous personal development and managerial aspects, perhaps by implementing a kind of ‘skill development line’ to be spread over the last 3 quartiles.</p>
2.2.6 Inclusion of external guidelines (where appropriate, EQUAL)
<p>It meets the EQUAL specification of a pre-experience general management Master’s degree.</p>
2.2.7 Up-to-date design including opportunities for integrated learning
<p>Much of the content is contemporary although the extent of integration across subject areas was not clear and there are no specific integrative courses. Much of the integration comes through project work.</p>

<b>2.2.8 Responsiveness to corporate needs</b>
The needs are largely expressed through the Council of Practitioners but some members had concerns about their real impact. Employer surveys were mentioned in the SAR but not apparently carried out in practice. The School seemed not to know how the graduates fare in business after graduating, and they do not know which skill and knowledge areas should be stronger. Most changes in reality come as the result of individual initiatives of professors teaching in the concentrations/career tracks, master classes and Master thesis work, but this aspect could be organised and stimulated in a more structured way.
<b>2.2.9 Responsiveness to trends in society (eg CSR, sustainability)</b>
The PRT was told that there was no space in the curriculum for issues such as CSR & sustainability but the faculty stated that these issues were threaded through their courses. Unfortunately the PRT saw little evidence of this and recommend that these issues be afforded higher visibility.
<b>2.2.10 International focus of the programme including study/work abroad</b>
The international focus largely comes from the use of international teaching materials and cases, the international experience of faculty, a small proportion of globally recruited students and some incoming exchange students. There are some options for courses abroad in the MSc but it is not an integral part of the programme. In a one-year programme, it is difficult to require an experience abroad and some UT BSc students went abroad during their first degree anyway. However a carefully planned one or two week study visit beyond the environs of UT would be very beneficial.  Alternatively more 2 year double degree programmes would give more students the chance to study abroad. The double intake a year, organised in the 4 quartiles system, is ideal to develop this type of cooperation. Such possibilities would improve the international culture, attitudes and focus of the whole School and the programme considerably.
<b>2.3 Design of delivery modes &amp; assessment methods</b>
<b>2.3.1 Appropriateness of delivery methods, eg FT, PT, modular, online</b>
This is a FT programme which uses varied teaching methods and has a focus on student centred learning. It is organised with two intakes per year in a semester schedule, running quartile 1-3 and 2-4 in parallel every semester, which creates considerable opportunities to enable enrolment of very diverse student cohorts, e.g. students coming from the southern hemisphere with a reverse semester system, phased enrolments after the bridging programme, students with a 1 semester Bachelor graduation delay, etc. The advantages of this nicely developed schedule could be elaborated better and used more effectively in the marketing and promotion of the programme.
<b>2.3.2 Structure and balance of in- to out-of-class learning</b>
The student centred approach ensures out-of-class learning, particularly in the career tracks, in most master classes and in the thesis.
<b>2.3.3 Quality of programme management &amp; administration</b>
The programme director, study advisor and coordinators were motivated, committed and competent. The interfaces with other units and the faculty seem to work smoothly. There are clear roles and responsibilities for the programme team members who are supported by regular meetings of the programme committee, which includes staff and students.

2.3.4	Quality of student handbooks, etc.
	These are all in electronic form and generally meet the students' needs although it was not always up-to-date.
2.3.5	Assessments methods explicitly designed to match ILOs
	The course outlines indicate that the assessments should test achievement of the course ILOs. The precise format is the responsibility of the course teams. Again it would be desirable to make the linkages between ILO and assessment more explicit.
2.3.6	Range of student assessment methods
	Varied and acceptable. There is apparently less use of the multiple choice question format at the MSc level but the PRT still had some concerns that this is not the best way to test students' ability to think critically.
2.3.7	Amount of individual assessment
	University regulations require at least 50%. Some students commented that, in group work, the quality and commitment of group members can differ which is not fair on the more hardworking people. Faculty should consider how to resolve the free-rider problem.

### 3. Programme Delivery & Operations

<b>SECTION</b>	
<b>3.1</b>	<b>Student recruitment</b>
3.1.1	Appropriateness of entry criteria & their application in selection
	By Dutch law, the programme is open to BSc BA from a Dutch research university but without a minimum grade requirement (which is perhaps not selective enough). Other applicants (e.g. holding a BA from a Dutch 'university of applied sciences') must have a cognate degree, and write a good motivation letter, and for international students good scores in IELTS or equivalent, GMAT. Such students once admitted may have to take bridging courses (see 2.2.2) of a max 30 EC's (1 semester). This broadly defined target market leads to a diverse mix within the student body, which may not be academically strong enough to achieve the intended graduate profile in one year of study and probably accounts for the low progression rates. However the criteria appear to be applied properly.
3.1.2	Quality of incoming students – qualifications & experience
	Generally satisfactory although some faculty said that the quality was a bit mixed – is this due to inappropriate choice of bridging courses? Some students commented that the logic (or advice) of the bridging courses they needed to take was not clear and that they could miss taking an appropriate course to support a key core course such as Accounting and Financial Management.
3.1.3	Internationalisation of the student body
	Only about 20% are international which is surprising given the BSc mix. Of the 20%, 15% come from the EU (mainly Germany) and 5% from outside Europe. Since the course is fully taught in English, it should be possible to attract many more international students.

3.1.4	Enrolment and induction processes
	Satisfactory. It would be interesting to measure the success and progress rates of those entering through the bridging programmes against direct enrolments.
<b>3.2</b>	<b>Pedagogy</b>
3.2.1	Quality of teaching & learning methods
	Generally good, as for the BSc, but students commented that sometimes feedback on coursework was too slow or lacking altogether. Faculty usually take a student centred approach. Students stated that there is too much group work and that group dynamics often slowed down the learning process. However some students said that they had had no guidance on how to do a literature review or on how to structure an academic paper.
3.2.2	Expectations on academic reading
	As expected for a research led institution, there is a strong emphasis on academic reading including academic articles.
3.2.3	Pedagogical innovation, eg integration of new technologies
	Limited evidence despite the availability of technologies, e.g. Blackboard mainly used for the logistics of learning rather than for interactive learning. Students tend to use social media such as Facebook instead. Sometimes the logistical information is not up to date, as the PRT also discovered.
3.2.4	Quality of the teaching / learning materials
	The quality of the teaching overall is reflected in both the materials and in the student evaluation surveys and it certainly benefits from the University's policies to support and stimulate faculty professionalisation through the UTQ-initiative and the University Educational Services department.
<b>3.3</b>	<b>Personal development of students</b>
3.3.1	Quality of overall personal development
	The PRT saw this as a weak area given that programme aims to prepare graduates for "senior executive level positions". The School takes a predominantly academic viewpoint and does not take sufficient account of the needs of the corporate world in regard to personal skill development. For example there are no integrative components such as business games/simulation to put the theory into context, the final project leading to a thesis tends towards the academic and topics are necessarily narrow. Students commented that, although courses tried to apply theory to practice, the reality was that courses were more academic than practical. More emphasis could be given to these aspects by creating a personal development line as a multi-quartile part of a better-balanced curriculum. However the School does encourage students to participate in the many opportunities offered by STRESS for personal development outside but related to the study programme, although there was no information on either the quality or the dimensions of this participation.
3.3.2	Individualised learning support from faculty
	Faculty are accessible and highly commended by students.
3.3.3	Development of transferable intellectual skills
	The programme uses pedagogic methods that ensure this aspect is well covered.

<b>3.3.4 Opportunities for project-based work, internships</b>
Some emphasis is given to practical work, especially within the career track courses and the master classes, which are often related to the thesis project work. Most students carry out their final project in business organisations although there is still an academic emphasis, e.g. recommendations to businesses often seemed to be naïve. Internships are not part of the programme but are also feasible.
<b>3.3.5 Quality of support services (eg counselling, international office)</b>
Study and other counselling support are well developed and are available 'on demand'. These services seem to have high quality standards and the Masters students are satisfied with the support they receive although the use of these services by the MSc students is hard to assess because of the limited data.
<b>3.4 International aspects</b>
<b>3.4.1 Quality of overall international learning experience</b>
The mix of international faculty, some international students, international teaching materials/cases, and some theses undertaken in foreign countries makes this aspect adequate but not a strong point. Although the programme has been taught entirely in English for several years, the participation of international students is still rather limited as is the diversity of their cultures. The main objective 'to create a stimulating international environment' has yet to be fully achieved and needs other measures in addition to teaching the degree in English. The UT and the Faculty should stress these issues to enable the programme's management to make the UT's international vision real.
<b>3.4.2 Quality of the international partners &amp; exchanges</b>
The international partnerships are satisfactory but could be strengthened more. In fact the links are little used in this programme. The School should revise the objectives of their international partnerships in order to enrich its overall international culture and the participation in student exchanges, study or work abroad initiatives.
<b>3.4.3 Student take up of opportunities to study/work abroad</b>
Difficult in a one year programme although a number of students (about 20%) carry out their final project abroad. Some form of international experience should be a requirement for those who have not had such an experience on their Bachelor programme. Since the majority of students take more than 1 year anyway to complete their Master degree, the one year programme cannot be the only reason for the low participation rate.
<b>3.4.4 Preparation as potential international managers</b>
Somewhat limited because of the foregoing aspects despite it being one of the main objectives of the programme.
<b>3.5 Corporate interactions</b>
<b>3.5.1 Quality of overall corporate learning experience</b>
Corporate learning is incorporated in most of the courses of the career track, in the master classes preparing students for their master thesis work, and the fact that the majority of theses (80%) are done in global companies and SMEs in the region. These are often partially supervised and assessed by representatives (often alumni) from the corporate world and, in some cases, they include a period of internship.

<b>3.5.2 Teaching input from practitioners</b>
A variety of teaching inputs from practitioners occurs throughout the programme including guest lectures, feedback sessions on the practical relevance of student work in projects and assignments, learning activities during the yearly recruitment fair in March, and the study visits and lectures organised by the student association.
<b>3.5.3 Corporate involvement in programme, eg work place learning</b>
Mainly provision of student project places plus a Council of Practitioners but see 2.2.8.

## 4. Programme Outcomes

<b>SECTION</b>
<b>4.1 Quality of student/participant work</b>
<b>4.1.1 Objectivity &amp; rigour in the assessment process</b>
The strong academic approach favours depth and rigour. There is a consistent and rigorous scheme to ensure that ILOs are transferred to course level and to assess them properly. The staff are trained to use this scheme and to design appropriate valid and reliable tests leading to consistent and objective assessment methods.
<b>4.1.2 Standards of student work appropriate for programme level</b>
In general standards are appropriate for the MSc programme level. The frequent absence of comments with the marks was disappointing since it is necessary for accountability that students know why they achieved the grade. Secondly feedback is crucial for a true learning process.
<b>4.1.3 Standards of student theses/projects/dissertations</b>
All those sampled were definitely at pass level and some were very good. Generally there were few inconsistencies in the assessment grades (which contrasted with the observations of the Bachelor theses which had a larger variety in several aspects) although some were a bit generously marked and somewhat simplistic and naïve in their approach to practical problems. The possible overemphasis on the “academic level/value” seemed to be moderated by the involvement of the corporate people in the supervision and assessment procedures.
<b>4.1.4 Evidence of academic methodologies</b>
An academic approach is required in coursework but there seemed to be a rather rigid approach to the project methodology.
<b>4.1.5 Progression and pass rates meet international norms</b>
At course level, the pass rates were appropriate but overall progression rates are very low by international standards. For example less than 15% graduate in one year since they can defer taking courses. The School should give priority to this problem which should be solvable quite quickly by taking appropriate measures.
<b>4.2 Graduate quality</b>
<b>4.2.1 Quality of graduates meets programme objectives</b>
The feedback from the companies/recruiters was positive but they did not seem to differentiate between a good graduate from SMG Twente or any other Dutch University.

<b>4.2.2 Quality of jobs/careers obtained</b>
Apparently good mid-level jobs but little hard data was available. The PRT recommend that the School should gather proper and reliable data on their alumni and their career development so as not to miss important feedback information which could improve/enrich their programmes. Recent graduates (2011) seem not to have major problems finding a job but, even so, the School should invest in career services and more actively help students to find employment.
<b>4.3 Alumni</b>
<b>4.3.1 Support for alumni association</b>
The alumni association seemed to have little support from the School which is a pity since the School does not realise its potential. The alumni association is barely known by the newer generations of students and is not appealing to them so they do not join. These students tend to use their informal contacts related to their career tracks on the programme. International alumni were even less involved. There is an Alumni Board but there was little sign that feedback from alumni in general had any impact on programmes or other areas. The PRT suggest that the alumni association, the student association (STRESS) and the programme management sit together and design a plan of action for making the association effective for the benefit of both alumni and the School.
<b>4.3.2 Support from alumni for programme/institution</b>
The alumni are willing to support the programme and the School if asked but, because there is no firm link between them, it currently does not happen. The School could harness the vast latent goodwill of the sometimes very enthusiastic group of younger alumni. Additionally the inclusion of their international alumni could improve the overall international culture of the School considerably.
<b>4.4 Programme reputation</b>
<b>4.4.1 Evidence for programme reputation</b>
Good locally but not well known more widely. It was not clear whether students came to Twente for the programme reputation or for other reasons. Some corporate members met by the PRT expressed the view that the qualities of students employed in their HR dept. were of good quality and they progressed well within the company. The programme reputation seems to be based mainly on the technical reputation of the University which, however, is neither really integrated nor implemented in the programmes. For the sake of making the SMG reputation sustainably credible, initiatives should be taken to make the motto 'High Tech, Human Touch' a reality within the School and also in the BA programmes.

## INSTITUTIONAL QUALITY ASSURANCE PROCESSES

### 5. Quality Assurance Processes

<b>SECTION</b>
<b>5.1 Design &amp; review processes</b>
5.1.1 Institutional QA systems
The School QA systems reflect the overall rigorous University QA system and a new University policy is being drafted. It should ensure that all stakeholders are able to participate actively in discussions about the quality of programmes. The quality culture could focus more on quality enhancement as well as on quality assurance. The PRT noted that a previous internal review of the Master theses commented there was a problem with differentiation of the Bachelor from the Master thesis and it appeared that this is still an issue.
5.1.2 Programme design/review & approval process
The design process for the new variant of the BSc BA has been thorough and the School's commitment to it is impressive. The PRT was told that this is a normal process for programme design.
5.1.3 Inclusion of different stakeholder perspectives
Corporate views are mainly obtained from the Council of Practitioners and informal feedback through faculty from student projects. However the PRT had mixed views on the effectiveness of these channels (see earlier comments). Student views come from a variety of sources but especially through representation on the programme committees. The PRT appreciated that many faculty discuss the quality of the course with their students at the end of their courses. Since there is no effective alumni association, it was difficult to see how their views were systematically obtained, despite the existence of the alumni association board. Overall a more formal systematic approach to collecting stakeholder opinions would be desirable.
5.1.4 Internal annual programme review
There is a regular process which is mainly based on student and faculty views, organised by the Programme Boards and Programme Committees, and based on data gathered as above. For continuous improvement, the School relies mainly on monthly meetings of the Programme Committees including teachers and representatives of the student body. Individual appeals and complaints are solved or addressed by the Examination Board and/or the student body.



### 5.1.5 External periodic fundamental review processes

There is no formal requirement or system for a (blue sky) fundamental review once every, say, 5 years. The current BSc review is fundamental but arose through necessity rather than a formal regular requirement. The EPAS system recommends that a formal requirement be implemented and that such reviews should not only take into account the usual range of stakeholders but should also include external international academic advisors. They should also take a near green field or blank-sheet-of-paper approach. The current revision of the BSc seems to have been largely incremental.

The School seems to react to changes enforced by external (and internal/University) authorities rather than taking a pro-active approach to incorporating the views of their stakeholders on major changes in the business environment. This approach may have been due to the many externally required changes during recent periods. However it is a pity not to have taken the opportunity to link these major changes to the views of a wider range of external stakeholders and advisors. By using a fundamental review process, issues such as the elaboration of the High Tech - Human Touch motto within SMG programmes, the definition of an appropriate academic-managerial balance, the international aspects, the development of more specific ILOs and the students' progression rates, etc., could have been enriched considerably by the views of these stakeholders while still implementing all the changes enforced by the authorities.

## 5.2 Quality assurance on operations

### 5.2.1 Student feedback processes

Student surveys are carried out for each course but are apparently limited to examinable courses. Response rates are a bit low: c50% for paper based and only 25% for digitally based surveys which raises questions of reliability. The results are mostly good or satisfactory although there were not an insignificant number of poorer ratings. The feedback loop is not closed since students are rarely informed on what has been done with their comments. Unfortunately the programme management could give no example of how student or company feedback had changed any aspect of any programme!

Other forms of feedback include national student surveys and representation of the student organisation STRESS in most councils. STRESS also collect complaints and work on solutions with the teachers.

### 5.2.2 Monitoring of teaching quality by programme management

This tends to be informal, eg discussing the poorer student ratings with the teachers and recommending pedagogic development. Issues can be raised by students at the programme committees and by "pro-active management walking about".

### 5.2.3 Monitoring of the assessment regime for consistent standards

This is a relatively weak area. Assessment processes are at the discretion of individual faculty. For courses taught by teams, there has to be agreement on the nature of assessment and also some monitoring between team members for consistency. However across courses, the monitoring tends to be post hoc by the Examinations Board, eg based on mark distributions. There is no requirement for some sample double marking within courses which would enable timely changes to be made if students were likely to be disadvantaged. However theses are double marked (using a good evaluation form) and there is also a biennial review of distributions to check for consistency and grade drift. Overall the processes could be improved.

# APPENDIX 3

# DATASHEET

# EPAS Datasheet

## Dated/updated: December 2012

The Datasheet is intended to provide succinct factual information about the Institution and the applicant Programme(s) that allows them to be assessed against the Eligibility criteria. Data about the Institution should be limited to that strictly necessary to understand the programme(s). Descriptions should be clear, concrete, concise and compelling. There should be many more facts and data than opinions. EPAS will trust the data provided at this stage since it will be checked at a later stage, if applicable. The total length of the document should not exceed 15 pages for one programme or **18 pages for two programmes** including any annexes (with a font size not smaller than 10). Please make sure that this document contains page numbers. No additional information provided by the Institution besides that contained in the Datasheet will be conveyed to the EPAS Committee.

**All the sections, descriptions and instructions of this document should not be deleted when filled in.**

### Institution name, address and website

Please give the name of the entity within which the applicant programme(s) is located, for example a free standing business school or a faculty, school or department within a university. If the entity is part of a larger institution, please also name that institution.

Name of applicant Institution offering the degrees to be reviewed:

**University of Twente; School of Management and Governance (SMG)**

**Address:** P.O. Box 217, 7500 AE Enschede, The Netherlands

**Website:** <http://www.utwente.nl/en>; <http://www.utwente.nl/mb/en/education/>

EFMD membership status of the applicant Institution:

Full Membership

Name of larger Institution (if any):

### Programmes/Programme Sets to be assessed for accreditation

Up to a maximum of 2 programmes/programme sets can be submitted at one time. A programme set is defined as a suite/group of related programmes with a common structure (normally a core of at least 40% of the taught courses that are taken by all students, ie excluding projects and theses. Electives that may be common across the programme set but are not taken by all students are not accepted as core).

Name of Programme/Programme set (1): BSc in Business Administration

Name of Programme/Programme set (2): MSc in Business Administration

Please provide detailed information for each applicant programme/programme set by completing the attached proforma.

### Head of the Institution

Please also provide address if different from above.

**Name:** prof. dr. R.A. Wessel

**Job Title:** Dean a.i.; School of Management and Governance

**Tel:** +31 53 489 2614

**Email:** [r.a.wessel@utwente.nl](mailto:r.a.wessel@utwente.nl)

### EPAS Project Leader at the Institution

This person should act as the central point of contact for EFMD for all issues concerning the current EPAS accreditation.

**Name:** Prof. dr. R. Kabir

**Job Title:** Programme Director, MSc in Business Administration

**Tel:** +31 53 489 3510

**Email:** [r.kabir@utwente.nl](mailto:r.kabir@utwente.nl)

### Brief description of the Institution

Institutional Aspects: Indicate whether it is a public or private institution, whether it is a free-standing business school or a faculty, school or department within a university. Describe the authority for degree awarding powers, eg Ministry of Education, University, None but market recognition. Give an indication of the institution's current strategic direction including **3 key strategic objectives** (please provide measurable milestones for the next 5 years). Provide a table with institutional **financial data** (in Euros) for the **past 5 years** showing total revenue, total expenditure and the surplus (add an explanation if surpluses have been falling significantly in recent years or annual surpluses are negative). Provide also the projections for the **next 3 years** and the proportion of total revenues represented by each applicant programme. Identify **key strengths** of the institution and show how these relate to the applicant programme(s). **Please limit to 1 page.**

The University of Twente (UT) is a public research-oriented university in the east of the Netherlands with the motto: "High Tech, Human Touch". It provides high quality education and research using unique combinations of engineering, natural, behavioural and social sciences. It has about 3,300 academics and other professionals and more than 9,300 students. The University is placed on the "Top 200" list of the Times Higher Education's 2012–2013 World University Rankings, and the "Top 500" list of the Academic Ranking of World Universities – 2012 by the Center for World-Class Universities, Shanghai Jiao Tong University. The 2011/12 ranking of universities compiled by Leiden University ([www.leidenranking.com](http://www.leidenranking.com)) placed University of Twente at the top in the Netherlands and the 64th in the world based on the proportion of publications that were among the best 10% (most cited).

The School of Management and Governance (SMG) is one out of six faculties/schools at the University of Twente. With about 2600 students in 2012 it is the largest school of the university. It provides educational programmes and undertakes research in the areas of Business Administration, Industrial Engineering & Management, Business Information Technology, Health Sciences, Public Administration and European Studies. The University is the authority for awarding all degrees. The School has seven academic departments: Business Administration, Industrial Engineering & Business Information systems, Public administration, Health Technology & Services Research, Twente Centre for Studies in Technology and Sustainable Development, Science Technology & Policy Studies and Centre for Higher Education Policy Studies. The courses of BA programmes are predominantly taught by the staff of the first two departments. The last three departments are mainly involved with research (third stream of funds<sup>1</sup>). The School's total revenue consists of direct funding, second stream of funds and third stream of funds. The two applicant programmes are for the greatest part funded by direct government funding, and represent 31% (2010) of those revenues (54% BSc, 46% MSc). Due to the growth of the number of students who enrol in de BSc programme this share is expected to increase in next few years.

#### ***Institutional financial data (in k€)***

	2007	2008	2009	2010	2011	Estimate	2012	2013	2014	2015	2016
Total revenue*	27.753	28.817	31.824	32.087	30.629		29.655	28.681	29.443	29.426	29.656
Total expenditure	26.492	27.829	33.469	34.236	32.050		31.963	30.770	31.159	29.920	29.656
Surplus	1.261	986	-1.672	-2.148	-1.4022		-2.398	-2.089	-1.716	-494	0
*Direct funding	17.960	19.665	20.191	20.022	19.167		18.287	17.262	18.083	18.007	18.369

The negative surpluses are financed by withdrawals from the financial reserve of SMG (which stood at just over €7 million at the start of 2012). The deficits in 2009 and 2010 have arisen because of the development/start of the English variant of the BSc BA programme (government funding only arrives two years after the start of a programme) and the introduction of a few stimulation projects for quality improvements in education and research. Another reason of the deficit is that the Dutch government has started to reduce educational funding from 2011. Also, the funds from the second and third streams (externally-financed research) have been decreasing due to the financial crisis.

#### ***Strengths and strategic objects***

The strength of the University of Twente comes from its entrepreneurial character and lies at the interface between new technology and its significance for people and society. The School has its strengths in (i) offering research-oriented state-of-the-art education and (ii) undertaking multi-disciplinary analysis of topical issues related to business and public administration. Both scientific and applied research are carried out in various settings such as manufacturing, health care, tertiary education and service industries. The School has also developed a solid expertise in the management and governance of social and technological innovations. The strategic direction of the School has a close connection with (i) the agreement the Association of Universities in the Netherlands (VSNU) has made with the Dutch government and (ii) the strategic direction of the University (*RoUTE14+*; <http://www.utwente.nl/en/organization/strategy/>). Following this line, the School's three key strategic objectives for the next few years are:

##### ***1. Improvement of the overall progression rate of the programmes***

The UT has committed itself to a national programme aiming to improve the performance of universities. Particularly, the overall progression rate is an issue in the Netherlands; the percentage of students that manage to finish a Bachelor programme within three years is low. SMG will make its own contribution to this objective. A milestone for the BSc programme is that by 2015-16 about 90% of first year students that transfer into the 2<sup>nd</sup> year (with a minimum of 45 EC<sup>2</sup>) will graduate within four years (by completing 180 EC). The introduction of a revised educational model at the University in 2013 based on a modular curriculum with inter- and multi-disciplinary projects is expected to make a substantial contribution to achieving this goal.

<sup>1</sup> Direct funding (also called first stream of funds) = direct funding of the government for teaching and research. Second stream of funds = indirect funding from the government distributed through a research organization (such as Netherlands Organisation for Scientific Research - NWO or Netherlands Organisation for Applied Scientific Research - TNO). This is similar to the funding by the National Science Foundation in the USA. Third stream of funds: funds obtained through contract research.

<sup>2</sup> The university allows students to progress to the second year of the BSc programme if they have completed at least 40-45 EC (out of 60 EC offered in the first year). All second year students have the right to progress to the third year. This policy is rather usual in the Netherlands.

## 2. *Emphasise academic, transferable skills*

The UT's vision for education is prompted by a conviction on what we should be sharing with our students in order for them to succeed in a fast-changing and highly technological global environment. It is not just about a solid theoretical basis in a particular discipline or set of disciplines, but also about the skills in applying the principles that students learn along the way to other fields. The transferable skills are currently part of SMG's BSc and MSc programmes. Starting in 2013, all BSc programmes will have a clear description of the transferable and other skills that are necessary to reach the intended learning outcomes of a programme.

## 3. *Offer challenging programmes for excellent students*

The University offers an honours programme for all students and SMG will encourage involvement of talented students from the School's own programmes. Apart from this UT-wide programme, SMG will introduce honours tracks for its top bachelor students. Students with high grades in the first year will be offered an academically and/or professionally challenging programme on top of the regular programme. About 7% of the students are expected to participate in the honours tracks in 2015-2016. For master students with talent in managing and organising, a combined master and DBA-track is under construction.

## Programme management system of the institution, particularly for the applicant programmes

*Current internal organisation and main committees: key academic and administrative positions – often best expressed diagrammatically. Show how the main decision-making processes influence programme management and direction. Identify 3 key issues currently demanding management attention with respect to each applicant programme.*

The BSc and MSc Programmes are legally recognised by the Dutch Ministry of Education, Culture and Science (it administers a national system of regulation and quality assurance), based on accreditation awarded by the Netherlands-Flemish Accreditation Organisation (NVAO). Each Programme is administered by a team consisting of a Programme Director, a Programme Coordinator and a Study Advisor. The Programme Director (PD) is responsible for the intended (programme) learning outcomes and the design/development of the programme curriculum (e.g. its fit with the international standards, coverage of appropriate topics/courses, allocation of credits on different topic/course, etc.). The PD reports to the Dean, and discusses with the department Heads on the placement of teachers for all courses. Every year the Programmes establish Teaching and Examination Regulations (commonly referred to in Dutch as the 'OER'). With regard to the content of the programmes the PD has contacts on a regular base with the involved faculty members. For some (temporary) matters like improvement of learning outcomes, the development of new programme structure and collegial review of graduation theses, the PD works with a team of faculty members. See annex 4 for an organogram of the School.

There are two formal committees: a Programme Committee (composed of faculty members and students) that advises the Dean / PD and an Examination Board that is responsible for the quality of examinations. The Programme Committee meets almost every month. Its tasks are to give advice on the Teaching and Examination Regulations (OER), to assess every year the manner in which these regulations are carried out, and to give advice, asked or not asked, to the Dean / PD on all matters with respect to the education. The Examination Board determines in an objective and expert manner whether a student meets the conditions set under the Teaching and Examination Regulations concerning the knowledge, competences and skills required to obtain a degree (=ILOs). The Board's tasks are to appoint examiners<sup>3</sup> to administer exams and record the exam results, and to enforce education and examination rules and regulations. The Board is also responsible for the assurance of quality with regard to examinations and assessments.

Three key issues currently demanding management attention are:

BSc BA Programme:

- Develop the new programme structure that starts in 2013-14;
- Introduce excellent tracks for top Bachelor students;
- Improve the overall student progression rate.

MSc BA Programme:

- Introduce 2-3 specialised programmes;
- Submit about 10% of Master thesis research to international conferences and journals;
- Introduce international exchange programmes with selected students (at the third year bachelor level) that will lead to highly qualified entrants to our Master programmes.

## The Degree Programme Portfolio

*Briefly describe the institution's strategy for its overall programme portfolio including executive education (if applicable). Complete the table below for all programmes or suites of programmes offered by the institution. Indicate clearly with an asterisk in column 1 the programme(s) that are being put forward for EPAS accreditation.*

<sup>3</sup> These examiners are usually the academic staff of the School. It is not yet a common practice in the Netherlands to appoint external examiners. The School is considering to appoint external members in the examination board.

The School is developing a new structure for its bachelor programme structure to improve students progression rate and strengthen the focus on student-centred learning by introducing project work in each module. Next to the existing educational programmes, the School is also considering to develop 2-3 specialised business master programmes (e.g. one on innovation & entrepreneurship).

Programmes offered by M&G	Duration	Year in which programme started	Delivery Mode: Full time/Part time/Distance Learning/Off-shore	Post experience? Yes/No	Primary language(s) of instruction	Total number of currently enrolled students across all years of the programme
<b>Bachelors</b>						1 Dec 2012
<b>Business Administration*</b>	3y	2002	FT	No	Dutch and English	827
<b>Industrial Engineering</b>	3y	2002	FT	No	Dutch	280
<b>Business and IT</b>	3y	2002	FT	No	Dutch	101
<b>Health Science</b>	3y	2003	FT	No	Dutch	169
<b>Public Administration (incl. European Studies)</b>	3y	2002	FT	No	Dutch and English	444
<b>Total</b>						1821
<b>Generalist Masters</b>						1 Dec 2012
<b>Business Administration*</b>	1y	2005	FT	No	English	351
<b>Industrial Engineering and Management</b>	2y	2005	FT	No	English	178
<b>Business and IT</b>	2y	2005	FT	No	English	53
<b>Health Science</b>	1y	2005	FT	No	English	63
<b>European Studies</b>	1y	2006	FT	No	English	52
<b>Public Administration</b>	1y	2004	FT	No	English	96
<b>Total</b>						793
<b>Specialised Masters</b>						
<b>MEEM (Environmental and Energy Management)</b>	1y	2008	FT	No	English	26
<b>MRM (Risk Management)</b>	2 ½ y	2009	PT	Yes	Dutch	21
<b>7MPM (Public Management)</b>	2 ½ y	1990	PT	Yes	Dutch	62
<b>Total</b>						109
<b>MBA's</b>						
<b>Total</b>						
<b>Doctoral Programmes</b>						01-08-2012
<b>PhD</b>	4y		FT	No	English	46
<b>Total</b>						
<b>GRAND TOTAL</b>						2769

Total number of full-time degree students in the institution: 2686

Total number of part-time degree students in the institution: 83

Total number of full-time equivalent students in the institution: 2719.2

[ie taking account of part-time fractions, for example a one year programme taken by a PT student over a period of 3 years = 1/3 FT student]

Executive education volume per year:

No. of programmes offered (open enrolment):	<u>2</u>	No. of programmes offered (customised):	_____
No. of participant days (open enrolment) (n° of people x n° of days):	<u>63 * 30 = 1890</u>	No. of participant days (customised):	_____
Revenue (Euros) (open enrolment):	<u>k€1.142</u>	Revenue (Euros) (customised):	_____

## Faculty

The term "faculty" designates the academic staff. Provide a readily understandable picture of the quality and quantity of the academic human resources available to the Institution and used on the applicant programmes. If you believe that it is extremely difficult to fit your faculty into the typology below, use your own classification and typology preceded by a clear description of the qualifications, experience and dedication that apply to each type. Occasional speakers are not considered faculty, even if academically qualified. Definitions are given below.

	Institution wide	First Applicant Programme: BSc BA	Second Applicant Programme: MSc BA
<b>Core faculty</b>			
Number of academic staff members	108	38	22
Number of staff members by academic rank (eg full professors, associate professors, etc.):			

Full professors	26	9	7
Associate professors	20	8	3
Assistant professors	57	15	10
Other	5	6	3
Full-time equivalent (FTE)	101.6	35.2	21.2
% holding a doctoral degree	91%	89%	91%
% non-nationals	23%	24%	27%
Number of Nationalities	14	9	3
% faculty with foreign professional or study experience	24%	21%	35%
Ratio FTE students / FTE core faculty	2719.2/101.6=26.74	N/A	N/A
Number of core faculty hired (FTE) in last 3 years	11 (10.8)	N/A	N/A
Number of core faculty departed (FTE) in last 3 years	27 (24.2)	N/A	N/A
% of programme taught by foreign visiting professors	N/A	1%	5%
<b>Adjunct faculty</b>			
Number of academic staff members	86	26	4
Full-time equivalent	55	15.3	1.95
% of programme hours taught by adjunct faculty	N/A	25%	10%
<b>Visiting professors in current year</b>	0	0	0
<b>Teaching and research assistants</b>			

**Core faculty:** Qualified academic staff employed on a **permanent basis** and for whom the institution is the **sole or principal employer**.

**% faculty with foreign experience:** % of core faculty with significant professional/work experience or study abroad (eg a complete degree) which entailed living abroad for at **least 1 full year** (ie not made up of part years).

**Adjunct faculty:** Teaching staff for whom the institution (business school) is not the primary employer, or who work for the institution on a part-time basis under a permanent or an occasional contract or who work in another Faculty or part of the larger institution (eg in a Science Faculty).

**Visiting professors in current year:** Academic staff that are core faculty at another academic institution and that visit the School to teach for **not less than half a course/module**. Give the number of these visiting professors for each applicant programme as well as institution wide.

## Research or other intellectual development activities

Provide an overview of the research, innovation, pedagogical development or other intellectual development activities of the faculty members that **support the programmes under review**. A table should be included showing the numbers of different outputs produced by Core Faculty that support the programme over the past 3 years. The output classification should include publications in international and national peer reviewed journals, other international and national research publications, accepted papers at conferences (peer reviewed and other), case studies, and other publications. Give a sample list of at most 10 publications (references) and any other evidence of on-going research.

Both research and education of business administration staff are devoted towards the interaction between characteristics of Innovation, Entrepreneurship, Technology and Human Resources within and between organizations of production and service-oriented firms. The two academic programmes have strong emphasis on scientific research. The BA academic staff have been publishing in high ranking international journals. Each year, they also present their research papers in acclaimed international conferences. The actual amount of time the BA faculty members spend each year on research (the target is 40%) depends partly on second and third stream of funds. Both fundamental and applied research are well-evaluated by national and international peers. Using a support grant from the EU the School has started the VentureLab Twente that offers business development support for technology-based start-ups. It is also a business growth accelerator for high-tech well-established companies.

Table: Research output of core faculty members

Research Type	Year 2009*	Year 2010*	Year 2011*
International Peer-Reviewed Journal Publications	34 (79)	57 (128)	49 (112)
National Peer-Reviewed Journal Publications	4 (5)	10 (8)	8 (7)
Other International Research Publications	39 (55)	52 (34)	47 (53)
Other National Research Publications	2 (8)	2 (10)	4 (18)
Accepted Papers at Peer-Reviewed Conferences	28 (53)	37 (55)	24 (34)
Accepted Papers at Other Conferences	60 (101)	79 (118)	91 (143)
Other Publications	49 (19)	42 (19)	32 (3)
Dissertations	1 (7)	2 (12)	0 (11)

\* The research output of all teaching staff (inclusive those who have left UT) affiliated to the BA, IEBIS, PA and STEPS departments are presented in parenthesis.

List of 10 sample references of programme core faculty (published within the past 5 years). In the case of joint papers, underline the authors who belong to the programme's faculty:

1. Hur, Y.H., Berg, P.T. van den & Wilderom, C.P.M. (2011). Transformational leadership as a mediator between emotional intelligence and team outcomes. *Leadership Quarterly*, 22(4), 591-603.
2. Schiele, H. & Krummacker, S. (2011). Consortium benchmarking: Collaborative academic-practitioner case study research. *Journal of Business Research*, 64(10), 1137-1145.
3. Amrit, C. & Hillegersberg, J. van (2010). Exploring the impact of socio-technical core-periphery structures in open source software development. *Journal of Information Technology*, 25 / 2, 216-229.
4. Kraaijenbrink, J., Spender, J.C. & Groen, A.J. (2010). The resource-based view: a review and assessment of its critiques. *Journal of Management*, 36, 349-372.
5. Maatman, M.M., Bondarouk, T.V. & Looise, J.C. (2010). Conceptualizing the capabilities and value creation of HRM shared service models. *Human Resource Management Review*, 20 / 4, 327-339.
6. Asif, M, De Bruijn, E.J., Fisscher, O.A.M., Searcy, C. and Steenhuis, H.- J. (2009). Process embedded design of integrated management systems, *International Journal of Quality and Reliability Management*, 26 / 3, 261-282.
7. Parry, M.E., Song, M., Weerd-Nederhof, P.C. de & Visscher, K. (2009). The impact of NPD strategy, product strategy, and NPD processes on perceived cycle time. *Journal of Product Innovation Management*, 26 / 6, 627-639.
8. Jong, A. de, Kabir, R. and Nguyen, T. (2008) Capital structure around the world: the roles of firm- and country-specific determinants", *Journal of Banking and Finance*, Vol. 32, pp. 1954-1969.
9. Thukral, I.S., Ehr, J. von, Walsh, S., Groen, A.J., Sijde, P.C. van der & Adham, K.A. (2008). Entrepreneurship, emerging technologies, emerging markets. *International Small Business Journal*, 26 / 1, 101-116.
10. Wouters, M.J.F. & Wilderom, C.P.M. (2008). Developing performance measurement systems as enabling formalization: a longitudinal field study of a logistics department. *Accounting, Organizations and Society*, 33 / 4-5, 488-515.

The University of Twente has an established policy for the pedagogical professionalisation of its teaching staff. Each new lecturer is obliged to obtain a University Teaching Qualification certificate within three years. This ensures that new teachers are appropriately qualified in the design of education, actual teaching, assessment, etc.. Recently, the university has adopted a policy for further professionalization, which means that all teachers should spend 20 hours a year on improving their didactical knowledge and skills.

## Internationalisation

Overview of the principal aspects of the Institution's international dimension (faculty, student body, strategic alliances, international partners etc.) applicable to the **applicant programmes**. This should include the names of key exchange or internship partners and the numbers of outgoing and incoming students to the applicant programmes.

<b>Internationalisation</b>
Core faculty: 23% non-Dutch national
Students: BSc 57% non-Dutch national (2012-2013)
Visiting professors: On average six professors give quest lectures for the programmes
International partners: 58
Students going abroad (exchange programme, thesis/internship, study tour): BSc 42

We report internationalisation information related to students using a few sub-categories: students who go abroad to follow courses under an official student exchange programme, students who go abroad as part of their graduation thesis, and those who go abroad as part of official study tour (organised as a part of minor programmes).

### Student exchange programmes

The UT has a number of exchange agreements with foreign universities under the Erasmus Exchange Programme (e.g. TU Berlin, Université de Mons, University of Karlsruhe, Université de Rennes, Universidad Autónoma de Madrid, Universidad Autònoma Barcelona), International Exchange Programme (e.g. RMIT, Australia; BINUS University, Indonesia) and the European Consortium of Innovative Universities (ECIU) network (e.g. Tecnológico de Monterrey, Mexico; Southern Federal University, Russia). The number of outgoing bachelor exchange student was very low. But, in the English variant of the programme that started in 2010, a large number of students go abroad in the third year of their study; 42 ( $\pm 28\%$ ) students are studying abroad in Sept. 2012.

Student Mobility (exchange)	2011-2012	2010-2011	2009-2010
Applicant Programme 1: BSc BA			
- # of outgoing students*	0	3	1
- outgoing students as a % of total in the year group	0%	3%	1%
- # of incoming students	14	11	9
Applicant Programme 2: MSc BA**			
- # of outgoing students*	9	3	0
- outgoing students as a % of total in the year group	5%	2%	0%
- # of incoming students	0	0	0

\* The number of students who went abroad to follow courses at a partner university (exchange)

\*\* Double degree TU Berlin students. The MSc BA programme is of one-year duration only with main courses in the first semester and thesis-writing in the second semester; students do not have ample opportunity to attend courses at universities abroad.



### Thesis abroad

Each year, several students decide to perform their thesis research by combining a company internship abroad.

Thesis abroad	2011-2012	2010-2011
BSc thesis	24%	9%
MSc thesis	23%	13%

### International study tours

We offer two minors in the third year of bachelor programme (international exploration and international management) that require students to take part in an international study tour (students visit organisations abroad under the supervision of academic staff) or project (16 bachelor students took part in 2011-2012).

## Overview of the principal links with the corporate world

*Provide data on the corporate connections of your institution that are applicable to the applicant programme(s). This should include the numbers of students on each applicant programme that undertake a project or internship period in the corporate world and the length of those study periods. It should also provide information on the programme's faculty involvement in the corporate world and, conversely, practitioner input to the programmes.*

We try to enhance the practical relevance of the programmes through interactions with the corporate world at several levels. We have an advisory council with professionals from different companies; at least twice a year, the programme director discusses topical issues with the board and asks for their advice. We also have a network of companies with a commitment to cooperate with our programmes. Practitioners from national and international companies are regularly contributing in the form of guest lectures, case studies, company visits and internships. Most students ( $\pm 80\%$  from both BSc and MSc) undertake writing of their graduation thesis by combining with in-company internship. The internship for Bachelor thesis (15 EC) takes about 2½ to 3 months and the Master thesis (25 EC) takes about 4-6 months. A few examples of companies where students had their internships are: Akzo Nobel, Philips, Thales, Aerospace Coatings, Cap Gemini, Siemens, Volkswagen, Heineken, PWC, Deloitte. Practitioners also act as students' company supervisors (for BSc and MSc theses) and often remain present at thesis defence. The 2<sup>nd</sup> year students of the English variant BSc BA programme have the opportunity to exclusively focus on company internship project for at least six weeks. The purpose is to become familiar with the activities of a company department related to the chosen area of specialisation. Our academic staff hold regular presentations at industry events, and occasionally do some consulting works; one adjunct professor (Prof. Troch) was previously CEO and Chairman of the Board at Grolsch; another adjunct professor (Prof. Bruggink) is the CFO of Rabobank. Several staff have participated in "Competences for Innovation" projects with 18 SMEs in East Netherlands.

## Accreditation or recognition by national and/or international agencies

*Of the institution and/or submitted programme(s).*

Almost all educational programmes offered by the School have national accreditation; the BSc/MSc Public Administration programmes, the MSc European Studies and the Master Public Management have (also) received accreditation from its European counterpart. Both BSc and MSc BA programmes were nationally accredited by NVAO (Dutch-Flemish Accreditation Organisation) in 2007. These programmes are due for re-accreditation in 2013.

## National standing

*Provide evidence that the institution and submitted programme(s) have a strong national reputation. Please include information on the positioning in the national environment (eg rankings if available, audit outcomes, comparative (national) entry exam results), main competitors, strategic group to which the institution belongs and also the main competitors of the applicant programmes.*

There are no national entry exams for university applicants and almost no national rankings of educational programmes in the Netherlands. In one ranking (<http://www.keuzegids.org>), our bachelor business administration programme was ranked 2<sup>nd</sup> out of 6 in 2012 and the master programme 1<sup>st</sup> out of 6 full-time BA programmes. In another national ranking published in the renowned weekly magazine – Elsevier – in October 2012, our bachelor programme obtained 4<sup>th</sup> place (out of 6) and the master programme 3<sup>rd</sup> place (out of 4). (<http://www.elsevier.nl/web/Weekblad-58/De-beste-studies-2011.htm>).

Main competitors: Erasmus University Rotterdam and University of Groningen.

## International reputation

*Provide objective evidence in one paragraph that the institution and submitted programme(s) are known and respected abroad (eg exchange partners, corporate recruiters, international rankings).*

Staff are members of editorial boards of several international journals. Since 2004, C. Wilderom serves as a senior editor of the "British Journal of Management". Three faculty members (P. de Weerd-Nederhof, O. Fisscher and K. Visscher) are editors of the international journal "Creativity and Innovation Management". P. de Weerd-Nederhof is also the president of EITIM (2011-2013), board member of the EIASM IPDMC, coordinator of the EIASM Doctoral Summer School in Technology Management, advisor for the R&D Management conferences and RADMA fund. J-K Looise is member of the editorial advisory board of Management Revue and The International Review of Management Studies. Several faculty members are regularly consulted for tenure / promotion decisions of academic staff and serve as external PhD examiners (e.g. Copenhagen Business School, University of Vaasa, Manchester Business School, University of Stirling, University Putra Malaysia).

Together with the Technische Universität Berlin (TUB), the School participates in a Master programme on 'Innovation Management and Entrepreneurship'. This programme gives students the opportunity to complete the Master programme (120 EC) and earn the following double degrees: MSc in Business Administration from the UT (60 EC) and MSc in Innovation Management and Entrepreneurship from the TUB (60 EC). The HRM group has formed a consortium of seven European Universities and established a bachelor exchange programme 'Global HRM & Technology'. International partners within the VentureLab Twente are Carlson Business School - Univ. of Minnesota (Zahra), Darden Business School (Saravathy), Univ. of New Mexico (Walsh), Univ. of Ottawa (Linton), TU- Berlin (Kratzer), EIT-ICT labs, KU Leuven (van Looy), HSE-Moscow (Chepurenskiy), Skema Sophia Antipolis (Bernasconi).

In the German CHE ranking (2010), the BSc programme was assessed on four criteria. High scores were obtained for "international visible publications" and on "international orientation".

### Quality assurance processes

*Briefly describe the institutional quality assurance processes (eg approval, monitoring and review processes) as they apply to the applicant programmes.*

The BA programmes take part in the school-wide system of quality assurance. The main focus of this system is in imbedding different quality control cycles organised according to the ideas of the *Plan-Do-Check-Act* phases. These cover a wide range of activities from course level to the curriculum level. The check-phase of the quality cycle receives input from various sources. First, all courses are evaluated yearly, mostly in written form and in some case digitally. The PD makes agreements with teachers about courses that need to be improved. Second, panel discussions with teachers and students are organised to monitor the quality of the courses and the programme. Third, curriculum aspects such as organisation, facilities, communication with student are evaluated every two years and compared at the national level and outcomes on alumni monitors are analysed. Fourth, the School evaluates the quality of the bachelor and master theses and organises a collegial review every two years. Finally, the University uses a system that can offer an overview of the amount of students that enter the programme or drop out, the amount of students that graduate, the progression rate and the study pace. The Dean discusses the outcomes with all programme directors. After the check-phase, the outcomes and analyses are used each year to formulate plans for improvement. Together with the status of previously planned actions for improvement, these plans are discussed with the programme committee, staff, heads of the departments and (some of the actions) the Council of Practitioners. A new cycle starts when the plans are implemented in a new academic year. An annual meeting between the Dean of the School and the executive board of the University (*College van Bestuur*) is held to discuss at the university level the plans for improvement of quality of the programmes.

For initial accreditations, the EPAS Datasheet should be sent to the EFMD Quality Services Department initially in Microsoft Word format so that the Quality Services Department may comment and make suggestions. Once advice on possible revisions has been received from the Quality Services Department, the final version should be submitted in pdf electronic format. The official Datasheet at any time will be the last Datasheet in pdf format for which the EFMD Quality Services Department has acknowledged receipt. **Final Datasheets along with the Application Forms, must be received by the deadline published on the website for the target Committee meeting date.** Missing this deadline will cause submission of the application to the Committee to be delayed until the following meeting. Non-EFMD members must apply for membership before requesting feedback on the draft application. Please do not attach brochures. Please address the application to:

EPAS – Quality Services Department

EFMD

Rue Gachard 88/3

B – 1050 Brussels

Belgium

epas@efmd.org

**Name of Institution: University of Twente**  
**School of Management and Governance**  
**Programme (set) name: BSc in Business Administration**

**Basic details of the submitted Programme (set)**

Year in which programme first graduated students <sup>4</sup>	2005
Delivery modes, eg FT, PT, distance, modular, e-learning, etc.:	FT
Number of graduates in each of the last 3 years <sup>5</sup> : (eg 2011: X; 2010: Y; 2009: Z)	2011: 69 2010: 62 2009: 68
Length of programme in years:	3y
Primary language of instruction:	Dutch (since start) and English (since 2010)**
Percentage of programme taught in other named languages:	--
Percentage of the common structure (If a programme set)*:	45%

\* If a programme set is being submitted for EPAS accreditation, please estimate the percentage of the programme's taught courses/modules which could be considered as common to all programmes within the set, ie must be taken by all students, excluding projects and theses. Electives that may be common across the programme set but that are not taken by all students are not accepted as part of the common core. The common core must be at least 40% in order for the set to be eligible.

The BSc programme in BA is a three-year (180 EC) programme. Students enrol in September. An English variant of the programme was started in 2010 and a few changes were introduced (as a try-out). The English variant distinguishes itself by devoting more attention to business communication skills, providing the opportunity to specialise in two areas of choice in the second year, and making a strong link with the business practice. Both variants will be equalised in 2013: the intention is to offer a sole programme in English.

**Profile of applicants and student intakes into 1<sup>st</sup> year of study (for the 3 most recent years) for each mode of delivery and intake:**

There should be a separate table for each mode of delivery. If you have more than one intake per year, please add sub-columns for each intake. If intakes are on a continuous basis, please enter the intake per year and indicate it.

In accordance with Dutch law, anyone who has a pre-university education certificate (VWO-diploma) with certain profiles, is admitted directly to the programme. Students with a school-leaving certificate from another country are admitted to the programme provided the certificate is equivalent to the Dutch VWO-certificate. We follow a national student registration system, and it does not make a clear distinction between Dutch and English variants of the same programme. Therefore, we cannot differentiate the number of formal applicants.

	Current year (2011-2012)	Last year (2010-2011)	Second Last year (2009-2010)
No. of formal applicants	402* (begin of August)	272* (begin of August)	N/A
No. of applicants who were offered a place			
No. of offers accepted by applicants			
No. of students actually enrolled in current 1 <sup>st</sup> year intake <sup>6</sup>	275 (English and Dutch variant are 185 and 90, resp.)	206** (English and Dutch variant are 108 and 98, resp.)	100
Average no. of years work experience			
Least no. of years work experience on the programme <sup>7</sup>			

Note: In the case of one intake per year, the no. of students actually enrolled in the first year should be the same as the Enrolment nos. in the 1<sup>st</sup> programme year of the next table.

\* VWO-students also apply if they don't have a pre-university education certificate (VWO-diploma) yet. Some students apply to several universities in order to increase the chance to enrol because some programmes have *numerus fixus*.

\*\* Start of the English variant of the BSc programme.

<sup>4</sup> The programme must have been producing graduates for at least three cohorts (normally 3 years), except where this programme is a variant on a long established programme, eg moving from a 5 year pre-Bologna programme to a 3+2 or 4+1 B/M/D structure.

<sup>5</sup> Minimum of 60 in total for eligibility.

<sup>6</sup> Minimum of 25 (20 for specialist programmes) for eligibility for each mode of delivery and intake. This minimum must be met throughout the accreditation process and accreditation period.

<sup>7</sup> Not applicable for Bachelor or first degree programmes.

## Profile of current student year groups for each mode of delivery and intake:

There should be a separate table for each mode of delivery and intake.

Our student registration system does not make a clear distinction between the Dutch variant and the English variant (started in 2010) of the same programme. For this reason it is hard to give separate tables for these variants. Both variants will be equalised in 2013.

### Entry profile of BSc students

Programme Year/Intake	Enrolment numbers	% of females	% foreign students	Number of foreign nationalities	Average age
2012-2013	302	39%	57%	15	19.4
2011-2012	283	40%	58%	19	19.4
2010-2011*	206	38%	32%	7	19.2
2009-2010	100	26%	4%	1	18.6
2008-2009	113	24%	6%	1	18.8
2007-2008	119	27%	3%	1	18.7
2006-2007	90	22%	1%	1	18.6

\* Start of English programme variant

### Overall progression rate

Programme Year/Intake	Enrolled students	Average EC* first year	% students to second year**	Average EC* second year	% students to third year	Average EC* third year	% grad *** after 3 y.	% students to fourth year	% grad. *** after 4y
2012-2013	302	--	--	--	--	--	--	-	--
2011-2012	283	43.5	75.6%	--	--	--	--	--	--
2010-2011	206	40.6	79.6%	42.8	90.8%	--	--	--	--
2009-2010	100	35.5	75%	50 EC	90.6%	45.5	10%	83.8%	--
2008-2009	113	N.A	81.4%	N.A	92.3%	N.A	5.4%	90.6%	9.8%
2007-2008	119	N.A	78.2%	N.A	94.6%	N.A	0%	94.3%	31.2%
2006-2007	90	N.A	77.8%	N.A	92.9%	N.A	1.4%	98.4%	34.3%

\* Averages of students who enrol in the next year (or graduate)

\*\* The university allows students to progress to the second year of the BSc programme if they have completed more than 40-45 EC (out of 60 EC offered in the first year). Every second year student has the right to progress to the third year. This policy is rather usual in the Netherlands.

\*\*\* from students that progress to second year

## Programme Summary:

Brief description of the programme. **In addition, a diagram or table should be provided showing the overall programme structure.** Where appropriate, show how the applicant programme meets the EQUAL guidelines. Please limit to 2 pages.

### 1. Entry requirements:

There are several criteria for undergraduate student admission. The most common is entry on the basis of the country's national qualification: university preparatory education VWO (see annex 3 for details).

### 2. Programme aims:

- to provide a broad and in-depth education in business and management that has high academic standards and exposure to real-life business practice;
- to deliver students with basic knowledge, skills and attitude in business administration, with special emphasis on organisations, the international external environment in which these operate and the way these are managed;
- to deliver students with qualifications for a junior executive level position in a company and/or for further study in a Master programme

### 3. Intended Learning Outcomes (ILOs), ie what the students will know and be able to do on graduation:

#### 1. Core knowledge

On completion of the BSc programme, our graduates will be able to demonstrate fundamental theoretical and practical knowledge and understanding of:

- 1.1 organisations, the international external environment in which they operate and how these are managed;
- 1.2 the interrelationships among, and the integration of, organisations, international external environment and management;

1.3 the ability to initiate changes in organisations as well as responding to changes in organisations and in their external environment

## 2. Academic competences

On completion of the BSc programme, our graduates will be able to:

- 2.1 describe, structure and analyse organisations, organisational problems and processes;
- 2.2 apply current theories, models and methods in the analysis of organisations, organisational problems and processes;
- 2.3 draw and support reasoned conclusions and recommend appropriate solutions;
- 2.4 manage projects and processes of limited scope

## 3. Generic competences

On completion of the BSc programme, our graduates will be able to:

- 3.1 identify and evaluate economic, legal, ethical, cultural, social and technological interactions that form part of organisational decisions;
- 3.2 collect and analyse information from diverse sources using modern communication and information technology media;
- 3.3 demonstrate individual and inter-personal skills related to effective communication, listening, negotiation and persuasion;
- 3.4 give a structured presentation, both orally and in writing, on a business administration topic to both specialist and non-specialist audiences

4. **Curriculum rationale** for the ordering of courses across semesters/blocks or years of study to indicate intellectual progression. **Curriculum structure** and list of courses and/or modules including credits (ECTS if applicable) and teaching / learning hours. In case of a programme set, please indicate which courses/modules belong to the common core. In the case of multiple intakes give attendance of compulsory courses/modules during the last 2 academic years:

Annex 1 gives an overview of the curriculum structure. The order of courses is different in both variants. The English variant (started in 2010) is being used as a try-out to give students the opportunity to specialise in two areas of choice in the second year, and to make a strong link with the business practice. Both variants will be equalised in 2013. In 2011-2012, at least four teaching hours a week (23%) per 5EC course (with 140 hours of workload) were scheduled.

5. **Organisation of teaching** (eg regular distribution ~~or weekend blocks~~). In the case of multiple intakes per year, explain how the intellectual progression is maintained:

## 6. **Personal development of students:**

- The School of Management and Governance has employed 5.3 fte on student counselling, with two study advisors devoted to the BSc business administration programme. Study counselling starts intensively and pro-actively in the first year of the bachelor programme, and develops so to be available "on demand" towards the end of the bachelor programme and into the master programme.
- The University has a Student Counselling Service that supports students who have questions about financial support due to exceptional circumstances experience, difficulties adapting to life in the Netherlands, problems in managing expectations and personal problems involving family matters or personal circumstances.
- The Student Union offers skills programmes and organises all kinds of events and training programmes in cooperation with the corporate sector.
- In the first semester of year 1 we have an Academic Skills Programme (ASP). In the Dutch variant of the BSc programme we pay attention to skills development in projects, whereas in the English variant there are courses on communication skills, and Business English (year 1) and Academic Writing (year 2).

## 7. **International learning experience:**

In first semester of the third year, students can choose to study abroad (42 students are studying abroad in September 2012). They can also choose to undertake their thesis research abroad. Next to these two options, English variant students can choose to do their internship at an international company (in the Netherlands or abroad).

## 8. **Corporate learning experience:**

The majority of students ( $\pm 80\%$ ) perform their thesis research by combining with an internship in a company. In addition, for the English variant students, a separate opportunity exists in the second year to take part in company internships.

## 9. **Graduate job placement statistics:**

In the Netherlands, it is most common for undergraduate students to continue further education and enrol in a Master programme. In a few years this culture might change as the Dutch government is planning to stop awarding scholarships for master programmes.

**Name of Institution: University of Twente**  
**School of Management and Governance**  
**Programme (set) name: MSc in Business Administration**

**Basic details of the submitted Programme (set)**

Year in which programme first graduated students <sup>8</sup>	2004
Delivery modes, eg FT, PT, distance, modular, e-learning, etc.:	FT
Number of graduates in each of the last 3 years <sup>9</sup> : (eg 2011: X; 2010: Y; 2009: Z)	2011: 159 2010: 155 2009: 142
Length of programme in years:	1y
Primary language of instruction:	English
Percentage of programme taught in other named languages:	0%
Percentage of the common structure (if a programme set)*:	--

\* If a programme set is being submitted for EPAS accreditation, please estimate the percentage of the programme's taught courses/modules which could be considered as common to all programmes within the set, ie must be taken by all students, excluding projects and theses. Electives that may be common across the programme set but that are not taken by all students are not accepted as part of the common core. The common core must be at least 40% in order for the set to be eligible.

**Profile of applicants and student intakes into 1<sup>st</sup> year of study (for the 3 most recent years) for each mode of delivery and intake:**

There should be a separate table for each mode of delivery. If you have more than one intake per year, please add sub-columns for each intake. If intakes are on a continuous basis, please enter the intake per year and indicate it.

By Dutch law we must admit all students with a BSc Business Administration degree from the University of Twente. There is also an agreement with other Dutch research universities that we accept all students with a Dutch Bachelor degree in Business Administration.

Intake of students with a BSc degree in Business Administration from the University of Twente takes place on a continuous basis: students enrol the moment they receive their BSc degree (they can start courses in any of the four *Quartiles*). If BSc students met certain conditions (i.e. 170 EC), they were allowed to participate in some courses of the Master programme. As from September 2012, this is no longer possible (due to a change in national law). Although there were two intakes each year for all other students (this number is relatively small), the information was not clearly identified by our system.

International students and students with a Dutch degree from university of applied sciences (*HBO*) must apply for admission. Most students usually submit applications to several universities in order to increase their chances. As from September 2011, GMAT result has become obligatory for all international students (see annex 3; a score of 600 is sufficient for admission, provided that the other requirements are fulfilled). This admission procedure to focus on higher quality has led to a sharp decline in the number of international applicants from 447 (2010) to 109 (2011).

	Current year (2011-2012)	Last year (2010-2011)	Second Last year (2009-2010)
No. of formal applicants*	234	603	600
No. of applicants who were offered a place**	194	± 200	N/A
No. of offers accepted by applicants***	33	36	N/A
No. of students actually enrolled in current 1 <sup>st</sup> year intake <sup>10</sup> ****	124	102	91
Average no. of years work experience	0	0	0
Least no. of years work experience on the programme <sup>11</sup>	0	0	0

Note: In the case of one intake per year, the no. of students actually enrolled in the first year should be the same as the Enrolment nos. in the 1<sup>st</sup> programme year of the next table.

<sup>8</sup> The programme must have been producing graduates for at least three cohorts (normally 3 years), except where this programme is a variant on a long established programme, eg moving from a 5 year pre-Bologna programme to a 3+2 or 4+1 B/M/D structure.

<sup>9</sup> Minimum of 60 in total for eligibility.

<sup>10</sup> Minimum of 25 (20 for specialist programmes) for eligibility for each mode of delivery and intake. This minimum must be met throughout the accreditation process and accreditation period.

<sup>11</sup> Not applicable for Bachelor or first degree programmes.

\* These are international and HBO-students; students with a Bachelor degree in Business Administration received from Dutch research universities are directly admitted to the MSc-programme.

\*\* Places (concerning international and HBO-students) are offered directly to the MSc-programme or to some deficiency courses (pre-Master).

\*\*\* International and HBO-students who enrol directly to the MSc-programme (excl. pre-Master programme).

\*\*\*\* The figure include students with a BSc degree in BA (from UT or other Dutch research universities).

## Profile of current student year groups for each mode of delivery and intake:

There should be a separate table for each mode of delivery and intake.

The MSc programme in BA is a one-year programme. Ideally, each student should be able to complete all requirements within one year. But, many students take more time because they are not able to pass all courses or complete writing the thesis within the stipulated time. Furthermore, many Dutch students decide to take more time for their master programme, e.g. to take additional courses as a supplement or to get more experience in practice (in case of thesis at a company). Some students also start a job and take longer than usual time to finish the master programme.

### Entry profile of MSc students

Programme Year/Intake	Enrolment numbers*	% graduate same year	% enrolment into next year	% of females	Number of nationalities	Average age
2012-2013 (until 29 Oct, 2012)	118			39%	6	24.0
2011-2012	191	13%	87%	38%	13	23.4
2010-2011	198	17%	83%	36%	9	23.0
2009-2010	223	23%	77%	36%	13	23.2
2008-2009	154	21%	79%	28%	9	23.0

\* % rate of progression = % passing from previous year's enrolment and progressing into current year. See an example of calculation in the footnote below<sup>12</sup>.

## Programme Summary:

Brief description of the programme. **In addition, a diagram or table should be provided showing the overall programme structure.** Where appropriate, show how the applicant programme meets the EQUAL guidelines. Please limit to 2 pages.

The MSc programme in BA is a one year (60 EC) programme. The programme consists of four compulsory courses (20 EC), two electives (10 EC), one course on academic research (5 EC) and a Master thesis (25 EC). (see annex 2)

Structure of the MSc BA programme	
Accounting and Financial Management	5 EC, Common course
Managing Change and Human Resources	5 EC, Common course
Global Strategy and Marketing	5 EC, Common course
Organization, Technology and Innovation Management Management and Organisation of Technological Innovation	5 EC, (70% common)
Elective course	5 EC
Elective course	5 EC
Master class / research preparation	5 EC
Thesis	25 EC

For most courses, 23% of the credit points consists of teaching hours (a 5 EC course has about four contact hours a week).

### 1. MSc entry requirements

Enrolment in the MSc programme is restricted, and subject to the approval of the Programme Director. Applicants with a Bachelor degree in Business Administration awarded by a Dutch research university are directly admitted to the programme. The entry requirements are established in Teaching and Examination Regulations (see annex 3).

<sup>12</sup> This is an example for a three-year programme with annual intake. The intake last year was 100 in year 1 of which 90 progressed to year 2. Last year there were 110 in year 2 of which 81 progressed to year 3. Therefore the % rate of progression from year 1 to year 2 is  $90/100 = 90\%$  and  $73.6\%$  for year 2 to year 3 ( $81/110$ ).

Programme Year/Intake	Enrolment numbers	% rate of progression *	% of females	% foreign students	Number of nationalities	Average age
1 <sup>st</sup>	120	N/A				
2 <sup>nd</sup>	90	90%				
3 <sup>rd</sup>	81	73.6%				
Overall totals/percentages	281	N/A			N/A	N/A

## 2. MSc Programme Aims

- to provide broad and in-depth education in business and management with high academic standards and exposure to real-life business practice;
- to deliver students with state-of-the-art knowledge, skills and attitude in business administration as well as in one of the specialisation areas;
- to deliver students with qualifications for a senior executive level positions in a company and/or for further study in a research master or PhD programme.

## 3. MSc Intended Learning Outcomes ie what the students will know and be able to do on graduation:

### 1. Core knowledge

On completion of the MSc programme, our graduates will be able to demonstrate mastery to the forefront of theoretical and practical knowledge and understanding of:

- 1.1 advanced issues related to business administration and one of the specialisation areas.

### 2. Academic competences

On completion of the MSc programme, our graduates will, within their area of specialisation, be able to:

- 2.1 independently and critically describe, structure and analyse complex organisational problems and processes;
- 2.2 independently apply and/or test current theories, models and methods in the analysis of complex organisational problems and processes;
- 2.3 independently draw and support reasoned conclusions and recommend solutions of complex organisational problems and processes;
- 2.4 independently set up and manage complex projects and processes.

### 3. Generic competences

On completion of the MSc programme, our graduates will be able to:

- 3.1 identify and evaluate all relevant external interactions with organisational decisions;
- 3.2 use advanced means to systematically collect, assess and analyse information from all relevant sources;
- 3.3 demonstrate all the relevant and effective individual and inter-personal skills;
- 3.4 give a structured presentation, both orally and in writing, on a topic in business administration to both specialist and non-specialist audiences.

## 4. Curriculum rationale or structure including the ordering of courses across semesters / blocks or years of study to indicate intellectual progression. List of courses and/or modules including credits (ECTS if applicable) and teaching / learning hours if possible:

See Annex 2

## 5. Organisation of teaching (eg regular distribution or weekend blocks):

In our programme students take compulsory courses to acquire advanced knowledge on key business management areas. This is combined with a choice of elective courses which students take depending on their academic and career interest. Students may not start their thesis unless they have passed 20 EC of courses.

## 6. Personal development of students:

- The School of Management and Governance has employed 5.3 fte on student counselling, with three study advisors devoted to the business administration programmes. Study counselling starts intensively and pro-actively in the first year of the bachelor programme, and develops to be available "on demand" towards the end of the bachelor programme and into the master programme.
- The University has a Student Counselling Service that supports students who have questions about financial support due to exceptional circumstances experience, difficulties adapting to life in the Netherlands, problems in managing expectations and personal problems involving family matters or personal circumstances.
- The Student Union offers skills programmes and organises all kinds of events and training programmes together with the corporate sector.

## 7. International learning experience:

Some students (23%) undertake their thesis research abroad.

## 8. Corporate learning experience:

Most students ( $\pm 80\%$ ) do their thesis research at a company.

## 9. Graduate job placement statistics:

The Association of Universities in the Netherlands (VSNU) interviews graduate on a regular bases. Of all MSc BA graduates, 34% has a job at the moment they graduate. Another 31% finds a job within three months and 22% has a job within half a year. At the moment this survey took place, 91% already had a job (this is around the national average).



**ANNEX 1: Curriculum structure BSc Programme in Business Administration (2012-2013)**

B1	EC	Dutch variant	EC	English variant
1.1	5	Introduction to Research Methodology	5	Introduction to Research Methodology
	5	Marketing voor BK	5	Marketing
	5	Finance & Accounting	3	International Business & Strategy
			2	Business Communication
1.2	5	Productie Management	5	Technology Development & Production Management
	5	Statistiek	5	Accounting & Controlling
	5	Bedrijfsrecht	3	Purchasing
			2	Business Communication
1.3	5	Management & Organisatie	5	Management, Organization and Information
	5	Algemene Economie	5	Economics 1
	5	Decision Making	3	Innovation & Entrepreneurship
			2	Business Communication
1.4	5	Informatie Mngt/	5	Finance
	5	Innovatie & Ondernemerschap	5	Economics 2
	5	Project BK1: Org. & Omgevings Beschr.	3	Business Law
			2	Business Communication
B2				
2.1	5	<i>Maatschappelijke Organisatie*(or spec course 1)</i>	5	Specialization 1 course 1
	5	Interne Organisatie	5	Specialization 2 course 1
	5	Strategisch Management	5	Data Analysis
2.2	5	<i>Recht, Markt en Innovatie (or spec. course 2)</i>	5	Specialization 1 course 2
	5	HRM	5	Specialization 2 course 2
	5	Logistiek Management voor BK	5	Information and Decision Making
2.3	5	<i>Service Management (or spec. seminar)</i>	3	Seminar spec 1+2 (1,5 each, total 5 EC each)
	5	Business Research Methods	5	Business Research Methods
	5	International Business	5	Managing People in a Global Context
			2	Academic Writing (
2.4	5	Management Accounting & Control	7	Seminar specialisation 1+2 (continuation, each 3,5 EC)
	5	Methodologie & Onderzoeksontwerp	8	IBA Project (8)
	5	Project BK2: Org. & Omgevingsanalyse		
B3				
3.1	15	Minor / Electives	15	idem (study abroad or alternative at home)
3.2	15	Minor / Electives	15	idem (study abroad or alternative at home)
3.3	5	Business Ethics & Corporate Governance	5	idem
	5	Leadership and Change Management	5	idem
	5	International Business Development	5	idem
3.4	15	Bachelor thesis	15	idem
	180		180	

\* Specializations: Human Resource & Organization studies; Business to Business Marketing; Supply Management; Business Information Management; Corporate Finance

<b>Common core BSc<sup>13</sup></b>		<b>EC</b>
<b>Dutch variant</b>	<b>English variant</b>	
Introduction to Research Methodology	idem	5 EC
Statistics	Data Analysis	5 EC
Marketing	Marketing	5 EC
Production Management	Technology Development & Production Mngt.	4 EC
Finance & Accounting	Accounting & Controlling	7EC
Management Accounting & Control	Finance	
Economics	Economics 1+2	5 EC
Skills (project 1 + 2)	Business Communication	2 EC
Bedrijfsrecht	Business Law	2 EC
Management & Organization	Management, Organization & Information	5 EC
Information Management		
Decision Making	Information & Decision Making	5 EC
Strategy	International Business & Strategy	3 EC
International Business		
Innovation & Entrepreneurship	Innovation & Entrepreneurship	3 EC
Business Research Methods	idem	5 EC
Business Ethics & Corporate Governance	idem	5 EC
Leadership and Change Management	idem	5 EC
International Business Development	idem	5 EC

<sup>13</sup> The courses in the Dutch and English variant of the programme do not always have exactly the same content and the same amount of EC. In this table the correspondence between both variants is pointed out.

## Annex 2: Curriculum of the MSc Programme in Business Administration (2012-2013)

Start date: September 2012		
<b>Q1</b>		<b>EC</b>
<b>Compulsory courses</b>		
201200008	Accounting and Financial Management	5
201200009	Managing Change and Human Resources	5
<b>Elective courses (choose one)</b>		
210000087	Entrepreneurial Finance	5
194120140	HRM, Innovation and Entrepreneurship	5
192350200	E-strategizing	5
194108040	Business Development in Network Perspective	5
191880710	International Management	5
193190000	Managing Service Organizations	5
<b>Q2</b>		
<b>Compulsory courses</b>		
201200010	Global Strategy & Marketing	5
201000088	Organization, Technology and Innovation Management	5
<b>Elective courses (choose one)</b>		
194110070	Corporate Finance for BA	5
194120090	Managing Human Resource Flows	5
201100051	Information Services	5
194108030	Principles of Entrepreneurship	5
201100054	Supply Chain Management and Innovation	5
191880720	Management in Emerging Economies	5
194115030	Professional Service Provision	5
<b>Q3</b>		
<b>Elective courses (choose one)</b>		
194110080	Master class Financial Management	5
194115060	Master class Human Resource Management	5
194105060	Master class Information Management	5
194120120	Master class Innovation & Entrepreneurship	5
191880750	Master class International Management	5
194119050	Master class Service & Change Management	5
<b>Thesis</b>		
194100040	Master's thesis	10
<b>Q4</b>		
194100040	Master's thesis	15
<b>Total EC</b>		<b>60</b>

Start date: February 2013		
<b>Q3</b>		<b>EC</b>
<b>Compulsory courses</b>		
201200008	Accounting and Financial Management	5
191810840	Management & Organization of Technological Innovation	5
<b>Elective courses (choose one)</b>		
201000234	Risk Management for BA	5
194120130	Transformation of the HR Function with IT	5
192340101	Implementation of IT in Organizations	5
194111500	Innovation and Technology Dynamics	5
191880710	International Management	5
<b>Q4</b>		
<b>Compulsory courses</b>		
201200010	Global Strategy & Marketing	5
201200009	Managing Change & Human Resources	5
<b>Elective courses (choose one)</b>		
191861641	Financial Accounting	5
193140040	Design of Work Systems & Employment Relations	5
194105070	Information Systems for the Financial Services Industry	5
201000156	International Entrepreneurship	5
<b>Q1</b>		
<b>Elective courses (choose one)</b>		
194110080	Master class Financial Management	5
194115060	Master class Human Resource Management	5
194105060	Master class Information Management	5
194120120	Master class Innovation & Entrepreneurship	5
191880750	Master class International Management	5
194119050	Master class Service & Change Management	5
<b>Thesis</b>		
194100040	Master's thesis	10
<b>Q2</b>		
194100040	Master's thesis	15
<b>Total EC</b>		<b>60</b>

NB: We recommend combinations of electives to prepare students on certain careers.

Student attendance of compulsory courses:

(N.B. general name; some course names are changed)	2011-2012	2010-2011	2009-2010
Accounting and Finance	186	189	205
Organization, Technology and Management	265	244	219
Strategy and Marketing	191	238	221
HRM and Organizational Development	190	240	203

## Annex 3: Admission to the programmes

### Admission to the BSc BA programme

Admission is granted to the programme if at least one of the requirements with regard to prior education for enrolment in university education is met in accordance with the WHW (article 7.24 on prior education requirements, article 7.25 on additional entry requirements, article 7.28 on exemption on the basis of other diplomas and article 7.29 on exemption on the basis of successfully completed entrance exams).

Students with a Dutch VWO-diploma (pre-university education certificate) including Mathematics a or b, will be admitted. Students with a foreign pre-university education certificate equivalent to the Dutch VWO-diploma are admissible to the English-language variant. These students receive an exemption for the requirement of adequate command of Dutch. (The Dutch VWO-level can be compared to GCE/Advanced Level or International Baccalaureate.)

Special admission is also available to students over 21 years of age, in accordance with the country's legislative requirements. These are laid down in the document "Colloquium Doctum and other Admission Agreements for Admission to Bachelor Programmes".

<http://www.utwente.nl/admissionoffice/Bachelor>

### Admission to the MSc BA programme

The assessment of all applicant skills is based on academic background. The regulations for the different educational backgrounds are:

#### - Degree from a Dutch research university

##### *a. A Bachelor degree in Business Administration awarded by a Dutch university*

Applicants with a Bachelor degree in Business Administration awarded by a Dutch research university will be admitted to the programme.

With regard to proficiency in English, the admissions committee decides whether additional requirements should be set or a diagnostic test should be taken.

##### *b. Another Bachelor degree awarded by a Dutch university*

Applicants with another Bachelor degree in a related field awarded by a Dutch research university will be admitted after completion of a pre-master programme. The admissions committee determines whether or not a pre-master is awarded and depending on the bachelor programme determines the content of the pre-master programme. The applicant must have successfully completed the entire pre-master programme within 12 months.

##### *c. Another Bachelor's degree awarded by the University of Twente*

Applicants with a Bachelor degree other than Business Administration awarded by the University of Twente may be admitted to the programme after completion of a pre-master programme. The admissions committee determines the content of the pre-master programme, depending on the Bachelor programme. The applicant must have successfully completed the entire pre-master programme. For information concerning the admission: <http://master.utwente.nl/ba/toelating/doorstroom.doc/>

#### - Degree from a Dutch university of applied sciences (HBO)

##### *a. A Bachelor degree in a related field awarded by a Dutch university of applied sciences*

The admissions committee determines whether or not a pre-master is awarded, based on the content of the bachelor programme and the institution. Students with a bachelor degree in a related field awarded by a Dutch university of applied sciences will be admitted to the master programme if they have successfully completed the pre-master programme within a period of twelve months. The admissions committee determines the content of the pre-master programme.

##### *b. A different Bachelor degree awarded by a Dutch university of applied sciences*

Applicants with a degree in a non-related field are assessed on an individual basis.

#### - Degree from a non-Dutch university

The admissions committee will assess bachelor degrees awarded by a non-Dutch university on an individual basis. The assessment of the applicant's competencies will be based on:

##### □ Academic record

□ a NUFFIC credential evaluation;

□ content of the degree (field related);

□ Skills in mathematics and statistics;

The committee needs detailed information on the mathematics and statistics courses that are taken during secondary and higher education. Students enclose copies of the tables of contents of the textbooks used or an overview of the topics that have been dealt with in mathematics and statistics courses.

□ Skills in scientific research knowledge;

The committee needs detailed information on the research methodology courses that are taken during bachelor and/or master degree programme. Students enclose copies of the tables of contents of the textbooks used or an overview of the topics that have been covered in order to demonstrate that they master research methods and research techniques on at least bachelor level. Students send us a summary in English of their bachelor thesis (or, if applicable, master thesis) thus allowing us to evaluate the academic level (in terms of abstract thinking, written communication, problem analysis skills).

□ IELTS overall band score of at least 6.5 [www.ielts.org](http://www.ielts.org), or a TOEFL internet-based (TOEFL-iBT) score of at least 90;

□ curriculum vitae;

□ a letter of motivation;

□ two letters of recommendation;

□ GMAT test result.

ANNEX 4: ORGANOGRAM  
SCHOOL OF MANAGEMENT & GOVERNANCE

