

**MAASTRICHTMBA**

SCHOOL OF BUSINESS AND ECONOMICS

**MAASTRICHT UNIVERSITY**

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# REPORT ON THE ACADEMIC DEGREE PROGRAMME MAASTRICHTMBA OF MAASTRICHT UNIVERSITY

This report takes the NVAO's Assessment Framework for Limited Initial Accreditations as a starting point (19 December 2014).

## ADMINISTRATIVE DATA REGARDING THE PROGRAMME

### Master's programme MaastrichtMBA

Name of the programme:	MaastrichtMBA
CROHO number:	-
Level of the programme:	Master
Degree:	MBA
Orientation of the programme:	academic
Number of credits:	70 EC
Location(s):	Maastricht
Mode(s) of study:	part time
Language of instruction:	English

The visit of the assessment panel Economics and Business to the School of Business and Economics of Maastricht University took place on 22-25 January 2017.

## ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	Maastricht University
Status of the institution:	publicly funded institution (programme is privately funded)
Result institutional quality assurance assessment:	positive

## COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 22 August 2016. The panel that assessed the programme MaastrichtMBA consisted of:

- Prof. dr. Linda A. Livingstone (chair), dean and professor of Management at George Washington University School of Business in Washington D.C. (USA);
- Prof. dr. Dag Morten Dalen, provost and senior vice-president of BI Norwegian Business School in Oslo (Norway);
- Prof. dr. Thomas Bieger, provost of Universität St. Gallen and professor in Business Administration in Sankt Gallen (Switzerland);
- Prof. dr. Theo Verhallen, professor emeritus in Marketing at Tilburg University;
- Odette Mutsaers (student-member), bachelor student in Economics and Business Economics at Tilburg University.

It was assisted in its tasks by a thesis panel, that provided an advisory report based on the quality of the theses it assessed. The thesis panel consisted of:



- Prof. dr. Theo Verhallen, professor emeritus in Marketing at Tilburg University;
- Prof. dr. Hans van Kranenburg, professor in Corporate Strategy at Radboud Universiteit Nijmegen;
- Prof. dr. Hans van Ees, professor in Corporate Governance and Institutions at Rijksuniversiteit Groningen and dean of University College Groningen;
- Prof. dr. Albert Wagelmans, professor in Management Science at Erasmus Universiteit Rotterdam;
- Prof. dr. Marleen Willekens, professor in Accounting and Auditing at KU Leuven (Belgium).

The panel was supported by Mark Delmartino MA, who acted as secretary.

Appendix 1 contains the curricula vitae of the panel members.

## WORKING METHOD OF THE ASSESSMENT PANEL

This report presents the initial assessment of the Maastricht MBA programme according to the NVAO framework for limited programme assessments. It was assessed together with thirteen programme seeking re-accreditation. The programme assessment of these bachelor's and master's programmes is presented in a separate report. These assessments took place as part of a broader exercise. It combined a continuous improvement review by AACSB of the School of Business and Economics (SBE) of Maastricht University (MU) with the programme assessment of NVAO accredited programmes at SBE. This so-called 'combined AACSB/NVAO accreditation' was organised following the April 2015 AACSB-NVAO Agreement of cooperation. The description of the working method reflects the approach to the entire - combined - accreditation exercise. The combined AACSB-NVAO assessment at the Maastricht University is the third of four site visits in which Dutch Business Schools and their programmes are assessed taking into account both AACSB and NVAO quality standards. On behalf of QANU, this project is coordinated by its director, Sietze Looijenga. In accordance with the AACSB-NVAO Agreement and in close deliberation with NVAO, AACSB, the universities involved and the panel's secretary, he has worked out the details of the panel's working method and safeguards the consistency of approach during the project as a whole.

### **Preparation**

In preparation of the combined assessment, the SBE produced three documents: a Continuous Improvement Review report, which was organised according to the 7 AACSB standards for a Continuous Improvement Review of the AACSB-accredited School of Business and Economics; a Critical Reflection on the thirteen bachelor and master programmes submitted for limited programme assessments according to the NVAO standards; and a report for the initial accreditation of the Maastricht MBA. The application report for the Maastricht MBA programme addressed all standards of the NVAO assessment framework. Policy documents and materials relevant to the Maastricht MBA such as detailed course materials and the Teaching and Examination Regulations were made available in the digital base room created for this joint accreditation exercise before, during and after the visit.

Prior to the site visit, a briefing session was organised for the members of the panel, also called the Peer Review Team (PRT): the AACSB volunteers, including the chair of the PRT, called in for this teleconference session organised at the AACSB office in Amsterdam, whilst the QANU director, the panel secretary and a representative of NVAO met in Amsterdam. In this session the specific character of this combined accreditation exercise was presented, as well as the particular perspectives of the AACSB continuous improvement review and the NVAO limited programme assessments.

Given that the Maastricht MBA does not start from scratch, the panel reviewed five theses to establish whether the programme is achieving its objectives. These Business Consulting Projects

were selected by the QANU project coordinator among those approved in the academic years 2013-2014 and 2014-2015 and taking into account a variation in grades and examiners involved. The theses reviewed are listed in Appendix 6. Such thesis review is not part of the AACSB accreditation exercise. This task was therefore outsourced to a thesis committee of five academic experts from the Netherlands and Flanders. The chair of the thesis committee was also a member of the PRT. The experts reviewed and reported on the quality of the theses and their evaluation prior to the site visit. On the basis of their feedback, the secretary drafted a note on the findings and considerations of the thesis committee. The PRT verified these considerations on site and issued its own judgement on the basis of the findings of the thesis committee and the discussions during the site visit.

### **Site visit**

The programme of the site visit was established and fine-tuned between SBE, AACSB, QANU and NVAO. In order to fit all components that are customary in AACSB and NVAO reviews, some sessions were run in parallel. The panel visited the SBE from Sunday 22 until Wednesday 25 January 2017. On Sunday afternoon, the PRT had an internal discussion. At this meeting, panel members discussed their initial findings at the level of the faculty (AACSB) and of the programmes (NVAO), as well as the key issues they wanted to raise with the different stakeholders during the site visit. The programme featured an open office hour; one person made use of this opportunity.

The sessions with Maastricht MBA stakeholders – management, staff, students, board of examiners and professional field – were clustered on Tuesday afternoon 24 January. At the end of the meetings, the panel discussed its findings and considerations in an internal meeting. The PRT chair and the Dutch expert member presented the main findings of the panel to the management at the end of the site visit. A detailed overview of the programme is provided in Appendix 5.

### **Report**

After the site visit, the secretary wrote a draft version of this report and circulated it to the panel for review and feedback. The comments of the panel members were incorporated in a pre-final version, which was validated by the chair. This final draft was sent to the institution for a check on factual errors. The feedback from the institution was discussed in the panel who modified the text where it thought this was appropriate. The chair then established the final version of this report.

### **Decision Rules**

In establishing the quality of this programme, the panel has followed the assessment framework for limited assessments of new higher education programmes in the Netherlands, as described in the NVAO publication of 19 December 2014. This framework is used for institutions such as Maastricht University which successfully completed the institutional quality assurance assessment and want to get a new programme accredited. The assessment is based on a discussion with peers regarding the content and quality of the programme. It focuses on five questions: (i) What is the programme aiming for? (ii) How is the programme realising this aim? (iii) How does the programme assess its performance? (iv) Does the programme have sufficient financial resources? (v) Is the programme achieving its objectives?

These questions are translated in five standards: (1) intended learning outcomes, (2) teaching-learning environment, (3) assessment, (4) graduation guarantee and financial provisions, and (5) achieved learning outcomes. In accordance with the NVAO assessment framework, the panel has given a substantiated judgement on each standard based on a three-point scale: the programme meets, does not meet, or partly meets the standard. The panel subsequently issued a substantiated final conclusion regarding the overall quality of the programme, on the same three-point scale. In assessing the standards and the programme as a whole, the panel based itself on the NVAO definition of 'generic quality': the quality that, from an international perspective, can reasonably be expected from a higher education bachelor's or master's programme.



## SUMMARY JUDGEMENT

This document reports on the initial assessment of the Maastricht MBA programme at the School of Business and Economics (SBE) of Maastricht University. The assessment was undertaken as part of a broader exercise combining the Continuous Improvement Review of Maastricht's School of Business and Economics by AACSB with the assessment of programme quality according to the NVAO framework for limited programme assessments. The Peer Review Team consisting of three AACSB volunteers, a Dutch academic expert, a student member and accompanied by the panel secretary visited Maastricht between 22 and 25 January 2017. During the visit, the panel spoke to representatives of the Maastricht MBA management, staff, students, alumni and employers.

On the basis of the information materials and the discussions on site, the panel considers that the Maastricht MBA programme meets each of the five standards of the NVAO assessment framework. Consequently, the overall judgement on the quality of the programme is positive.

In terms of intended learning outcomes, the panel considers that there is not only a strong alignment between the SBE learning goals and the MBA programme objectives, but also a clear understanding of how the concrete programme objectives are addressed throughout the curriculum. Moreover, the intended learning outcomes of the Maastricht MBA programme are formulated in a sufficiently concrete way with regard to content, level and orientation; they address all competencies and fit the subject-specific reference framework for the business and economics disciplines.

With regard to the teaching and learning environment, the Maastricht MBA features a curriculum that is internally coherent and fit for purpose. According to the panel, the Maastricht MBA contains all necessary ingredients for a general management education at master's level and distinguishes itself from other similar MBA programmes through its focus on leadership, its international dimension, its attention to emerging markets and its small-scale intensive problem-based teaching concept. The panel thinks highly of the consistency in the argumentation with which all interviewees underpin their enthusiasm for the programme. Moreover, the panel was impressed with the level and quality of the students it met during the site visit, as well as with the diverse student cohorts reflecting a rich variety of professional expertise, educational backgrounds and nationalities. The increase in student numbers indicates according to the panel that the considerable programme revision in 2014 has been successful. The panel appreciates, moreover, that this sudden quantitative increase is not at the detriment of the quality offered in the courses. The panel noticed that a lot of suitably qualified and intrinsically motivated SBE staff is involved in the programme as lecturer or thesis supervisor. The coaches delivering the leadership skills training also provide a value added to the programme and are much appreciated by the students. Finally, the panel considers that the SBE library, computing and education facilities for the Maastricht MBA students are state of the art.

The assessment system currently in place at SBE is of sufficient quality, according to the panel, and has been translated adequately in the Maastricht MBA programme. Moreover, the Board of Examiners has at disposition the necessary instruments and procedures to fulfil its tasks and responsibilities. The panel thinks highly of the principle of continuous improvement which SBE applies to its assessment system at different levels and in the different programmes, including the Maastricht MBA. The variety of assessment methods used in the Maastricht MBA programme are well suited for the purpose of the programme. Moreover, the assessments are valid, reliable and transparent, and students are properly informed about the contents and methods of the exams. The programme emphasises the importance of constructive feedback, which the panel subscribes to whilst at the same time recommending the programme to ensure that this systematic feedback is archived and thus traceable. A similar consideration concerns the assessment of the Business Consulting Project (BCP): the evaluation process befits the purpose of both programme and BCP,



but requires a more extensive and systematic use of the evaluation form, which is properly archived for (internal and external) review purposes.

The panel considers that the strategic position of the Maastricht MBA and its financial position provide a good basis for the continuation of the programme. Students enrolling on the Maastricht MBA have the guarantee they can graduate the programme within a period of four years, as stipulated in the EER.

Maastricht MBA students demonstrate that they achieve the intended learning outcomes through the Business Consulting Project. The panel considers that each thesis project it reviewed fulfils the requirements of a final MBA product and, consequently, that the intended learning outcomes of the Maastricht MBA programme are eventually achieved at the end of the curriculum. Moreover, the panel gathered from the discussions with alumni and students that the Maastricht MBA in general and its (leadership) skills training in particular are impacting considerably on the professional development and careers of students. As a result, it is fair to state according to the panel that the Maastricht MBA is delivering on its intentions.

Based on these considerations, the panel issues a positive advice to NVAO on the overall quality of the Maastricht MBA programme.

The panel assesses the standards from the *Assessment framework for limited initial accreditations* in the following way:

<b>Standard</b>		<b>Judgement</b>
1	Intended learning outcomes	meets
2	Teaching-learning environment	meets
3	Assessment	meets
4	Graduation guarantee and financial provisions	meets
5	Achieved learning outcomes	meets
<b>Overall judgement</b>		<b>positive</b>

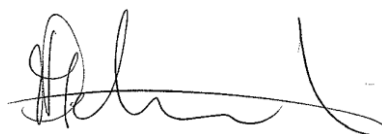
The chair and the secretary of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 27 October 2017



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Prof. dr. Linda A. Livingstone



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Mark Delmartino MA



# DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED INITIAL ACCREDITATIONS

## Introduction

This report covers the initial assessment of the Maastricht MBA programme, undertaken in the framework of the joint AACSB-NVAO accreditation visit. The assessment of thirteen other degree programmes is reported in a separate document. The AACSB accreditation looks into the performance of the entire School of Business and Economics. SBE obtained initial AACSB accreditation in 2005 and renewed this accreditation in 2011. The purpose of the current visit was a so-called Continuous Improvement Review establishing to what extent SBE had made progress on a number of issues and deserved maintaining the AACSB quality mark for another five years.

The underlying report issued by the Peer Review Team takes on board some of the findings and considerations which the panel issued for the purpose of the AACSB report, but are also relevant at programme level and for NVAO standards. Moreover, some issues which are relevant for the Maastricht MBA programme are addressed in a very similar way across all programmes at SBE. While, compared to the other programmes under review, the Maastricht MBA holds a specific position in terms of assessment (initial accreditation vs re-accreditation) and programme type (executive education vs regular degree programmes), the panel noticed that the Maastricht MBA is embedded in the strategy, policies and education and research environment of the School. In so far as they apply to the Maastricht MBA, the general features of SBE programmes are therefore reflected also in this report.

The University of Maastricht (MU) was established in 1974 and is one of the youngest universities in the Netherlands. It is a comprehensive university with about 16500 students and 4000 staff. Teaching and research are organised in six faculties. The first students entered the then Faculty of Economics and Business Administration in 1984. Currently, the School of Business and Economics (SBE) counts approximately 4400 bachelor and master students, as well as over 500 staff, including academic faculty, support staff and PhD students. Both MU and SBE are using problem-based learning (PBL) as their core pedagogical approach and focus very much on internationalisation. In the early 1990's SBE decided to use English as the single language of instruction in its international management programmes and introduced a compulsory study period abroad for students in all BSc programmes. As a result SBE is attracting a large number of foreign students; in fact, the majority of students is non-Dutch.

The Maastricht MBA is a two-year part-time executive MBA programme, which has been offered since 2005 and was branded Maastricht MBA in 2014. Initially, it was offered as a Dutch-language modular programme with four educational weeks per year; later on an English language variant was added. In 2013, both tracks were merged and the new programme was offered only in English. Facing a decline in student numbers in 2013-2014, the programme was redesigned into its current form in 2014. The forerunner of the Maastricht MBA has been accredited by AMBA, an international accreditation association specialised in assessing the quality of MBA programmes throughout the world. In 2015, the Maastricht MBA was re-accredited by AMBA for three years.



**Standard 1: Intended learning outcomes**

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

**Explanation:**

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

**Findings***Aim*

The mission of SBE is to 'educate and train undergraduates, graduates and professionals, who are capable of effectively and responsibly functioning in careers in international business and economics and of generating ideas that advance scientific economic and management knowledge and practice'. At the time of the previous accreditation, SBE positioned itself as a research-based internationally networked school of business and economics. When the current dean took office in September 2013, he established strategic working groups whose findings are currently incorporated in SBE's strategic plan 2017-2021 which is about to be approved. The key elements of this new plan align with the University's strategy and present SBE as research-based, international, networked, innovative in learning and focused on high quality. The panel noticed during the discussions on the Maastricht MBA that interviewees were aware of – and supported – the School's mission and strategy.

SBE offers programmes at undergraduate, graduate and postgraduate levels that reflect the strengths of its research in business and economics. The panel noticed that all programmes including the Maastricht MBA reflect the unique selling propositions of the university and the School, notably the problem based learning (PBL) approach and the international orientation of curriculum, students and staff. The teaching philosophy of PBL takes real-world problems in business and economics as the point of departure to provide students with a learning experience that integrates skills and competence development with knowledge acquisition. An international classroom, international staff and international networks prepare students to become responsible future leaders in international companies, institutions and academia. The panel noticed that the philosophy of the Maastricht MBA is in line with the above mission, strategy and unique selling propositions of SBE as it follows the MU signature pedagogy of student-centred small-scale problem-based learning.

The Maastricht MBA is a part-time professional programme geared towards higher educated mid-career professionals who have the ambition to fulfil senior management functions in an international environment. The programme helps students realise this ambition by offering a substantive overview of knowledge and of strategic insights into all business functions, enriched with a leadership development trajectory that develops their leadership skills. The panel noticed during the visit that the programme clearly lives up to its intentions: it provides indeed a broad general management education to very heterogeneous cohorts in terms of education, nationality and profession. The panel spoke to students and alumni who work in big and small enterprises, in public bodies, in education or as self-employed entrepreneur.

*Intended learning outcomes*

The objectives of each SBE programme are translated in intended learning outcomes, which are listed in the Education and Examination Regulations (EER). In determining the respective learning outcomes, each programme ensures that its so-called exit qualifications are based on and comply with the Dublin Descriptors at bachelor's or master's level. The intended learning outcomes of the Maastricht MBA programme are listed in Appendix 3 to this report.

Each programme features a set of intended learning outcomes, which are based on four SBE-wide learning goals describing the knowledge, skills and attitudes that SBE students possess when they graduate from their programmes. The panel noticed that the learning goals knowledge and insight, academic attitude, global citizenship, and interpersonal competences are derived from the mission of SBE and reflect the School's distinguishing characteristics, such as problem based learning, internationalisation, community building, etc.

The Maastricht MBA is a master's programme that emphasises the linkage between scientific knowledge and business practice. Its learning objectives are directly derived from the SBE learning goals and echo the Dublin Descriptors. According to the panel, the learning goals are formulated in such a way that they adequately cover the Dublin Descriptors in so far as knowledge and understanding, applying knowledge and understanding, making judgements, communication, and learning skills are concerned.

The four SBE learning goals at master's level have been translated in programme-level objectives, i.e. intended learning outcomes that describe how students realise the learning goals in the context of the MBA programme. The panel gathered from the extensive description in the Critical Reflection how these SBE-wide learning goals translate in specific Maastricht MBA programme objectives and associated learning outcomes. The panel noticed that there is a clear link between the Maastricht MBA programme objectives and the learning goals, and thus strategic objectives, of SBE. Moreover, the panel thought that the intended learning outcomes were formulated sufficiently concrete to reflect the specific character of the Maastricht MBA.

Furthermore, the panel compared the learning goals and intended learning outcomes to the provisions of the subject-specific reference framework for economics and business. This framework, which is provided in Appendix 2, was drawn up by representatives of all economics and business faculties in the Netherlands and sets the standard for curriculum content and design in business and economics disciplines. According to the panel, the intended learning outcomes of the Maastricht MBA are in line with the subject-specific reference framework.

#### *Assurance of Learning*

Assurance of Learning (AOL) is a system promoted by AACSB that aims to support continuous improvement providing a structure to manage change in education programmes. As programmes use AOL to establish through assessment samples, score forms, grade metrics and course manuals whether students achieve the intended learning outcomes, the system is relevant for programme-level assessment and accreditation. Since the previous AACSB visit, SBE has developed its then initial AOL scheme in a more robust tried-and-tested system. The current system aims to ensure the accountability and continuous improvement of all degree programmes, which are reviewed on an annual basis. Moreover, the AOL system demonstrates the connection between the mission of SBE and the actual teaching and provides insight into the coherence of a given programme. The panel learned during the visit that the Maastricht MBA fully subscribes to this internal quality assurance system. The last internal AOL audit took place in 2016 and at the time of the site visit, the programme was preparing its feedback to the report indicating the actions it will undertake to address the audit recommendations.

#### *Internationalisation*

The SBE considers internationalisation a crucial aspect of its strategic planning and an inherent element of its education, research and societal engagement. The panel gathered from the materials and the discussions on site that SBE emphasises internationalisation throughout all programmes, including the Maastricht MBA. This programme explicitly targets international students, who are taught by staff from different nationalities and go abroad during the module International Week. The panel noticed during the visit that this international dimension is not a policy that exists only on paper, but a reality which is in the DNA of all stakeholders. In order to strengthen its internationalisation commitment, SBE has developed the notion of an internationally networked school which delivers students who can engage in the global community and have developed



interpersonal competences in an international setting. According to the panel, this concept fully applies to the Maastricht MBA.

### **Considerations**

The panel considers that the mission of SBE is clearly reflected in its strategy and in the SBE-wide learning goals for all programmes, including the Maastricht MBA. These learning goals are aligned with the mission of both the University and SBE, and are formulated in such a way that they reflect the Dublin Descriptors and the domain-specific reference framework.

The four learning goals have been translated in programme objectives. The panel considers that there is not only a strong alignment between the SBE learning goals and the MBA programme objectives, but also a clear outline of how these concrete programme objectives are addressed throughout the curriculum. According to the panel, the intended learning outcomes are sufficiently concrete with regard to content, level and orientation. They address all competencies and fit the subject-specific reference framework for the business and economics disciplines.

The Maastricht MBA shares two unique selling propositions with the other programmes at SBE: problem based learning and internationalisation. The panel notices with approval that all interviewees provided a very consistent view on the Maastricht MBA and connected the strengths of this programme to the distinctive features of the School.

### **Conclusion**

The panel judges that the Maastricht MBA **meets** the quality requirements of standard 1, intended learning outcomes.

#### **Standard 2: Teaching-learning environment**

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

#### **Explanation:**

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

### **Findings**

#### *Programme*

The curriculum of the Maastricht MBA is presented in Appendix 4. It is offered as a part-time programme of 70 EC and can be completed in two years. It consists of an introduction, seven educational weeks, an international week abroad, the Leadership Development Trajectory and a thesis, the Business Consulting Project (BCP). The panel has looked into the detailed course materials on site and noticed that the individual components are adequate for delivering a general management programme with an emphasis on leadership and personal development. There is a clear link between the programme objectives and what students are expected to do / acquire during the different modules. By following the Maastricht MBA, students address the programme objectives and cover the learning outcomes.

The panel learned that the programme is organised in a carousel format, with each September and February new students joining the group after following a two-day introduction programme. Staff indicated that most curriculum components have no conditionality and that the contents of the educational weeks are not overlapping. Once students have completed all eight educational weeks and finalised the course work, they write a BCP. Students indicated they were satisfied with the contents of the modules and very much liked the group dynamics. One graduate mentioned,

however, that it had been quite tough to finish the BCP as it is organised as an individual pathway, without the presence or moral support of the group.

All students and alumni appreciate the Leadership Development Trajectory, which provides students with an experiential journey in which they learn and reflect on leading themselves, teams and organisations. The programme comprises skill training sessions during three educational weeks and a whole educational week focused on leading strategic change. In addition, students have six individual meetings with their coach and four mutual learning groups with students sharing the same coach. The panel gathered from the meetings and the consistent responses from students about the key feature of the programme that the leadership skills training is a unique selling proposition of the Maastricht MBA.

The Maastricht MBA follows the distinctive pedagogical approach of the School and the university: problem-based learning. An important prerequisite for PBL is to organise learning in small groups of no more than 15 students. Until recently the MBA cohort nicely fitted the small-scale teaching setting. As of 2016, however, the student numbers have grown to such extent that the programme is now offering two parallel tracks in order to maintain teaching and learning quality standards.

The panel noticed during the visit that MBA students are heterogeneous in terms of nationality, professional experience and education. Some students have an impressive academic track record, while others are high up in the hierarchy of their company or are confronted in their job with considerable social and cultural obstacles. Students indicated they like this diversity because it enriches their own study experience: as every student has a particular reason to enrol for the programme, they share their individual expertise with the class and at the same time look for input from the class to face the challenges at work.

Students applying for the Maastricht MBA are interviewed by the MBA director about their motivation, expectations and capabilities. The interview report is added to the application of the student, which is assessed by the Admission Board consisting of two SBE staff who teach in the MBA programme and one alumnus/a. The panel noticed that the programme has a clear vision on the minimum requirements for selection: an undergraduate degree, five years of postgraduate work experience and a GMAT score of at least 600. The GMAT requirement is waived for applicants with a master's degree or a PhD, and can be lowered for applicants with substantial professional experience and responsibility.

From 2014 to 2016, the number of students active in courses more than doubled. The reorientation of the programme and the accompanying decision to expand the target market beyond the Limburg region has resulted in a much more international student population. The detailed overview of the MBA student population shows that in 2016 there is a nice balance between students from the Netherlands, from Belgium and Germany, from other EU countries, and from beyond the EU. Although on the rise, the panel noticed that the share of female students (20%) is still quite low.

The panel gathered from the discussions with students and staff that the Maastricht MBA programme is set up in such a way that there are no particular stumbling blocks jeopardising its completion: the programme is feasible provided students put in sufficient effort. Although most students finish the programme eventually, many students find it difficult to do so in time: the panel gathered from the completion data that students do well in finishing all courses and assessments, but take more time than envisaged to write the BCP. The programme management indicated that as of September 2016, students are required to take a structured online course on research methods: it leads students step by step into writing a detailed research proposal that should serve as a blueprint for their BCP. The programme expects that a more structured process of writing a BCP proposal will encourage students to start their BCP earlier.



### *Staff*

The panel learned that the vast majority of the teaching is done by SBE staff or by permanent staff of the university that hosts the international week. A fixed pool of experienced and certified coaches and trainers conduct individual and group coaching sessions and related skills training sessions in the Leadership Development Trajectory. Given the broad coverage of subjects in the Maastricht MBA, teaching staff and BCP supervisors are recruited from almost all departments within SBE. All teaching faculty and BCP supervisors have a PhD. According to the Critical Reflection, 34 SBE staff are involved in the MBA courses while another 11 staff supervise BCP projects.

In line with SBE's personnel strategy and the requirements of an internationally oriented MBA programme, the panel noticed that the teaching staff is diverse in terms of nationality and gender, although there is still room for increasing the number of non-Dutch and female staff in the programme. The discussions on site have convinced the panel that the number and quality of professors and lecturers ensure that the courses of the Maastricht MBA are delivered according to plan and in full respect of pedagogical and academic principles. Students moreover indicated that they were satisfied with their professors, supervisors and coaches and with their availability.

### *Facilities*

The panel gathered from the Critical Reflection and the discussions on site that the facilities at SBE are appropriate for postgraduate students. Library, computing and research facilities are state-of-the-art and accessible out of normal working hours and at weekends.

MBA students combine their study with a demanding job and a family. They appreciate the educational weeks and the group dynamics created while following courses together. They are satisfied with the facilities and the personalised attention of the staff at the MBA office.

### **Considerations**

According to the panel, the Maastricht MBA features a curriculum that is coherent and aligns nicely with the intended learning outcomes, programme objectives and SBE strategic priorities. The programme contains all necessary components for a general management education at master's level and distinguishes itself from other similar MBA programmes through its focus on leadership, its international dimension, its attention to emerging markets and its small-scale intensive problem-based teaching concept.

In addition to the consistency in designing and delivering the programme, the panel thinks highly of the consistency in the argumentation with which students, alumni, teaching staff, management and employers underpin their enthusiasm for the Maastricht MBA programme. Moreover, the panel was impressed with the level and quality of the students it met during the site visit, as well as with the diverse student cohorts reflecting a rich variety of professional expertise, educational backgrounds and nationalities.

The panel considers that the Maastricht MBA is feasible. It welcomes the pro-active attitude of the management to look for programme-related solutions in countering study delay in the very last phase of the programme, when students work individually on the BCP and feel no longer the social pressure of the group dynamic.

The increase in student numbers indicates that the considerable programme revision in 2015 has been successful. The panel appreciates that this sudden quantitative increase is not at the detriment of the quality, on the contrary: the management has taken a wise decision according to the panel to stick to the small-scale teaching concept and organise two student groups.

A lot of SBE staff is involved in the programme as lecturer or BCP supervisor. The quality of the staff is highly adequate. The panel moreover appreciates their motivation and enthusiasm to teach in this Maastricht MBA programme. Based on the CV's and the input from students, the panel



gathers that also the coaches are well chosen and provide a value added to the programme components they are responsible for.

The panel considers that the library, computing and education facilities at SBE are state of the art. MBA students can access these services also outside regular office hours.

### **Conclusion**

The panel judges that the Maastricht MBA **meets** the quality requirements of standard 2, teaching learning environment.

#### **Standard 3: Assessment**

The programme has an adequate assessment system in place.

#### **Explanation:**

The level achieved is demonstrated by interim and final tests. The tests and assessments are valid, reliable and transparent to the students.

### **Findings**

#### *Assessment system*

The panel noticed that the assessment system of the Maastricht MBA is based on the provisions of the SBE Assessment Policy, which in turn is aligned with the UM framework for assessment. The Maastricht MBA's assessment policy is designed to reflect the overall aims and objectives of the programme, as well as those of the educational weeks and courses in relation to the areas of knowledge, skills and abilities to be assessed. In line with the Dutch law on Higher Education, the overall assessment provisions are laid down in Education and Examination Regulations (EER) and are updated annually. The panel was given a copy of the Maastricht MBA EER governing the academic year 2016-2017 and learned that MBA students are informed of the existence of the EER and can consult its provisions on the digital learning environment.

The documents and the discussions on site indicate that SBE's policy is to continuously improve the quality of assessment. The Maastricht MBA participates in the general AOL procedures developed by the School. The last internal audit took place in 2016 and recommended among others to develop assessment rubrics for the courses that clearly link assessment criteria to the learning objectives. At the time of the site visit, the programme had prepared an action plan how to address the recommendation and was about to implement this plan as part of the continuous improvement cycle.

The Critical Reflection contains an overview of the assessment methods for each of the Maastricht MBA modules and demonstrates that the programme uses a broad range of tools to collect evidence of the students' performance: written assignments, presentations, group projects, reflective learning journals, portfolios of work, etc. The programme aims to balance individual and group work: individual assignments test intellectual rigour, critical reflection and problem-solving skills, while group assignments also evaluate group working skills. The focus in all assessments is on integrating theory and practice to solve real-time and real-world organisational problems. The panel looked into the course manuals of the programme which contained information on the assessment process. Students moreover indicated that they are well informed about the contents and methods of the assessment, as well as about the marking criteria.

The panel noticed that feedback plays an important role in the Maastricht MBA. Staff is trained to provide timely, regular and constructive feedback on the students' individual academic progress and achievement, while students are made aware that they have a responsibility to consider the feedback and act upon it. Several students and alumni indicated that they receive constructive feedback in a timely and systematic way and consider this particularly useful in the skill training sessions.



### *Thesis assessment*

Maastricht MBA students produce a Business Consulting Project (BCP) as their final graduation product. The BCP aims to provide a feasible solution to a real business problem, which is usually investigated in the organisation that employs the student. The BCP report and its oral defense are assessed by a committee of three people: the supervisor, a second reader from SBE and the supervisor from the company. The latter assesses whether the project has had an impact for the company. A representative of the MBA office is present at the defense to ensure procedural consistency.

As part of the AACSB-NVAO joint accreditation exercise, a thesis committee consisting of five academic experts from the Netherlands and Flanders reviewed a sample of 5 BCP's among those projects submitted and accepted in 2013-2014 and 2014-2015. The committee's task was twofold: to look into the quality and contents of the theses (which will be reported on in the next section on achieved learning outcomes) and to review the evaluation of the theses by the assessors. For each BCP the committee received a transcript with three marks - paper, defence and overall score - but there was no feedback in this transcript that motivated the score. As a result, the committee members could not find out how the assessors evaluated the different aspects of the paper, and what they (dis)liked during the presentation at the defence.

Asked for more information on this evaluation process, the MBA programme director indicated that the criteria for the different aspects of the paper and the presentation are available beforehand for both students and assessors. The supervisor and the second assessor look at the thesis separately, consult during the presentation and provide extensive oral feedback to the student right after the defence. The panel was shown the BCP Evaluation Form, which clearly describes the different criteria on which the report and the defence are assessed. Its format provides a good framework and background for the assessors, but is not particularly conducive to providing systematic and extensive written feedback. During the visit the panel was told that the transcript that the thesis committee had received constitutes the cover page to which the evaluation form with its informal notes taken during the assessment process is usually added. Alumni indicated that they received useful feedback on their BCP from the supervisor during the drafting process and from the assessment committee at the defence. The latter feedback was provided orally.

### *Board of Examiners*

According to the Dutch Higher Education and Research Act, the Board of Examiners (BoE) plays a crucial role in assuring the quality of assessment and, as a result, the degree awarded. This means that the BoE must assure whether a student meets the requirements specified in the EER with regard to knowledge, understanding and skills that are required to obtain a degree. The SBE Board of Examiners consists of four faculty members and an external member, who is linked to the University College Maastricht. It is an independent body that monitors and safeguards the assessment system as well as the quality of degrees, and acts when there is suspicion of fraudulent behaviour by students. The BoE shares its knowledge and experiences with the other examination boards at UM.

The panel gathered from the materials and the discussions that the Maastricht MBA is subject to the overall BoE of SBE. At least one member of the BoE knows the Maastricht MBA programme well through direct involvement in the programme. During its meeting with representatives of the BoE, the panel noticed that the individual members of the BoE have subject-specific and assessment expertise to fulfil their tasks.

### **Considerations**

The panel considers that the assessment system currently in place at SBE is of sufficient quality and has been translated adequately in the Maastricht MBA programme. Moreover, the Board of Examiners has at disposition the necessary instruments and procedures to fulfil its tasks and responsibilities.

The panel thinks highly of the principle of continuous improvement that SBE applies to its assessment system at different levels and in the different programmes, including the Maastricht MBA. It commends SBE for using Assurance of Learning in a systematic way to enhance the quality of assessments in courses and programmes and encourages programme management, staff and lecturers to continue their efforts in this area.

The Maastricht MBA programme features a variety of assessment methods, which according to the panel are well suited for the purpose of the programme. The panel considers that the assessments are valid, reliable and transparent, and that Maastricht MBA students are properly informed about the contents and methods of the exams. Furthermore, the panel thinks highly of the programme's emphasis on constructive feedback, which indeed contributes to enhancing the knowledge, skills and attitude of the individual student. While individual examples provided during the discussions indicate that this approach is highly appreciated and quite effective, the panel sees room for improvement in making this feedback traceable on paper.

With regard to thesis assessment, the panel considers that the evaluation process as such befits the purpose of both the programme and the BCP. However, the panel strongly recommends the programme to provide systematic feedback in writing, to monitor that the evaluation form contains useful feedback in writing and to archive the BCP evaluation forms to ensure a paper trail for external reviewers. Following the discussions on site, the panel is confident that the BCP evaluation forms will be completed more systematically in future. Nonetheless, the panel recommends that the BoE as body assuring the quality of assessment monitors systematically in the next few years that the assessment procedure of the BCP is executed adequately.

### **Conclusion**

The panel judges that the Maastricht MBA **meets** the quality requirements of standard 3, assessment.

#### **Standard 4: Graduation guarantee and financial provisions**

The institution guarantees students that they can complete the entire curriculum and makes sufficient financial provisions available.

#### **Explanation:**

The graduation guarantee spans a reasonable period of time that is related to the length of the programme.

### **Findings**

The panel gathered from the materials and the discussions that the School considers the Maastricht MBA an important element in its programme portfolio, and this for several reasons: the programme reinforces the embedding of the School in the regional business community; it increases the SBE's regional and international visibility through its position in several internationally published MBA rankings; it allows faculty interested in postgraduate education to broaden their teaching portfolio and to connect to the corporate world; and the Maastricht MBA is essential to maintain AMBA accreditation, one of the three organisations (next to AACSB and EQUIS) that add to the triple crown accreditation status held by only a very select group of business schools in the world.

Since the restructuring of the programme, student numbers have increased, which resulted in a positive return after deducting all costs. The MBA director indicated during the visit that in the meantime the student body has been divided in two parallel groups to maintain quality in teaching along the lines of small-scale problem-based learning. As costs for organising a parallel group are smaller than the income gained through more student enrolment fees, the financial viability of the programme has been strengthened.



## Considerations

The panel considers that the strategic position of the Maastricht MBA and its financial position provide a good basis for the continuation of the programme. During the discussion on site, SBE's vice-dean for internationalisation and director for postgraduate education confirmed that students starting the programme have the guarantee they can graduate the MBA programme within a period of four years, as stipulated in the EER.

## Conclusion

The panel judges that the Maastricht MBA **meets** the quality requirements of standard 4, graduation guarantee and financial provisions.

### **Standard 5: Achieved learning outcomes**

The programme demonstrates that the intended learning outcomes are achieved.

#### **Explanation:**

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in subsequent programmes.

## Findings

### *Final thesis project*

Maastricht MBA students finish the programme with a Business Consulting Project (BCP), which accounts for (a study load of) 16 EC and serves as an equivalent to a typical MSc thesis. In the BCP students apply scientific insights they have acquired during the programme and study the academic literature relevant to a real business problem. Students usually look for a real-life problem within their own professional environment, investigate the issue systematically and derive and implement feasible recommendations to address the case. The project consists of both a report and the defence of this report in front of an assessment committee.

In order to gain insight in the achieved learning outcomes of Maastricht MBA students, a thesis committee consisting of academic experts from the Netherlands and Flanders reviewed five BCP's produced and approved in 2013-2014 and 2014-2015. The list of BCPs is presented in Appendix 6 to this report. Some reports were written in Dutch, others in English. During the visit the peer review team members have looked at the English language reports from the sample to familiarise with the quality and level of the BCPs. The peer review team confirmed the main finding of the thesis committee: the quality of the BCPs varies considerably, but is in all cases sufficient as a final MBA product.

On request of the panel, the MBA director indicated that students should demonstrate through the BCP that they are able to reflect, write and operate at master's level. When producing the BCP, however, the methodological rigour and the level of analysis displayed are not of the quality one can expect in a regular MSc thesis: the programme leads to an MBA title, not an MSc in Business Administration. According to the panel, the BCPs reviewed are indeed of a more applied and less rigorously academic orientation and students deliver exactly what is announced in the title of the final product: a consulting project for business.

Whilst agreeing that each BCP under review meets the minimum criteria to pass, the committee finds that most scores were quite high compared to the quality of the report. Moreover, the committee did not always agree to the ranking of the BCPs based on the grading of the assessors. Given the absence of completed evaluation forms, the committee members could not verify the motivation for these scores. Moreover, with the defence accounting for 40% of the final grade, it was even more difficult to grasp the underpinning of a given score. According to the panel, the programme may want to consider adjusting its evaluation form to the newly introduced forms in the regular degree programmes. The new BSc/MSc thesis evaluation form features an assessment

diagram with quality requirements per criterion and per score, which according to the panel clarifies the (level of) expectations and allows for calibrating the scores across BCPs.

#### *Performance of graduates*

The quality of the achieved learning outcomes is measured not only through the successful accomplishment of the thesis/BCP, but also by looking at the performance of graduates on the labour market. Students of the Maastricht MBA have considerable work experience and usually combine this executive education programme with a (full-time) job. Alumni indicated that the programme prepared them adequately for the career move they were envisaging. Most graduates remain within the company/organisation where they move on to more managerial functions for which they feel properly qualified after having followed the Maastricht MBA.

Students and alumni invariably praised the leadership development trajectory as the key element that impacted most on their professional skills and behaviour. Several students who are currently on the programme mentioned to the panel that their professional situation had noticeably improved since they started the Maastricht MBA. Employers from their side indicated that they see the Maastricht MBA student develop and gain in professional stature throughout the two-year programme, a development that is continued and enhanced upon graduation when the employee can dedicate again full-time attention to the job.

#### **Considerations**

According to the panel, the Business Consulting Project is adequate as a final product of the Maastricht MBA through which students can demonstrate that they achieve the learning outcomes they intended to acquire. While the set-up and focus of the BCP differs from a MSc thesis, the panel considers that students integrate sufficient academic content in order to support the applied value of the report. Based on the review by both thesis committee and peer review team, the panel considers that each BCP fulfils the requirements of a final MBA product and, consequently, that the intended learning outcomes of the Maastricht MBA programme are eventually achieved at the end of the curriculum.

Based on the enthusiast inputs from students, alumni and employers, the panel considers that the Maastricht MBA and in particular its (leadership) skills training is impacting considerably on the professional development and careers of students. In a way, the loop of the professional development cycle is closed: high potential employees enrol for the Maastricht MBA to acquire the necessary skills to advance in their career; by following the programme, they acquire competencies which are noticed by their employers; by the time MBA students/graduates are promoted, they have gained sufficient knowledge and skills to fulfil the challenges of the new job successfully.

#### **Conclusion**

The panel judges that the Maastricht MBA **meets** the quality requirements of standard 5, achieved learning outcomes.





# APPENDICES





## APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL

### AACSB-NVAO panel

**Professor dr. Linda A. Livingstone (chair)** is currently serving as dean of the George Washington University School of Business (USA), leveraging its unique location in Washington, D.C., to enhance the capacities of students, faculty, staff, alumni, and the business community to be productive and principled members of society. Previously, she served as dean of the Graziadio School of Business at Pepperdine University for 12 years, where she strengthened the school's focus on excellence in teaching, scholarship, and Christian values. Published and cited in numerous academic and professional outlets for her work in creativity, leadership and business/higher education, Livingstone also served as the chair of the 2014-2015 AACSB Board of Directors.

**Professor dr. Thomas Bieger** is serving as the provost of Universität St. Gallen and professor in Business Administration in Sankt Gallen (Switzerland). His research focuses mostly on tourism and transport, with special focus on the management of services. Professor Bieger is editor of *Thexis* and the *Tourism Journal*. From 2010-2014 he was chair of the Global Alliance in Management Education. Professor Bieger serves in several advice committees and boards focusing on Swiss tourism, including as President of the Swiss Society for Hotel Credit, as board member for the Swiss Foundation for Aviation and as vice President of Bergbahnen Disentis. Bieger has visited and evaluated several international Business Schools on behalf of AACSB .

**Professor dr. Dag Morten Dalen** is serving as the provost of BI Norwegian Business School in Oslo (Norway), a large private institution with more than 20.000 business students. In this position, Dalen has the overall academic responsibility of all degree programs, including pedagogical development, international program partners, and business school accreditations. Currently, Dalen is a member of the international advisory board of LUISS Business School in Rome, and has been serving on the AACSB's European Advisory Council (EAC) since 2014. Dalen is holding a professor position in economics, with extensive experience from research and consulting in industrial organization and regulation, health economics, energy markets and transportation.

**Professor dr. Theo Verhallen** is professor emeritus of marketing at Tilburg University, and was research director at TIAS Business School and director of TiSIL (Tilburg Social Innovation Lab), an institute on social innovation to further the development of the region of Middle Brabant. Professor Verhallen studied economics and psychology to work in the interface of both, within economic psychology and marketing. He did this mostly at Tilburg University, but also for 6 years with Unilever in international market research. Verhallen served within three Tilburg University faculties: within TIAS Business School from 1988 to 1991 as part time professor (distinguished professor), Tilburg School of Economics and Management (TiSEM) where he also served as Dean from 2000 to 2007 to become Dean of the Faculty of Social and Behavioral Sciences from 2007 to 2010. His research interest is broad; he published some 150 articles and books. His most recent focus is on market orientation, new product development and creating new business activities. He teaches business research methods. He holds several positions in Boards of Public-Private enterprises.

**Odette Mutsaers** is bachelor student in Economics and Business Economics at Tilburg University. She also is enrolled in the honours programme 'Discourses on Europe' at the same university. Mutsaers is student member of the programme committee of de Tilburg School of Economics and Management.



## Thesis panel

**Professor dr. Theo Verhallen** (see above) served as chair of the thesis panel

**Professor dr. Hans van Kranenburg** is full professor of Corporate Strategy at Radboud University Nijmegen, Nijmegen School of Management. He is also head of the Strategic Management group at the department of Business Administration. Professor van Kranenburg was visiting scholar at Reuters Institute and Green Templeton College at University of Oxford (UK), Jönköping International Business School (Sweden), University of Navarra (Spain) and the University of Chicago (USA). He was head of the Business Administration and director of research program Responsible Organisation at Nijmegen School of Management. Van Kranenburg is an expert in media management and economics and published on strategic behaviour of organizations, industry dynamics, alliances and networks, foreign direct investments, non-market strategies and stakeholder management. He advised companies such as publishing and chemical companies on strategic and anti-trust issues. He is member of the editorial board of Journal of Media Economics, International Journal of Media Management, and Journal of Media Business Studies and has published books and chapters in books.

**Professor dr. Hans van Ees** is full professor at the Faculty of Economics and Business of the University of Groningen. He is director of undergraduate programs in Economics and International Economics and Business College Groningen. His research deals with corporate governance, theory of business groups (in emerging markets), board of directors, sustainable corporate performance and building trust within and between organizations. He is regularly involved in executive teaching, training, consultancy and contract research for private companies and the Dutch government on issues related to good governance, executive compensation and industrial democracy.

**Professor dr. Albert Wagelmans** is professor of Management Science at Erasmus University Rotterdam. His research interests are the development and analysis of optimization methods for production, public transport and health care planning. He has published in journals such as IIE Transactions, Management Science, Manufacturing & Service Operations Management, Mathematical Programming, Operations Research and Transportation Science. Professor Wagelmans is a founding member of the Erasmus Center for Optimization in Public Transport (ECOPT) and the Erasmus Center for Healthcare Logistics (EHCL). He has carried out projects in collaboration with organizations such as NS Dutch Railways, the Schiphol Group, the Dutch Organization for Applied Scientific Research (TNO), ORTEC Consultants and the Dutch Transplant Foundation (NTS). Some of his scientific work has been co-sponsored by the first three mentioned organizations and by the Netherlands Organisation for Scientific Research (NWO). From 2006 to 2014, professor Wagelmans served as the director of the Econometric Institute of the Erasmus School of Economics. Since 2016, he is vice-president of EURO, the Association of European Operational Research Societies. He is currently associate editor of Naval Research Logistics.

**Professor dr. Marleen Willekens** is professor in Accounting and Auditing at KU Leuven (Belgium) and professor in Auditing at BI Norwegian School of Management in Oslo (Norway). Her research and teaching focus on auditing, accounting for managers and financial analysis. She has received several awards for her work from the European Auditing Research Network. She is editor of Auditing: a Journal of Practice and Theory, and serves on several editorial boards. As a member of the Scientific Committee of the European Accounting Association (2007-2013) she was responsible for the programme of the European Accounting Association (EAA) convention.

## APPENDIX 2: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

### Subject-specific reference framework

The subject-specific reference framework provides the framework within which programmes are assessed. This can be very important for smaller or niche programmes which compare themselves against a very limited number of other programmes. In this respect, the more focused the programme, the more important the benchmarks that are chosen, because comparing with a programme with a different focus will then show substantial omissions in the programme. However, in the broad fields of business and economics, it is well understood that a university will discuss a number of fields in-depth, and others only marginally. The reference frameworks reflect this.

#### The Business discipline

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

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

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

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

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

The broad nature of business and management professions implies that many students soon find themselves working in jobs that make demands on know-how beyond their specialization. In this respect, it is imperative that BSc degree programmes provide their graduates with acquired academic, research and communicative skills to a basic standard. In addition, the learning



outcomes need to be related to the admission requirements of at least one MSc degree programme and, where applicable, the professional sphere. Additionally, the MSc degree programmes provide graduates with academic, research and communicative skills to an advanced level, and graduates are able to link these learning outcomes to the professional sphere.

## The Economics discipline

Economics is the social science that analyses the production and distribution of scarce resources. Many economists study the factors which drive agents to act in markets and within organizations. Such analyses focus on the important role played by the allocation of scarce production factors and the impact this has on the prosperity of society as a whole. General economics takes a primarily social perspective, whereas business economics goes deeper into the various business processes. Another key focus area is the study of business process management. Methodology is another important aspect of this domain: this is where subjects such as decision-making, econometrics and mathematics come into play.

The skills acquired by students on an Economics degree programme depend on the subfield and specialization of the programme in question. A degree programme referred to as 'Economics' must give students a coherent understanding of economic concepts that goes further than an 'Introduction to...' course. These concepts encompass general economics (for example macroeconomics, microeconomics, public sector economics and international economics), business economics (for example reporting, finance, marketing, organization, information science and strategy) and the methodological subjects (mainly statistics and mathematics). Methodological courses are by definition core parts of the Econometrics and Decision-making field. A BSc degree programme provides students with the basic tools needed to study one or more disciplines in depth.

## Aims, level and orientation of the degree programmes

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

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

## Subject-specific skills

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

The subject-specific skills of students on MSc degree programmes build on the skills they acquired in the BSc degree programme. In the spirit of the Treaty of Bologna, and given the increasing international character of degree programmes, quality standards must be as 'international' as possible.

Students with a BSc degree in Business and/or Economics will have acquired the following skills:

- Reproduction and interpretation – graduates can reproduce conceptual and methodological principles of business, and can discuss them with colleagues.
- Analysis and explanation – graduates can analyse and explain phenomena and problems in various sub-disciplines of business using the conceptual and methodological principles of the disciplines.

Graduates of an MSc degree programme in Business and/or Economics meet the following profile:

- Graduates are able to work independently, and can formulate relevant research questions themselves and draft a plan of action in justification. This includes sourcing and using relevant subject-specific literature, and plugging any gaps there may be in the knowledge required to answer the research question.
- Graduates are able to read and understand recent articles from journals and relevant sections of renowned academic publications and put their own research question in the context of existing literature.
- Graduates should also be able to analyse variations on existing models to some extent.

## General skills

### *General academic skills*

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

### *Research skills*

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



### *Communication skills*

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

### *Relationship with the professional sphere*

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

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

### *Learning environment*

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

## APPENDIX 3: INTENDED LEARNING OUTCOMES

Master's programme MaastrichtMBA

SBE Master's Learning Goals	1. Knowledge and insight	2. Academic attitude	3. Global citizenship	4. Interpersonal competences
	Graduates are able to develop insights based on academic knowledge in a self-directed manner	Graduates are able to demonstrate an academic attitude	Graduates are able to actively engage in the global community in a globally responsible manner	Graduates are able to demonstrate excellent interpersonal competences in an international professional setting.
MaastrichtMBA Learning Objectives	1.1 Students understand the functional areas of a business as an integrative process.	2.1 Students are able to solve business problems using appropriate analytical techniques and methods.	3.1 Students are able to balance different views on a business issue.	4.1 Students have the ability to reflect an analysis and decision process.
	1.2 Students understand the nature and dynamics of business processes.	2.2 Students understand how different initial conditions require different behavioural responses.	3.2 Students show behaviour that reflects their understanding of the different demands from key stakeholders.	4.2 Students are able to adjust their behaviour depending on the feedback received.
	1.3 Students understand the triggers and dynamics of social behaviour in different settings.	2.3 Students are able to develop strategies responding to new business challenges.		4.3. Students demonstrate good oral and written communication skills in different settings, including constructive discussions and presentations.







## APPENDIX 4: OVERVIEW OF THE CURRICULUM

Master's programme MaastrichtMBA

Table 2.1 The MaastrichtMBA curriculum – content, credits and hours

The MaastrichtMBA curriculum	Contact hours	Self-study hours	ECTS credits
Introduction programme Leading in Learning	18	4	0
Understanding Organisations in Times of Change <ul style="list-style-type: none"> <li>• Organisational Behaviour</li> <li>• Organisational Design</li> <li>• Authentic Leadership (LDT)</li> </ul>	52	116	6
Leading Strategic Change (LDT)	52	116	6
Entrepreneurship and New Business Development <ul style="list-style-type: none"> <li>• Entrepreneurship and New Ventures</li> <li>• Business Models and Innovation</li> <li>• Co-Creation (LDT)</li> </ul>	52	116	6
Sustaining Competitive Advantage <ul style="list-style-type: none"> <li>• Strategic Management</li> <li>• Marketing</li> <li>• Ethics</li> </ul>	52	116	6
Corporate Finance and Accounting <ul style="list-style-type: none"> <li>• Management Accounting</li> <li>• Corporate Governance</li> <li>• Corporate Finance</li> </ul>	52	116	6
International Week Doing Business in an Emerging Market	52	116	6
Sustainability <ul style="list-style-type: none"> <li>• Corporate Social Responsibility</li> <li>• Sustainable Supply Chains</li> <li>• Sustainable Finance</li> </ul>	52	116	6
The International Environment of Business <ul style="list-style-type: none"> <li>• Micro Economics</li> <li>• Macro Economics</li> <li>• Valuing Diversity (LDT)</li> </ul>	52	116	6
Leadership Development Trajectory (LDT) <ul style="list-style-type: none"> <li>• 6 individual coaching sessions</li> <li>• 4 peer-to-peer learning sessions</li> </ul>	20	92	4
Research Methods (floating skill)	24	32	2
Business Consulting Project	24	424	16
<b>Total</b>	<b>502</b>	<b>1480</b>	<b>70</b>





## APPENDIX 5: QUANTITATIVE DATA REGARDING THE PROGRAMME

Intake, drop-out and success rates of the programme

# of students	2016	2015	2014
Students in courses	58	40	32
of which students newly enrolled	20	29	9
Students only BCP missing	16	14	9
<b>Total</b>	<b>74</b>	<b>54</b>	<b>41</b>

(BCP: Business Consulting Project)

Status	2014	2013	2012	2011
Started	9	5	17	12
Graduated	1	3	10	10
Writing BCP	6	2	7	1
Missed courses	2	0	0	0
Dropped out	0	0	0	1

Student-teacher ratio

	2015/16	2016/17
Number of students	4383	4193
Teaching faculty (incl. PhDs) (FTE)	132.7	142.14
Student / faculty ratio	33:1	29.5:1



Teacher quality and contact hours (academic years 2014/2015 and 2015/2016)

MBA Faculty position	Qualification	Contact hours in programme	
		#	%
Permanent staff (65%)	Professor	148	45.3%
	Assistant/associate professor	143	43.7%
	Master's degree	12	3.7%
	BCP supervision <sup>1</sup>	24	7.3%
	<b>Total</b>	<b>327</b>	<b>100.0%</b>
External Staff (31%)	Professor	6	3.9%
	PhD	58	37.4%
	Master's degree	91	58.7%
	<b>Total</b>	<b>155</b>	<b>100.0%</b>
LDT Coaching (4%)	Master's degree	20	100.0%
	<b>Total</b>	<b>20</b>	<b>100.0%</b>
<b>Total</b>		<b>502</b>	<b>100.0%</b>

1: BCP supervision is conducted by permanent SBE staff holding a PhD degree

## APPENDIX 6: PROGRAMME OF THE SITE VISIT

<b>Sunday, 22 January</b>	
17.00 - 18.45	<b>PRT meeting at hotel meeting room</b>
18.45 - 19.00	<b>Transfer to restaurant</b> (a 10-minute walk) <ul style="list-style-type: none"> <li>• Pascale Veenings, MA - Policy Advisor Accreditations &amp; Rankings</li> </ul>
19.00 - 22.00	<b>Dinner PRT &amp; representatives SBE at Restaurant Petit Bonheur</b> <ul style="list-style-type: none"> <li>• Prof Philip Vergauwen, Dean</li> <li>• Prof Mariëlle Heijltjes, Associate Dean of Internationalisation and Strategic Development</li> <li>• Dr Huub Meijers, Associate Dean of Education</li> <li>• Prof Peter Schotman, Associate Dean of Research</li> <li>• Edward Peters, RC, Managing Director</li> <li>• Jeroen Moonemans, BSc, Student Advisor to the SBE Board</li> <li>• Dr Boris Blumberg, Academic Coordinator Accreditations</li> <li>• Pascale Veenings, MA, Policy Advisor Accreditations &amp; Rankings</li> <li>• Else Boekesteijn, MSc, Policy Advisor</li> </ul>
<b>Monday, 23 January</b>	
08.30 - 08.45	<b>Welcome &amp; Introduction to the facilities;</b> A1.22 & A 1.23 <ul style="list-style-type: none"> <li>• Pascale Veenings, MA, Policy Advisor Accreditations &amp; Rankings</li> </ul>
08.45 - 09.45	<b>Strategic Management;</b> A 1.22 <ul style="list-style-type: none"> <li>• Prof Philip Vergauwen, Dean</li> <li>• Prof Mariëlle Heijltjes, Associate Dean of Internationalisation and Strategic Development</li> <li>• Dr Huub Meijers, Associate Dean of Education</li> <li>• Prof Peter Schotman, Associate Dean of Research</li> <li>• Edward Peters, RC, Managing Director</li> <li>• Jeroen Moonemans, BSc, Student Advisor to the SBE Board</li> </ul>
09.45 - 10.45	<b>Research;</b> A 1.22 (AACSB) <ul style="list-style-type: none"> <li>• Prof Peter Schotman, Associate Dean of Research</li> <li>• Prof Frank Moers, Scientific Director GSBE</li> <li>• Dr Ronald Peters, Research Programme Leader</li> <li>• Dr Caroline Goukens, Research Programme Leader</li> <li>• Prof Ann Vanstraelen, Full Professor of Accounting and Assurance Services</li> </ul>
	<b>Parallel meeting</b>
	<b>Programme, coordinators BSc;</b> A 1.23 (NVAO) <ul style="list-style-type: none"> <li>• Dr Lieven Quintens, Director Bachelor's programmes</li> <li>• Bas van Diepen, MSc, representative BSc International Business</li> <li>• Dr Kelly Geyskens, representative BSc International Business</li> <li>• Dr Robert Ciuchita, course coordinator 'Marketing Management', BSc International Business</li> <li>• Dr Kaj Thomsson, representative BSc Economics &amp; Business Economics</li> <li>• Dr Kristof Bosman, representative BSc Economics &amp; Business Economics and BSc Fiscal Economics</li> <li>• Rick Haenen, MSc, representative BSc Fiscal Economics</li> <li>• Dr André Berger, representative BSc Econometrics &amp; OR</li> </ul>



10.45 - 11.00	<b>Break;</b> A1. 23
11.00 - 11.45	<b>Faculty and support management;</b> A 1.23 <ul style="list-style-type: none"> <li>• Prof Philip Vergauwen, Dean</li> <li>• Edward Peters, RC, Managing Director</li> <li>• Prof Jaap Bos, Head Department Finance</li> <li>• Prof Tom van Veen, Head Department Economics</li> <li>• Prof Gaby Odekerken, Head Department Marketing &amp; Supply Chain Management</li> <li>• Prof Wilko Letterie, Head Department Organisation &amp; Strategy</li> <li>• Yves Engelen, MA, Senior HR Advisor</li> </ul>
11.45 - 12.45	<b>Junior Faculty;</b> A 1.22 <ul style="list-style-type: none"> <li>• Dr Nadine Kiratli, Assistant Professor, Department of Marketing &amp; Supply Chain Management</li> <li>• Dr Melvyn Hamstra, Assistant Professor, Department of Organisation &amp; Strategy</li> <li>• Dr Burak Can, Assistant Professor, Department of Economics</li> <li>• Dr Christoph Feichter, Assistant Professor, Department of Accounting &amp; Information Management</li> <li>• Dr Katalien Bollen, Assistant Professor, Department of Educational Research and Development</li> <li>• Dr Nalan Bastürk, Assistant Professor, Department of Quantitative Economics</li> </ul>
	<b>Parallel meeting</b>
	<b>Senior Faculty;</b> A 1.23 <ul style="list-style-type: none"> <li>• Dr Hannes Guenter, Associate Professor, Department of Organisation &amp; Strategy</li> <li>• Prof Rachel Pownall, Full Professor, Department of Finance</li> <li>• Prof Wim Gijssels, Full Professor, Department of Educational Research and Development</li> <li>• Dr Eric Beutner, Associate Professor, Department of Quantitative Economics</li> </ul>
12.45 - 13.45	<b>Lunch;</b> A1.23
13.45 - 14.45	<b>Executive Education;</b> A 1.22 (AACSB) <ul style="list-style-type: none"> <li>• Prof Marielle Heijltjes, Director Post Graduate Education</li> <li>• Prof Frank Rozemeijer, Academic Director NEVI PLP programme</li> <li>• Dr Rogier Deumes, Programme Director</li> <li>• Martin Lammers, Director Business Development and Client Relations</li> <li>• Dr Dominik Mahr, Director Service Science Factory</li> <li>• Ingrid Voncken, MSc, Director Executive Education</li> </ul>
	<b>Parallel meeting</b>
	<b>Programme Leaders MSc;</b> A 1.23 (NVAO) <ul style="list-style-type: none"> <li>• Dr Martin Ströbel, Programme Leader MSc Human Decision Science</li> <li>• Dr Arkadi Predtetchinski, Programme Leader MSc Economics</li> <li>• Dr Steffen Kuenn, Thesis Coordinator MSc Economics &amp; MSc Information &amp; Network Economics</li> <li>• Dr Stefan Straetmans, Programme Leader MSc Financial Economics</li> <li>• Prof Huub Meijers, Programme Leader MSc Information &amp; Network Economics (ad interim)</li> </ul>

	<ul style="list-style-type: none"> <li>• Dr Simon Beusaert, Programme Leader MSc Management of Learning</li> </ul>
14.45 - 15.45	<b>Internationalisation &amp; CSR; A 1.22</b> <ul style="list-style-type: none"> <li>• Prof Mariëlle Heijltjes, Associate Dean of Internationalisation and Strategic Development</li> <li>• Lyan Ploumen, Manager International Relations Office</li> <li>• Ellen Nelissen, Manager Double Degree &amp; Network Programmes</li> <li>• Prof Rob Bauer, Director European Centre for Corporate Engagement</li> <li>• Dr Simon Bartczek, ERS Coordinator</li> <li>• Dr Kaj Thomsson, Programme Manager 'Emerging Markets'</li> </ul>
15.45 - 16.00	<b>Break; A 1.23</b>
16.00 - 16.45	<b>Previous concerns / consultative feedback; A 1.22 (AACSB)</b> <ul style="list-style-type: none"> <li>• Prof Philip Vergauwen, Dean</li> <li>• Prof Mariëlle Heijltjes, Associate Dean of Internationalisation and Strategic Development</li> <li>• Dr Huub Meijers, Associate Dean of Education</li> <li>• Prof Peter Schotman, Associate Dean of Research</li> <li>• Edward Peters, RC, Managing Director</li> <li>• Jeroen Moonemans, BSc, Student Advisor to the SBE Board</li> </ul>
	<b>Parallel meeting</b>
	<b>Programme Leaders MSc; A 1.23 (NVAO)</b> <ul style="list-style-type: none"> <li>• Dr Isabella Grabner, Programme Leader MSc International Business</li> <li>• Prof Dries Vermeulen, Programme Leader &amp; Thesis Coordinator, MSc Econometrics &amp; Operations Research</li> <li>• Prof Hans van Mierlo, Programme Leader MSc Fiscal Economics</li> <li>• Dr Tjark Vredevelde, Programme Leader &amp; Thesis Coordinator, MSc Global Supply Chain Management &amp; Change</li> <li>• Dr Nadine Kiratli, Course Coordinator Supply Chain Relationships, MSc Global Supply Chain Management and Change</li> </ul>
16.45 - 18.15	<b>PRT meeting - SBE / Hotel</b>
18.15 - 18.30	<b>Transfer by taxi from hotel to Chateau Neercanne</b>
18.30 - 19.30	<b>Formal meeting SBE alumni</b> <ul style="list-style-type: none"> <li>• Please refer to the list of participants (see information folder)</li> </ul>
19.30 - 22.00	<b>Dinner SBE Representatives, International Advisory Board, Alumni &amp; Corporate Connections</b> <ul style="list-style-type: none"> <li>• Please refer to the list of participants (see information folder)</li> </ul>
<b>Tuesday, 24 January</b>	
08.00 - 09.00	<b>Open consultation hour at hotel meeting room</b>
09.30 - 10.30	<b>BSc students; A 1.23</b> <ul style="list-style-type: none"> <li>• Jordan Zaruk, BSc International Business</li> <li>• Zino Timmermans, BSc Economics &amp; Business Economics</li> <li>• Carina Herbers, BSc Economics &amp; Business Economics</li> <li>• Marc Rossing, BSc Fiscal Economics</li> <li>• Marc Glowienke, BSc Econometrics &amp; OR</li> </ul>



### Parallel meeting

#### MSc students; A 1.22

- Rendy Jansen, MSc International Business
- Tim Reissner, MSc International Business
- Kevin Leurs, MSc Fiscal Economics
- Nicolai Muller, MSc Financial Economics
- Naomi Schippers, MSc Econometrics & OR
- Morten Normann, MSc Economics
- Christina Berger, MSc Management of Learning
- Max Florenz, MSc Management of Learning
- Inge Klaassen, MSc Human Decision Science
- Tobias Overdijk, MSc Information & Network Economics
- Sam Halassi, MSc Global Supply Chain Management & Change
- Rene Janssen, MSc Global Supply Chain Management & Change

10.30 - 12.00

#### Programme management, curriculum management, QA & AoL; A 1.22

- Dr Huub Meijers, Associate Dean of Education
- Dr Lieven Quintens, Director Bachelor's programmes
- Dr Isabella Grabner, Director Master's programmes
- Prof Frank Moers, Scientific Director GSBE
- Peggy Rompen, MA, Manager Policy Development & Quality Assurance
- Prof Harold Hassink, Director (I)EMFC
- Matthijs Krooi, MA, MPh, Coordinator Assurance of Learning

12.00 - 13.00

#### Lunch; A 1.23

13.00 - 13.45

#### Programme Committees; A 1.22

- Jeannette Hommes, MSc, staff representative
- Dr Matthias Wibrals, staff representative
- Bas van Diepen, MSc, staff representative
- Lynn Seland, student representative
- Nina Karthaus, MSc, student representative
- Susanne Pycke, LL.M., secretary Programme Committee

13.45 - 14.30

#### MaastrichtMBA - Programme Management; A 1.22

- Prof Marielle Heijltjes, Director Post Graduate Education
- Dr Boris Blumberg, Director MaastrichtMBA
- Ron Jacobs, MSc, Marketing Manager

14.30 - 14.45

#### Break; A 1.23

14.45 - 15.30

#### MaastrichtMBA – Students; A 1.22

- Vincent Bernard, Training Means Manager - Tiger Helicopter
- Patrick Dickinson, License Expert & Product Manager, Aspera GmbH
- Francisco Vieira, Airworthiness Manager, Embraer Netherlands B.V.
- Tania Leppert, System Designer, Ericsson
- Renee van Roode, Information manager Clinical Genetics, and Manager of the Association NUMeriek, Academic Hospital Maastricht
- Diana Stan, Strategic Research Manager, Iqor
- Tim Luo, Domain Architect, Vodafone Netherlands

15.30 - 16.15

#### MaastrichtMBA – Faculty; A 1.22

- Prof Harold Hassink, Full Professor of Business Administration
- Dr Ad van Itersen, Associate Professor of Organisation Studies



	<ul style="list-style-type: none"> <li>• Prof Tom van Veen, Full Professor Economics of International Education</li> <li>• Dr Caroline Goukens, Associate Professor Consumer Behaviour</li> <li>• Dr Elisabeth Bruggen, Associate Professor of Marketing</li> <li>• Dr Peter Berends, Coach &amp; Trainer</li> </ul>
16.30 - 17.30	<b>Board of Examiners &amp; Assessment Committee; A 1.22</b> <ul style="list-style-type: none"> <li>• Erik de Regt, MSc, Chair Board of Examiners</li> <li>• Miranda Vermeer, MSc, Secretary Board of Examiners</li> <li>• Dr Annelies Renders, member of the Board of Examiners</li> <li>• Dr Ad van Iterson, member of the Board of Examiners</li> <li>• Joël Castermans, Manager Education &amp; Exam Office</li> <li>• Dr Dirk Tempelaar, Assessment Committee</li> </ul>
17.30 - 18.15	<b>Support Staff; A 1.22</b> <ul style="list-style-type: none"> <li>• Peggy Rompen, MA, Manager Policy Development &amp; Quality Assurance Office</li> <li>• Joël Castermans, Manager Education &amp; Exam Office</li> <li>• Lyan Ploumen, Manager International Relations Office</li> <li>• Monique Merckx, MSc, Manager Marketing &amp; Communication Office</li> <li>• Marike van Helden, MSc, Manager Dean's &amp; Director's Office</li> <li>• Wim Bogaert, MEd, Manager Student Advising &amp; Academic Counselling Office</li> <li>• Leann Poeth, Alumni Officer</li> <li>• Paul Hick, Manager IT and Facilities Office</li> </ul>
18.30 - 19.15	<b>MaastrichtMBA - meeting with employers; A 1.22</b> <ul style="list-style-type: none"> <li>• Jo Thomas , CBS, Director Surveys</li> <li>• Addy Lutgenau, Rabobank, Director Business Banking &amp; Private Banking</li> <li>• Rob Kok, ROC Leeuwenborgh Opleidingen, Director Sector Healthcare</li> <li>• Roger Storcken, APG, Business Manager ICT</li> </ul>
19.45 - 21.45	<b>Dinner PRT / hotel meeting room available</b>

### Wednesday, 25 January

08.30 - 11.30	<b>PRT meeting; A 1.23</b>
11.30 - 11.45	<b>Transfer to Minderbroedersberg</b> <ul style="list-style-type: none"> <li>• Else Boekesteijn, MSc, Policy Advisor</li> </ul>
11.45 - 13.15	<b>Lunch with UM Executive Board</b> <ul style="list-style-type: none"> <li>• Prof Rianne Letschert, Rector of Maastricht University</li> <li>• Prof Martin Paul, President of Maastricht University</li> </ul>
13.15 - 13.30	<b>Transfer to SBE</b> <ul style="list-style-type: none"> <li>• Else Boekesteijn, MSc, Policy Advisor</li> </ul>
13.30 - 14.00	<b>PRT Meeting; A 1.23</b>
14.00 - 15.00	<b>Exit meeting; A 1.22</b> <ul style="list-style-type: none"> <li>• Prof Philip Vergauwen, Dean</li> <li>• Prof Mariëlle Heijltjes, Associate Dean of Internationalisation and Strategic Development</li> </ul>



- Dr Huub Meijers, Associate Dean of Education
- Prof Peter Schotman, Associate Dean of Research
- Edward Peters, RC, Managing Director
- Dr Lieven Quintens, Director Bachelor's programmes
- Dr Isabella Grabner, Director Master's programmes
- Jeroen Moonemans, BSc, Student Advisor to the SBE Board
- Pascale Veenings, MA, Policy Advisor Accreditations & Rankings
- Dr Boris Blumberg, Academic Coordinator Accreditations

## APPENDIX 7: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied the Business Consulting Projects (theses) of the Maastricht MBA students with the following student numbers:

6038780      6043736      6057076      6066607      6066610

Prior to the site visit, the panel received following documents produced by the School of Business and Economics of Maastricht University:

- AACSB Continuous Improvement Review Report 2016
- NVAO Initial Accreditation 2016 Maastricht MBA
- Digital Base Room AACSB & NVAO: table of contents

Moreover, SBE made available in a dedicated section ('base-room') of the university's electronic learning environment materials on following topics covering all degree programmes under review:

- Strategy – UM Strategic programme, SBE strategic renewal, SBE executive organisation
- Education – Problem-based learning; BSc and MSc programmes, (Extra-)curricular activities, Programme committees
- Research
- Students – quantitative data, student initiatives, student services
- Faculty & Professional staff – faculty and staff development, faculty sufficiency, qualifications and engagement tables
- Assessment – assessment policy, Education & Examination Regulations, Board of Examiners Annual Reports, SBE complaints procedure, Rules of procedure for examinations
- Thesis assessment – BSc thesis score forms, MSc thesis score forms, MSc thesis code of practice, Capstone score form

A specific section of the base room was dedicated to materials on the Maastricht MBA:

- General information: curriculum, BCP proposal form, BCP evaluation form, etc.
- Course manuals
- Evaluations by students: faculty 2015 and 2016, courses 2015 and 2016, Leadership Development Trajectory evaluation 2014 and 2015, international week 2015, etc.

