

Assessment report
Limited Framework Programme Assessment

Bachelor Organization Studies

Tilburg University

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1. Executive summary

In this executive summary, the panel presents the main considerations which led to the assessment of the quality of the Bachelor Organization Studies (Bachelor Organisatiewetenschappen) programme of Tilburg University, which has been assessed according to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, as published on 20 December 2016.

The objectives of the programme are considered by the panel to be sound, relevant and rather ambitious, requiring students to have a comprehensive view on organizations and on organizational change and to be able to balance various interests in this respect. At the same time, the panel regards the objectives for students to acquire this comprehensive view and to study both the organizational and the employees perspectives as strengths of the programme. The panel advises to consider changing the current label of the programme to bring the label closer to this profile.

The panel welcomes the domain-specific reference framework which has been drafted by the joint Dutch programmes in this field of study. The programme objectives meet this reference framework.

The panel regards the intended learning outcomes to be comprehensive and well-articulated and to meet the programme objectives. The intended learning outcomes of the international track are covered by the programme intended learning outcomes, the latter corresponding to the bachelor level. The panel suggests the intended learning outcomes to be more explicit on international and intercultural dimensions of the programme field of study.

The panel approves of the programme policies to offer the Dutch-taught programme for Dutch students and the international track for both Dutch and foreign students. The panel feels this to be a balanced approach. The panel supports programme management intentions to keep the student influx numbers at the current levels or raise them further.

The panel observed the curriculum to meet the intended learning outcomes, both for the general programme and the international track. The panel is very positive about the curriculum, addressing relevant subjects in the courses and discussing these subjects in-depth. The contents of the courses definitely are high level. The curriculum is well-organized and is appropriately coherent. The panel noted students to be well-informed by lecturers about the curriculum coherence. In addition, the panel welcomes the substantial number of research methods and techniques courses and appreciates students being trained in academic and vocational skills. The panel recommends to strengthen the international and intercultural dimensions of the subjects addressed in the courses.

The lecturers are both good researchers in their fields and effective as teachers. The panel notes the students to be very positive about them. The generous proportions of lecturers being PhDs and being BKO-certified testify to their research and educational capabilities. The lecturers meet very regularly to discuss the programme and to adjust the courses to each other. The panel suggests intensifying the lecturers' training on teaching and assessment of academic and vocational skills. In addition, the panel proposes to balance the gender diversity among the staff. As the workload of the lecturers is quite demanding, the panel recommends to balance this workload.

The programme educational concept and study methods are effective and allow students to gain the knowledge and skills required. The panel considers the simulation games to be very positive, acquainting students with organizational issues. The number of hours of face-to-face education and the students-to-staff ratio are satisfactory. The mentoring system is adequate, but the panel proposes to intensify the mentor training. Although the student success rates are favourable, the panel advises to monitor the study load in the programme.

Though the programme examination and assessment rules and regulations are adequate, the panel advises to try and formulate a clearer vision on assessment. The Examination Board position and responsibilities are appropriate. The examination methods adopted for the courses are adequate and meet the course goals and contents, especially with respect to content-specific elements. The panel proposes to proceed and determine the examination methods to assess vocational skills. The measures taken to assure the validity, reliability and transparency of examinations and assessments are adequate. The panel proposes to improve the constructive alignment in the programme, linking intended learning outcomes, course goals and examinations, especially with respect to vocational skills.

The panel considers the supervision and assessment processes of the Bachelor thesis to be up to standard. The concept and implementation of the thesis circles are welcomed by the panel. The meeting to discuss the draft thesis is regarded to be positive as a form of formative assessment. The panel suggests to ensure equal levels of supervision among supervisors, as these levels may differ. Although the thesis scoring forms include relevant criteria and are comprehensive in this respect, the panel advises to add more written comments to substantiate the assessments.

The panel considers the course examinations to be up to standard. The Bachelor theses the panel studied, match the intended learning outcomes. Most theses are literature reviews. Students, however, are taught the methods and techniques of empirical research in, among others, the Organization Research Methods course. Therefore, most theses being literature reviews is accepted by the panel.

The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer a suitable preparation for programmes at master level. The range of master programmes graduates are admitted to gives evidence of the graduates' knowledge and skills.

The panel which conducted the assessment of the Bachelor Organization Studies programme of Tilburg University assesses this programme to meet the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, judging the programme to be satisfactory. Therefore, the panel recommends NVAO to accredit this programme.

Rotterdam, 19 September 2018

Prof. dr. J.C. Looise
(panel chair)

drs. W. Vercouteren
(panel secretary)

2. Assessment process

The evaluation agency Certiked VBI received the request by Tilburg University to coordinate the limited framework programme assessment process for the Bachelor Organization Studies programme of this University. This objective of the programme assessment process was to assess whether the programme would conform to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, published on 20 December 2016 (Staatscourant nr. 69458).

Management of the programmes in the assessment cluster Organization Studies convened to discuss the composition of the assessment panel and to draft the list of candidates.

Having conferred with management of the Tilburg University programme, Certiked invited candidate panel members to sit on the assessment panel. The panel members agreed to do so. The panel composition was as follows:

- Prof. dr. J.C. Looise, professor emeritus Human Resource Management, University of Twente (panel chair).
- Prof. dr. S.M. Nkomo, professor, Department of Human Resource Management, University of Pretoria (panel member).
- Dr. M. Govaerts, associate professor, Department of Educational Development and Research, Maastricht University (panel member).
- Prof. dr. D. Faems, professor Innovation and Organisation, University of Groningen (panel member).
- E. de Rover MSc, student Master Business Administration, Radboud University (student member).

On behalf of Certiked, drs. W. Vercouteren served as the process coordinator and secretary in the assessment process.

All panel members and the secretary confirmed in writing being impartial with regard to the programme to be assessed and observing the rules of confidentiality. Having obtained the authorisation by the University, Certiked requested the approval of NVAO of the proposed panel to conduct the assessment. NVAO have given their approval.

To prepare the assessment process, the process coordinator convened with management of the programme to discuss the outline of the self-assessment report, the subjects to be addressed in this report and the site visit schedule. In addition, the planning of the activities in preparation of the site visit were discussed. In the course of the process preparing for the site visit, programme management and the process coordinator regularly had contact to fine-tune the process. The activities prior to the site visit have been performed as planned. Programme management approved of the site visit schedule.

Well in advance of the site visit date, programme management sent the list of final projects of graduates of the programme of the most recent years. Acting on behalf of the assessment panel, the process coordinator selected fifteen final projects. The grade distribution in the selection was ensured to conform to the grade distribution in the list, sent by programme management. No additional selection criteria applied.

The panel chair and the panel members were sent the self-assessment report of the programme, including appendices. In the self-assessment report, the student chapter was included. In addition, the expert panel members were forwarded a number of final projects of the programme graduates, these final projects being part of the selection made by the process coordinator.

A number of weeks before the site visit date, the assessment panel chair and the process coordinator met to discuss the self-assessment report provided by programme management, the procedures regarding the assessment process and the site visit schedule. In this meeting, the profile of panel chairs of NVAO was discussed as well. The panel chair was informed about the competencies, listed in the profile. Documents pertaining to a number of these competencies were presented to the panel chair. The meeting between the panel chair and the process coordinator served as the briefing for panel chairs, as meant in the NVAO profile of panel chairs.

Prior to the date of the site visit, all panel members sent in their preliminary findings, based on the self-assessment report and the final projects studied, and a number of questions to be put to the programme representatives on the day of the site visit. The panel secretary summarised this information, compiling a list of questions, which served as a starting point for the discussions with the programme representatives during the site visit.

Shortly before the site visit date, the complete panel met to go over the preliminary findings concerning the quality of the programme. During this preliminary meeting, the preliminary findings of the panel members, including those about the final projects were discussed. The procedures to be adopted during the site visit, including the questions to be put to the programme representatives on the basis of the list compiled, were discussed as well.

On 19 June 2018, the panel conducted a site visit on the Tilburg University campus. The site visit schedule was in accordance with the schedule as planned. In a number of separate sessions, panel members were given the opportunity to meet with Tilburg School of Social and Behavioral Sciences representatives, programme management, Examination Board representatives, lecturers and final projects examiners, and students and alumni.

In a closed session at the end of the site visit, the panel considered every one of the findings, weighed the considerations and arrived at conclusions with regard to the quality of the programme. At the end of the site visit, the panel chair presented a broad outline of the considerations and conclusions to programme representatives.

Clearly separated from the process of the programme assessment, the assessment panel members and programme representatives met to conduct the development dialogue, with the objective to discuss future developments of the programme.

The assessment draft report was finalised by the secretary, having taken into account the findings and considerations of the panel. The draft report was sent to the panel members, who studied it and made a number of changes. Thereupon, the secretary edited the final report. This report was presented to programme management to be corrected for factual inaccuracies. Programme management were given two weeks to respond. Having been corrected for these factual inaccuracies, the Certiked bureau sent the report to the University Board to accompany their request for re-accreditation of this programme.

3. Programme administrative information

Name programme in CROHO: B Organisatiewetenschappen (B Organization Studies)
Orientation, level programme: Academic Bachelor
Grade: BSc
Number of credits: 180 EC
Specialisations: Global Management of Social Issues (English-taught)
Location: Tilburg
Mode of study: Full-time (instruction language is Dutch and partly English)
Registration in CROHO: 50754

Name of institution: Tilburg University
Status of institution: Government-funded University
Institution's quality assurance: Approved

4. Findings, considerations and assessments per standard

4.1 Standard 1: Intended learning outcomes

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

Findings

The Bachelor Organization Studies is a research-based, multi-disciplinary, social sciences bachelor programme of Tilburg University. The programme is Dutch-taught with a number of courses in English, and includes the English-taught track Global Management of Social Issues (hereinafter referred to as the international track). This track is offered from 2015 onwards and has slightly expanded intended learning outcomes and some curriculum adaptations.

The Bachelor Organization Studies programme is one of the programmes of Tilburg School of Social and Behavioral Sciences. The School offers bachelor, master and research master programmes in the social sciences. The management team of the School, being chaired by the Dean, is responsible for the quality of the programmes offered. The programme director and the programme coordinator manage the programme on the day-to-day basis. Lecturers in the programme are recruited from the Organization Studies, Human Resource Studies, Social Psychology, Sociology and Methodology and Statistics Departments of the School. The programme committee, being composed of both lecturers and students, advises programme management on the quality of the programme. The School's Examination Board has the responsibility to ensure the quality of examinations and assessments of this and the other School's programmes.

The objectives of the programme are to educate students to become *organizational analysts*, who can analyse organizations and provide basic recommendations to improve the outcomes and the functioning of organizations and who know how to derive these recommendations from existing academic research in this domain. In addition, students are educated to become responsible professionals, knowing how to balance the interests of organizations, employees and society at large.

The programme is distinctly multi-disciplinary, addressing (organizational) sociology and (organizational) psychology, complemented by economics, law, philosophy, and management studies. The programme is meant to offer students a comprehensive view on organizations, studying both the interactions within and between organizations. As another important feature, the programme is strongly research-oriented. The programme differs from programmes in this domain offered by business schools, as this programme is social sciences-based and business schools programmes tend to be management- and economics-based.

The programme objectives correspond to the requirements of the *Domain-specific frame of reference Organization Studies 2018*, which has been drafted by the Bachelor and Master Organization Studies and Bachelor and Master Human Resource Studies programmes of Tilburg University and by the Master Policy, Communication and Organization and the Master Culture, Organization and Management programmes of VU Amsterdam.

Students are educated to be able to proceed to master programmes in organization studies or in master programmes in management and organization. Students are also educated to enter the labour market, to take junior consultancy, managerial or staff positions in private, public or not-for-profit organizations.

The programme objectives have been translated into the programme intended learning outcomes. These specify students being educated to analyse relationships within and between organizations from the perspectives of the organizations' environment, strategy and performance, to identify organizational problems, to do research, to critically reflect on the results of research and to design interventions, being trained in academic and vocational skills, such as communication and organizational skills and being committed to life-long learning.

Programme management compared the intended learning outcomes to the Dublin descriptors for bachelor programmes, to show these to meet the bachelor level requirements.

Programme management conducted a survey among similar programmes in the Netherlands and abroad. The number of comparable programmes is very limited, being two programmes in the Netherlands and one programme abroad. From this comparison, the programme emerges as a programme directed towards intra- and inter-organizational subjects and as a programme being strongly focused on research methods and statistics.

Considerations

The panel regards the programme objectives to be sound and relevant. The objectives are considered by the panel to be rather ambitious, requiring students to have a comprehensive view on organizations and on organizational change and to be able to balance various interests in this respect. At the same time, the panel regards the objectives for students to acquire this comprehensive view and to study both the organizational and the employees perspectives as strengths of the programme. The panel advises to consider changing the current label of the programme to bring the label closer to this profile.

The panel welcomes the domain-specific reference framework which has been drafted by the joint Dutch programmes in this field of study. The panel regards the programme objectives to meet this reference framework.

The panel regards the intended learning outcomes to be comprehensive and well-articulated and to meet the programme objectives. The intended learning outcomes of the international track are covered by the programme intended learning outcomes. The panel suggests the intended learning outcomes to be more explicit on international and intercultural dimensions of the programme field of study.

The panel considers the intended learning outcomes to correspond to the bachelor level.

Assessment of this standard

These considerations have led the assessment panel to assess standard 1, Intended learning outcomes, to be satisfactory.

4.2 Standard 2: Teaching-learning environment

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

Findings

The average number of incoming students between 2011 and 2017 was 95 students per year. The influx of students in the international track was somewhat more than 50 students in the three years since the track started. In this track, about 30 % to 40 % of the incoming students come from other European countries and about 20 % to 30 % of the students come from outside of the European Union. Because of demographic trends, less students are expected to come from the Tilburg region. Programme management has the intention to raise student numbers.

The programme takes three years to complete, the study load being 180 EC. Programme management drafted a comprehensive table with the relations of the intended learning outcomes to the curriculum components to show the curriculum meeting the programme intended learning outcomes. The curriculum of the programme has been organized through five learning paths, being organization and management theories, business policy and strategy, organizational behaviour, organizational research methods and academic and vocational skills. The curriculum is predominantly composed of mandatory courses (156 EC) with general electives (18 EC) and organization-specific electives (6 EC) added. Each of the courses is part of one of the five learning paths mentioned, allowing students to gain knowledge of and skills regarding these subjects. The first year courses introduce students to the key concepts and theories of the subjects mentioned in the learning paths. In the second year courses, students deepen their knowledge and understanding of these subjects, going into a number of specific topics within the domain of the programme. In the third year, students integrate the knowledge acquired in the first two years and apply their knowledge in the Bachelor Thesis. The subjects addressed in the curriculum match the research interests of the Department of Organization Studies, allowing students to gain insights in current research of the subjects presented. Students are also presented journal articles, highlighting current research. The curriculum comprises five courses, excluding the Bachelor thesis (total of 30 EC), which address research methods and techniques. The academic and vocational skills, mainly including communication skills, organizational skills and (inter)personal skills, are incorporated in courses of the other learning paths. In the curriculum, students are offered opportunities to spend part of their studies abroad. About 20 students take the opportunity. The international track has been organized slightly differently, being structured through four learning paths. These learning paths being content-wise quite similar to the general curriculum. Students taking the track, may do an internship or take a minor or the combination of both.

A total number of 30 staff are involved in the programme, this number excluding six PhD candidates, junior teachers or student-assistants. As has been mentioned above, lecturers in the programme are researchers of the Organization Studies, Human Resource Studies, Social Psychology, Sociology and Methodology and Statistics Departments of Tilburg School of Social and Behavioral Sciences. In addition, researchers from the Philosophy and Law Schools of Tilburg University lecture in the programme. The lecturers are experts in the fields they lecture in and are well-published in these fields. About 12 % of the staff are full professors. The proportion of lecturers having PhDs is about 88 %.

About 76 % of the staff is BKO-certified, testifying to their educational qualities. These numbers differ somewhat for the international track, as some other lecturers may be involved in this track. Staff meet two times per year to discuss the programme and new trends relevant for the programme. In addition, course coordinators and programme management meet once per year to discuss the learning paths. In courses, at least two lecturers tend to be involved. In their courses, lecturers explicitly refer to the relations with other courses in the curriculum to clarify the curriculum structure. The lecturers' workload is quite demanding. Students are very positive about the lecturers.

The admission criteria for the programme are either a Dutch pre-university (vwo) diploma or a university or higher vocational institution (hbo) propaedeutic certificate or an equivalent prior education. Foreign diplomas are assessed to establish whether students may be admitted. In addition, students should be proficient in Dutch (regular programme) or in English (the international track). With students applying for the international track, programme management conducts interviews to emphasise the social sciences nature of the programme.

The programme adheres to the principles of the Tilburg Education Profile of Tilburg University, which aims for small-scale, activating and academic education, promoting vocational skills. The study methods include lectures, lab work, working groups, serious games and writing and presenting papers. Programme management balances large-scale lectures and small-scale working groups. Instructional formats incorporated in small-group work include discussions, presentations and feedback from fellow-students, training of research skills or academic and vocational skills and serious games. Lecturers use electronic study methods, such as knowledge clips and survey apps. The Faculty task group is in place to exchange information in this respect. The number of hours of face-to-face education are 10 to 12 hours per week in the first two years and 7 hours per week in the third year. The students-to-staff ratio is little over 25 : 1. For the international track this ratio is about 23.5 : 1. The programme may be regarded to be challenging, as the course contents are demanding and students have to study challenging journal articles. Generally, students do not face difficulties in the English-taught courses. The mentoring system of the programme offers groups of 20 students guidance by the mentor, who guides them through the curriculum and assists them in case of study-related problems. Mentor groups remain intact for three years. The student success rates of the programme are on average about 39 % after three years and on average about 88 % after four years.

Considerations

The panel approves of the programme policies to offer the Dutch-taught programme for Dutch students and the international track for both Dutch and foreign students. The panel feels this to be a balanced approach. The panel supports programme management intentions to keep the student influx numbers at the current levels or raise them further.

The panel observed the curriculum to meet the intended learning outcomes, both for the general programme and the international track. The panel is very positive about the curriculum, addressing relevant subjects in the courses and discussing these subjects in-depth. The contents of the courses definitely are high level. The curriculum is well-organized and is appropriately coherent. The panel noted students to be well-informed by lecturers about the curriculum coherence.

In addition, the panel welcomes the substantial number of research methods and techniques courses and appreciates students being trained in academic and vocational skills. The panel recommends to strengthen the international and intercultural dimensions of the subjects addressed in the courses.

The panel considers the lecturers to be both good researchers in their fields and effective as teachers. The panel notes the students to be very positive about the lecturers. The generous proportions of lecturers being PhDs and being BKO-certified testify to their research and educational capabilities. The lecturers meet very regularly to discuss the programme and to adjust the courses to each other. The panel suggests intensifying the lecturers' training on teaching and assessment of academic and vocational skills. In addition, the panel proposes to balance the gender diversity among the staff. As the workload of the lecturers is quite demanding, the panel recommends to balance this workload.

The programme educational concept and study methods are effective and allow students to gain the knowledge and skills required. The panel considers the simulation games to be very positive, acquainting students with organizational issues. The number of hours of face-to-face education and the students-to-staff ratio are satisfactory. The mentoring system is adequate, but the panel proposes to intensify the mentor training. Although the student success rates are favourable, the panel advises to monitor the study load in the programme.

Assessment of this standard

These considerations have led the assessment panel to assess standard 2, Teaching-learning environment, to be good.

4.3 Standard 3: Student assessment

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

Findings

The programme examination and assessment rules are in line with the Tilburg School of Social and Behavioral Sciences assessment system and Tilburg University guidelines. As has been indicated, the School-wide Examination Board has the authority to monitor the quality of examinations and assessments of all the School's programmes, including this programme. One of the members of the Board is an external member. Two legal experts serve as secretaries to the Board. The Board publishes the School's Handbook for Constructing and Grading Exams, serving as the guide for examiners.

In nearly all of the courses, multiple examination methods are adopted. Examination methods include written examinations, with either multiple-choice questions or open questions, individual and group assignments, papers and presentations. Written examinations and group assignments are the dominant examination methods in courses. The team work may in most courses not exceed 50 % of the course grade. In the one course, in which team work is more than 50 % of the grade, individual performances are identified and taken into account through peer review. The programme is in the process of determining the examination methods to assess academic and vocational skills.

For the Bachelor thesis (12 EC), students are offered subjects or topics by lecturers, aligning subjects to lecturers' research interests. Throughout the thesis drafting and writing process, students meet every two to three weeks in thesis circles, being small groups of students, to discuss the theses. Thesis circles are guided by the thesis supervisor. Part of the thesis process, is the drafting of the thesis proposal. Students are to submit their thesis at one of the two fixed deadlines. Prior to this date, the supervisor and the second examiner advise on the draft thesis. Students have to respond to this advice. Having included the comments, students submit the thesis for the final assessment. The supervisor and the second reader assess the thesis separately and together come to the final grade of the thesis. They use the thesis scoring form, comprising a list of assessment criteria. Thesis supervisors meet on a regular basis to discuss the thesis process and organization and to align the assessments and the grading of theses.

Programme management and the Examination Board have taken measures to promote the validity, reliability and transparency of examinations and assessments. Examiners are appointed by the Examination Board, these examiners being required to be BKO-certified. Test matrices have been introduced for the course examinations, specifying the relations between the course goals and the examinations. Each of the course examinations and the model answers are drafted by examiners and are peer-reviewed by fellow-examiners. When the grade distribution of the examination deviates from the normal distribution or student surveys results are less than 3.5 (five-point scale), then the Examination Board will inspect the examination. Students are given model examinations. Students may inspect their own examinations. These procedures are much appreciated by students. The number of students' complaints are few. Papers and theses are screened for fraud and plagiarism. The Examination Board handles cases.

Considerations

Although the programme examination and assessment rules and regulations are adequate, the panel recommends to formulate a clearer vision on assessment. The position and the responsibilities of the Examination Board are appropriate.

The examination methods adopted for the courses are adequate, as these meet the course goals and course contents, especially regarding content-specific elements. The panel proposes to proceed and determine the examination methods to assess academic and vocational skills.

The panel considers the supervision and assessment processes of the Bachelor thesis to be up to standard. The concept and implementation of the thesis circles are welcomed by the panel. The meeting to discuss the draft thesis is regarded to be positive as a form of formative assessment. The panel suggests to ensure comparable levels of supervision among supervisors, as these levels may differ. Although the thesis scoring forms include relevant criteria and are comprehensive in this respect, the panel advises to add more written comments to substantiate the assessments.

The measures taken to assure the validity, reliability and transparency of examinations and assessments are adequate. The panel proposes to improve the constructive alignment in the programme, linking intended learning outcomes, course goals and examinations, especially regarding vocational skills.

Assessment of this standard

The considerations have led the assessment panel to assess standard 3, Student assessment, to be satisfactory.

4.4 Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.
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Findings

The panel studied the examinations of a number of courses of the programme.

In addition, the panel reviewed fifteen Bachelor theses of the most recent years. The average grade for the theses was 7.4 for the graduates of 2015/2016 and 7.2 for the graduates of 2016/2017. Bachelor theses are mostly literature reviews. Some students conduct empirical research on existing data.

The vast majority of the programme graduates continue their studies at master level. They opt for a wide range of Tilburg University master programmes as well as for programmes of other universities. A small proportion of the graduates enter the labour market directly in junior traineeships or start their own company.

Considerations

The panel considers the course examinations, which the panel reviewed to be up to standard.

The Bachelor theses the panel studied, match the intended learning outcomes. Most theses are literature reviews. Students, however, are taught the methods and techniques of empirical research in, among others, the Organization Research Methods course. Therefore, most theses being literature reviews is accepted by the panel.

The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer a suitable preparation for programmes at master level. The range of master programmes graduates are admitted to gives evidence of the graduates' knowledge and skills.

Assessment of this standard

The considerations have led the assessment panel to assess standard 4, Achieved learning outcomes, to be satisfactory.

5. Overview of assessments

Standard	Assessment
Standard 1. Intended learning outcomes	Satisfactory
Standard 2: Teaching-learning environment	Good
Standard 3: Student assessment	Satisfactory
Standard 4: Achieved learning outcomes	Satisfactory
Programme	Satisfactory

6. Recommendations

In this report, a number of recommendations by the panel have been listed. For the sake of clarity, these have been brought together below. These panel recommendations are the following.

- To consider changing the current label and to choose a label, being closer to the programme profile.
- To phrase more explicitly the international and intercultural dimensions of the programme field of study in the intended learning outcomes.
- To strengthen the international dimensions of the subjects addressed in the courses.
- To consider intensifying the lecturers' teaching and assessment of academic and vocational skills.
- To balance the gender diversity among the staff.
- To balance the workload of the lecturers.
- To monitor the students' study load.
- To intensify the mentor training.
- To formulate a clearer vision on assessment.
- To proceed and determine the examination methods to assess academic and vocational skills.
- To ensure comparable levels of supervision among supervisors of the Bachelor theses.
- To add more written comments to the thesis scoring forms to substantiate the assessments.
- To improve the constructive alignment in the programme, linking intended learning outcomes, course goals and examinations, especially regarding vocational skills.