

Business Administration

**Tilburg School of Economics
and Management,
Tilburg University**

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This report was finalized on 12 June 2013.

Report on the Bachelor's programme International Business Administration of Tilburg University

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point.

Administrative data regarding the programme

Bachelor's programme International Business Administration

Name of the programme:	International Business Administration
CROHO number:	50952
Level of the programme:	Bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	-
Location:	Tilburg
Mode of study:	full time
Expiration of accreditation:	31-12-2013

The visit of the assessment committee Business Administration to the Tilburg School of Economics and Management of Tilburg University took place on 18 March 2013.

Administrative data regarding the institution

Name of the institution:	Tilburg University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

Quantitative data regarding the programme

The required quantitative data regarding the programme are included in Appendix 5.

Composition of the assessment committee

The committee that assessed the Bachelor's programme International Business Administration consisted of:

- Prof. E.J.J. (Hans) Schenk (chair), Professor of Economics, Utrecht University;
- Prof. H. (Hans) van der Heijden, Professor of Accounting and Information Systems, School of Management, Royal Holloway, University of London, UK;
- Prof. A. (Andrew) Sturdy, Professor of Organisational Behaviour, Head of Department of Management, University of Bristol, UK;
- Prof. S. (Slawomir) Magala, Professor of Cross-cultural Management, Rotterdam School of Management (RSM), Erasmus University Rotterdam;

- M. (Marjolein) van der Aar, BSc, student of master's programme Business Administration, Vrije Universiteit Amsterdam.

The committee was supported by drs. Linda van der Grijspaarde, who acted as secretary.

Appendix 1 contains the curricula vitae of the members of the committee.

Working method of the assessment committee

Preparation

The assessment of the *Bachelor's programme International Business Administration* of Tilburg University is part of a cluster assessment of twelve Business Administration degree programmes offered by five universities. The entire cluster committee consists of eleven members.

The preparatory meeting for the cluster assessment took place on 14 December 2012. During this meeting the committee members received an introduction to the assessment framework and evaluation procedures and agreed upon their general working method. The domain-specific requirements and the most recent developments concerning the Business Administration domain were also discussed. These domain-specific requirements and the current context form the starting point for the evaluation of the quality of the degree programmes.

In preparation for the assessment of the programmes, a self-assessment report (critical self-evaluation) was prepared by the programme management. It was sent to QANU and then forwarded to the committee members after a check by the secretary to ensure that the information provided was complete. The committee prepared for the site visit by studying the critical self-evaluation and reading bachelor theses. The secretary selected fifteen theses at random and stratified them from a list of all graduates of the last two years. The following stratification was used: five theses for each programme with low grades (6-6.5), five theses with medium grades (7-7½) and five theses with high grades. QANU asked the programme to send the theses including the assessment forms and allocated them amongst the committee members. Each committee member therefore assessed three theses.

When a committee member assesses a thesis as questionable or unsatisfactory, a reassessment must be done by another committee member. If more than 10% of the theses are assessed as questionable or unsatisfactory by two committee members, the selection of theses for the programme must be extended to 25. This was not the case in Tilburg.

Site visit

The committee members formulated questions raised by studying the critical self-evaluation in advance and circulated these between themselves.

The committee inspected the programme on 18 March 2013. A preparatory meeting was organised the evening before the site visit. The timetable for the site visit was developed by the committee's secretary and chair in consultation with the programme management. The committee interviewed students, teachers, alumni, the programme management and representatives of the Faculty Board, the Examination Board, and the student and teacher members of the Programme committee. An open consultation hour was scheduled and announced (but no one took advantage of the opportunity).

During the site visit, the committee studied additional material made available by the programme management. Appendix 7 gives a complete overview of all documents available during the site visit. The last hours of the site visit were used by the committee to discuss the assessments of the programme and prepare the presentation of the committee's preliminary findings to the representatives of the programme.

Report

The secretary prepared a draft report based on the committee's findings. The draft report has been amended by the committee members. After approval by the committee, it was sent to the Tilburg School of Economics and Management to check the facts. The comments by the Tilburg School of Economics and Management were discussed by the committee. This discussion resulted in some changes in the report, and subsequently the committee approved the final report.

Framework and decision rules

The assessment was performed according to the NVAO (Accreditation Organization of the Netherlands and Flanders) framework for limited programme assessment (20 November 2011). A four-point scale is applied in the framework. The committee used the following definitions for the assessment of the standards and the programme as a whole.

Generic quality

The quality that can reasonably be expected in an international perspective from a higher education Bachelor's or master's programme.

Unsatisfactory

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

Satisfactory

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

Good

The programme systematically surpasses the current generic quality standards across its entire spectrum.

Excellent

The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an (inter)national example.

Assessment rules of limited programme assessment

When standard 1 or standard 3 is assessed as 'unsatisfactory', the general assessment of a programme is 'unsatisfactory'.

The general assessment of the programme can be good when at least two standards, including standard 3, are assessed as 'good'.

The general assessment of the programme can be excellent when at least two standards, including standard 3, are assessed as 'excellent'.

Summary judgement

This report presents the findings and considerations of the committee that assessed the *Bachelor's programme in International Business Administration* of Tilburg University. The committee studied the information available and discussed the programme with representatives of the institution and the programme during a site visit. Based on their positive comments and the identified suggestions for improvement, the committee concluded that the programme meets the current generic quality standards and shows an acceptable level across the entire spectrum. Therefore, the committee assesses the *Bachelor's programme in International Business Administration* as satisfactory.

The following considerations played an important role in the committee's assessment.

In 2008-2009, the *bachelor's programme Business Studies* of the Tilburg School of Economics and Management was redesigned into the current *bachelor's programme International Business Administration*. The programme started with a new curriculum in the academic year 2009-2010.

Standard 1: Intended learning outcomes

Students of the *Bachelor's programme International Business Administration* acquire knowledge and skills at an academic level for a career in business organizations. More specifically, they will develop the ability to think and act effectively when working with people in business organizations in an international context. In general, the programme aims to educate students to become academically trained and internationally minded professionals with business skills and knowledge for the international labour market. In addition, it aims to give the graduate access to a wide range of international master programmes in Business and Management.

According to the committee, the programme ties in well with the domain-specific reference framework for business administration programmes. It contains the broad range of subjects referred to in the reference framework.

The programme focuses more strongly on economics and quantitative statistics and mathematics than other programmes in the field of business. The committee appreciates this focus but advises the programme to incorporate it explicitly in its mission statement, i.e. to make the mission more specific about the goals of the programme.

In order to achieve the aims of the programme, intended learning outcomes have been defined. These are divided into three categories: knowledge-related, skill-related and attitude-related learning outcomes. The committee believes the learning outcomes of the programme are clearly specified and in line with the subject-specific reference framework for Business Administration.

Standard 2: Teaching-learning environment

The three-year, full-time programme consists of six semesters. Each semester contains five courses. The programme is offered in English.

In the first and second year, students become acquainted with the fields of accounting, finance, marketing and management. Courses on micro- and macroeconomics are scheduled in the first year, along with courses on mathematics and statistics. The students' general academic knowledge and skills are further developed in a philosophy course. In the second year, students have to choose either Operations Management or Information Management.

A course in Business Law is offered to teach the students the legal aspects of business. The Innovation and Technology Management course provides students with insights into the role of innovation processes and technological development in business processes. The curriculum also offers additional opportunities (via a minor in the third year) to learn and develop entrepreneurial knowledge and skills.

The first year of the programme ends with a project integrating the acquired knowledge. Skills are integrated in courses throughout the programme.

In the first semester of the third year, no compulsory courses are scheduled so that students have the opportunity to study abroad.

According to the committee, the curriculum connects to the broader field of Business Administration. In particular, it provides a solid foundation in mainstream economics. However, the number of credits devoted to this foundation is crowding out other vital, critical elements. For example, in the opinion of the committee, the elective courses in Operations Management and Information Management should both be part of the core programme.

The aim of the programme is to have one lecture of two hours and one tutorial session or other type of class lasting another two hours (for groups of 40 students) each week for the majority of the courses in the programme. This adds up to a total of 16 hours per week on average. The programme differentiates between large-scale teaching forms, small-scale teaching forms and individual teaching forms. Small-scale teaching forms include tutorials, PC lab sessions and role play sessions. According to the committee, these teaching forms structure the programme and support the students' learning process.

The programme is taught by both foreign and Dutch academic staff. According to the committee, the faculty is involved in courses in line with their specializations and fields of expertise. They appear engaged and committed. Students reported to the committee that it is quite straightforward to contact the staff. Appointments can easily be made, and the staff reacts adequately to their questions.

The students' progress is monitored closely, and individuals are invited for a talk by the programme coordinator when study delay becomes evident. Students get help and receive clear signals about whether their progress is sufficient to be allowed to continue studying after the first year.

Standard 3: Assessment and achieved learning outcomes

Final examinations are scheduled at the end of each semester. In addition, all first-year courses have a midterm review after seven weeks. The main assessment methods are written examinations, individual and team assignments, and peer evaluation activities. The committee feels that the assessments are adequately related to the programme. There is a variety of assessment forms and a good balance between individual and group assignments.

In the final stage of the programme, the learning outcomes are tested by means of the bachelor's thesis. Most theses are literature reviews and do not contain an empirical part. The committee assessed fifteen recent theses and established that they all met the requirements for graduation and are of sufficient quality. It did not encounter any theses that were on the whole unsatisfactory. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme. The committee noted that most theses

are literature reviews and do not contain an empirical part. It observes that in some theses with an empirical part, the chosen methods and techniques of research are adequate for measuring the described effects.

The committee concludes that the current assessment form for the assessment of the theses is not adequate. It does not support consistency, it is too general, and the interim grades do not logically lead to the final grade. The committee recommends revising the assessment forms and providing more guidelines and quality control of the assessment.

The committee assesses the standards from the *Assessment framework for limited programme assessments* as follows:

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

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

Date: 13 June 2013



Prof. dr. Hans Schenk



drs. Linda van der Grijspaarde

Description of the standards from the Assessment framework for limited programme assessments

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.

Findings

For this standard, the domain-specific requirements are described (1.1). After that, the profile of the programme is given (1.2). In addition, the goal and intended learning outcomes of the programme are described and discussed (1.3).

1.1 Domain-specific requirements

In 2011, a subject-specific reference framework for the business discipline was developed by the business programmes of the Radboud University Nijmegen, the University of Amsterdam, VU University, Tilburg University and the Open Universiteit. It is presented in appendix 2.

In this reference framework, a description of the business discipline is given. The aims, level and orientation of the degree programmes are described. In addition, subject-specific skills and general skills are defined for bachelor's degree programmes and master's degree programmes. According to the committee, the subject-specific reference framework is described well in terms of orientation. It differentiates sufficiently between the bachelor's and master's level.

The committee considers the reference framework to be rather broad. It agrees with this approach, because of the broad nature of the multidisciplinary field of business. This broad nature of the field requires programmes to make choices in research and education, as the full breadth of the field cannot be covered in one programme. Because of the broad nature of the reference framework, the committee would like to emphasise that there is a need for the business programmes to translate subject-specific and general skills into their own profile and specific intended learning outcomes.

1.2 Profile of the programme

1.2.1 Aims of the programme

Students of the *bachelor's programme International Business Administration* will acquire knowledge and skills at an academic level for a career in business organizations. More specifically, they will develop the ability to think and act effectively when working with people in business organizations in an international context. To accomplish this, the programme involves developing skills in the areas of communication, teamwork, systematic research, planning, writing, reporting and entrepreneurship, along with acquiring and applying academic knowledge. The programme emphasizes the international aspects of doing business, following the global landscape companies operate in nowadays.

In general, the programme aims to educate students to become academically trained and internationally minded professionals with business skills and knowledge of the international labour market. In addition, it aims to give the graduate access to a wide range of international master programmes in Business and Management all over the world.

In its critical self-evaluation, the programme describes how it reflects upon the subject-specific reference framework for the business discipline. The incorporation in the programme of the subject-specific skills and the generic skills of the framework is shown in a table. According to the committee, the programme ties in well with the domain-specific reference framework for business administration programmes. It contains the broad range of subjects referred to in the reference framework.

The committee feels that, in general, the aims of the programme are adequate. However, it thinks that these could be made more explicit. It noticed that the programme focuses more strongly on economics and quantitative statistics and mathematics than other programmes in the field of business. The programme management explained that because of the positioning of the programme in the Tilburg School of Economics and Management, they focus more on these aspects. The committee appreciates this focus but advises the programme to incorporate it specifically in the mission statement, so that the mission better reflects the goals of the programme. In addition, the introduction of a stronger link between research and teaching (from September 2013) should be incorporated in the mission statement.

The committee felt that an explicit vision on internationalisation was lacking in the description of the aims of the programme. In its aims, the programme refers to working in an international context. The committee would like to have seen a more comprehensive coverage of this context. The vision should clarify which aspects of internationalisation are the main focus of the programme: for example, international labour markets, international trade and economics, cross-cultural international networks (OTDC), international issues in subject-specific domains such as supply change management or human resource management.

1.2.2 Benchmark

In 2008-2009, the *bachelor's programme Business Studies* of the Tilburg School of Economics and Management was redesigned into the current *bachelor's programme International Business Administration*. The programme started with a new curriculum in the academic year 2009-2010. This redesign was partly based on a benchmark in which all English-taught business programmes at research universities in the Netherlands were included, as well as business programmes offered by the London School of Economics, Hong Kong University of Science and Technology, City University London, BI Business School Norway and Bocconi University in Italy. According to the committee, the programme gives a thorough comparison of these international programmes in its critical self-evaluation. For example, the intended learning outcomes, specializations, mathematics and English language requirements, and courses of the programmes are described. However, an explanation is missing of why the benchmark is performed with these programmes in particular, and which measures are taken based on the benchmark. Since this programme clearly differs from other programmes in the field, the committee would have liked to hear about why the programme is designed as it is, in light of the benchmark.

1.3 Intended learning outcomes

1.3.1 General intended learning outcomes

In order to achieve the aims of the programme, intended learning outcomes have been set (appendix 2). They are divided into three categories: knowledge-related, skill-related and attitude-related learning outcomes.

The committee believes the learning outcomes of the programme are clearly specified. They are in line with the subject-specific reference framework for Business Administration. However, the committee feels that the intended learning outcomes might be too ambitious. For example, the knowledge outcome on quantitative disciplines (knowledge-related outcome 4) seems to be of too high a level for this bachelor's programme. The committee suggests combining this learning outcome with the one on methods of scientific research (knowledge-related outcome 6) or the one on economics, accounting and finance (knowledge-related outcome 1a).

The committee feels that knowledge and the application of qualitative research methods should be part of the intended learning outcomes along with quantitative disciplines.

The committee believes that the attitude-related intended learning outcomes are also quite ambitious. It advises redesigning these outcomes to make them measurable. It wondered whether the attitude-related outcome on entrepreneurship (attitude-related learning outcome 5) should be part of this programme.

Considerations

The committee has established that the *bachelor's programme International Business Administration* intends to offer students a thorough, modern education in the field of Business Administration. It feels that the aims of the programme are adequate in general. The programme ties in well with the subject-specific reference framework for the business discipline. The committee advises to make the aims of the programme even more explicit. For example, the research-based approach could be incorporated in the aims of the programme. In addition, the vision on internationalisation is not sufficiently explicit or comprehensive.

The intended learning outcomes of the programme are well described in terms of level and orientation. The international character of the programme is sufficiently reflected in several intended learning outcomes. According to the committee, some of the intended learning outcomes might be too ambitious.

Conclusion

Bachelor's programme International Business Administration: the committee assesses Standard 1 as **satisfactory**.

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

The contents (2.1), the learning environment (2.2), the quantity and quality of the staff (2.3) and the programme-specific quality assurance (2.4) of the *bachelor's programme International Business Administration* are discussed below.

2.1 Contents of the programme

The contents of, and the correspondence between the intended learning outcomes and the programme were discussed.

2.1.1 Curriculum

The three-year bachelor's programme is offered exclusively as a full-time programme of 180 EC. It is taught in English. Appendix 4 provides an overview of the curriculum.

Content, structure and coherence of the curriculum

The programme consists of six semesters of 30 EC each. Each semester consists of five courses of 6 EC.

The programme distinguishes several horizontal learning lines:

- In the first year, students become acquainted with the fields of accounting (Accounting 1), finance (Finance 1), marketing (Marketing Management) and management (International Management). In the second year students increase their knowledge of these four core fields (Accounting 2, Finance 2, Decision Making in Marketing and Strategic Management). Students who do not opt for an exchange semester in the third year can expand their knowledge in one of these fields by taking the three courses that belong to a relevant minor.
- In the first semester, a course in Microeconomics is scheduled and in the second semester, a course in Macroeconomics. Both courses are offered to make sure the students understand the economic context of business policy and are able to see the broader picture.
- In the first year, Mathematics 1 and Statistics 1 are offered and in the second year, Mathematics 2, Statistics 2 and Business Research. The second-year courses in mathematics and statistics elaborate further on the contents of the first-year courses.
- The general academic knowledge and skills of the students are strengthened in the courses Philosophy of Science and The Morality of Commercial Life.

A course in Business Law is offered to teach students the legal aspects of business. The Innovation and Technology Management course provides students with insights into the role of innovation processes and technological development in business processes. The curriculum also offers additional opportunities (via a minor in the third year) to learn and develop entrepreneurial knowledge and skills.

In the second year students have to choose either the Operations Management course or Information Management. They have the option to follow the other course in the third year as part of the electives, allowing students to gain expertise in both areas.

The committee studied the content of the curriculum and concludes that it reflects the broad field of Business Administration. In particular, the programme provides for a solid foundation in mainstream economics, by offering two courses in mathematics, two courses in statistics and two courses in economics. The committee is impressed by this solid foundation, but feels that the number of credits devoted to this is crowding out other vital, critical elements. For example, in the opinion of the committee, the elective Operations Management and Information Management courses should both be part of the core programme.

The committee believes that the Mathematics 2 course teaches maths at a level unsuitable to the degree. According to the committee, the learning goals of this course do not match the needs of a graduate bachelor in Business Administration. After having consulted the course textbook on 'Linear and Dynamical System Optimization and Games', by P. Borm *et al.*, the committee felt, indeed, that the course's mathematical sophistication was not appropriate for an undergraduate Business Management degree. The committee explained its view on the presence of mathematics to the programme management. The management informed the committee that they had already discussed the relevance of this specific course for the programme. The management informed the committee that this course will be redesigned. The committee points out, that such a redesign should connect closely with the learning goals of the programme instead of focusing on (another part of) mathematics per se.

With respect to the programme's relatively large allowance for mainstream economics, the committee discussed the courses on economics with the programme management. The latter explained that next year, microeconomics will be transformed into business economics. However, because of the positioning of the programme in the Tilburg School of Economics and Management, they prefer to maintain a solid foundation in mainstream economics. The committee is supportive of the intention to uphold an economics emphasis in the curriculum, but is concerned that the extensive coverage of macro-economics (and to a lesser extent micro-economics) is crowding out the coverage of other vital components of business administration. In particular, it is worried that the programme design makes it more difficult to avoid a methodological bias (i.e. an in-built preference for a non-interdisciplinary specialisation) and may prevent an elaboration of more business and entrepreneurship oriented teaching aims.

The committee studied the cases used in some courses. It found that most of the cases deal with problems of international companies and organizations. This should be supplemented by examples from local, small and medium sized organisations in different national contexts and by comparative cases.

Integration of knowledge

The first year of the programme ends with a project integrating the acquired knowledge. The committee appreciates the existence of an integrating course, but feels that just one is not enough to provide for integration of the different fields of Business Studies and for sufficient coherence in the programme. It welcomes the plans that are in progress to include an overarching course in the second or third year.

Skills

Skills are integrated in courses throughout the programme. According to the critical self-evaluation, this approach encourages students to immediately use the skills acquired in practical assignments of the topic courses. In the first two years, students receive training and support in acquiring writing and presentation skills in particular courses. According to the critical self-evaluation, students receive feedback from their professors on the content of their presentation or report, and feedback on their skills from teaching staff of the university language centre. Passing all of the skills elements is also an entry requirement for the bachelor's thesis. The committee discussed the integration of skills in the programme with staff and students and concluded that students receive a solid basis in academic writing, presentation, research, information and computer skills (especially Excel and SPSS). However, students and alumni mentioned that the feedback they receive is insufficient for an optimal learning process. The committee strongly advises increasing the extent of feedback to students on their skills performance and developing a structure in which the assessment criteria increase in difficulty throughout the programme.

Exchange period

In the first semester of the third year, no compulsory courses are scheduled. Instead, students have the opportunity to study abroad. They can attend five elective courses at a partner institution.

During this semester, the Tilburg School of Economics and Management receives students from abroad to spend their exchange programme in Tilburg. The incoming exchange students can take English-taught second- and third-year bachelor's courses from a list of regular courses.

Tilburg University has created a website for the students with information about possibilities for going abroad and several practical matters involved in an exchange period and other study-related activities abroad. Tilburg School of Economics and Management has two exchange officers who support the students throughout the whole process. They help the students with their orientation to studying abroad, their application for an exchange period, the arranging of practical matters, issues during their stay abroad, and their return to Tilburg.

During the site visit, the committee asked for an overview of the percentages of Dutch and foreign students who went on exchange programmes over the last few years. It became apparent that, on average, half of the students go abroad. A higher percentage is expected for 2013. Some 85% - 90% of the students who go abroad are Dutch. The committee asked the programme management if they feel it is acceptable that only half of the student population chooses for a semester abroad. They explained that the programme stimulates students to participate in an exchange programme, but that they are not planning to make this compulsory. For example, for foreign students, it might be less valuable to go on an exchange programme. The committee appreciates the reasons for the exchange programme being voluntary, but at the same time is not impressed by the relatively low take-up. The committee believes that an international student experience is an important element of a degree in international business administration, and would recommend specific action to increase the numbers of students going on exchange. With respect to foreign students, it suggests that encouraging internships with local organisations, focused on the problems and challenges of internationalisation, or European integration, would be welcome.

Minor and electives

Students who prefer to stay at Tilburg University can choose a minor (three courses of 6 EC) and two free electives at Tilburg School of Economics and Management or one of the other Schools. These courses need to be in English and need to be approved by the Examination Committee.

The committee studied the minors and electives available to students if they do not go abroad. It concludes that these minors and electives cover all relevant business areas (Accounting, Finance, Organization & Strategy, Marketing, Information Management, Entrepreneurship and Economics). In addition, students may choose among electives of the Liberal Arts & Sciences programme of the Tilburg School of Humanities.

2.1.2 Correspondence between the intended learning outcomes and the programme

The committee examined how the various components of the programme contribute to the intended learning outcomes. It studied the matrix included in the critical reflection, setting out the components of the programme linked to the intended learning outcomes, and the study material of the different courses. The committee concludes that in general, the programme offers students the possibilities to achieve the necessary knowledge and skills for the field of Business Administration.

However, the committee has observed that there is not a clear connection between all intended learning outcomes and the programme. This primarily applies to the attitude-related ones. The verifiability of these outcomes is doubtful, according to the committee. For example, cultural awareness (being able to appreciate cultural differences and to account for them in running a business organisation) is not translated clearly in the programme and assessment. The committee advises the programme to look for possibilities to teach and assess all elements in the programme, if the programme wishes to uphold all intended learning outcomes.

The programme aims at providing knowledge on the international aspects of and global influences on all the key knowledge areas of business administration as well as knowledge of cross-cultural management (knowledge-related learning outcome 5). The committee studied the courses in which this is taught and concludes that a course on International Business is lacking. It advises adding such a course to the core curriculum, in which students learn international comparative analysis and research skills and viewpoints. In addition, the programme might consider developing a more visible horizontal learning line on internationalisation. In this learning line, fields like international finance and international marketing should be incorporated. More generally, such skills and understanding could be applied and integrated in other courses (e.g. comparative analysis).

The committee advises the programme to provide a matrix that makes explicit where the different learning outcomes are explicitly taught and assessed. For example, according to the current matrix, the Cross Cultural Psychology course aims to contribute to thirteen intended learning outcomes. The committee studied the assessment methods and assessment criteria of the course. It is assessed with a multiple-choice exam and with group work. For the group work, only two assessment criteria are set, which do not refer to the intended learning outcomes.

The intended learning outcomes of the programme are translated per course into specific learning objectives. Recently, the staff were trained in writing learning objectives. The committee studied the learning objectives of the courses and concluded that at the moment,

the learning objectives are still diverse and are not always easy to link with the intended learning outcomes. The committee advises paying extra attention to the learning objectives, so that they will define what the students are expected to be able to do upon completion of the course.

The committee noticed that currently, entrepreneurship can be chosen as an elective; it is not part of the core programme. The committee discussed this topic with students and alumni and concluded that not all students receive training in entrepreneurship (logically). However, entrepreneurship (being able to develop and sell an idea, product or business) is one of the intended learning outcomes. The committee suggests reconsidering whether all intended learning outcomes need to be compulsory, or that some may be considered a possibility for specialization.

2.2 Learning environment

This section discusses the didactic approach, tutoring, study advice and admission requirements. Moreover, study load, study duration and dropout rate are discussed.

2.2.1 Didactic approach

Each semester consists of five courses of 6 EC each. The aim is to have one lecture of two hours and one tutorial session or other type of class lasting two more hours (in groups of forty students) each week for the majority of the courses in the programme. At the moment, on average sixteen contact hours per week are scheduled. In addition to these class hours, students are expected to spend another 20-25 hours per week on self-study of assigned materials, assignments and class preparation. Students are expected to prepare for a lecture or tutorial and participate actively in tutorials.

The programme differentiates between large-scale teaching formats, small-scale teaching formats and individual teaching formats. Small-scale teaching formats include tutorials, PC lab sessions and role play sessions.

An individual teaching format is the web-lecture. Web-lectures are relatively new to the programme. Most of the time, these web-lectures present additional course material. Difficult issues are explained to the students in short video clips which can be studied whenever and wherever it suits the student. The Accounting 1 course provides these web-lectures, and the Mathematics 1 course is currently preparing a website with additional material and video clips. These web-lectures are useful for all students, but are particularly helpful for students who are abroad, e.g. for an exchange period. The programme (and the whole School) is currently exploring new possibilities to use these web-lectures. During the phasing out of the old curriculum of IBA (Business Studies), the lectures of some courses that were taught for the last time were videotaped and made available to the students. In this respect, they had access to these lectures when studying for their examinations (re-sits). The committee discussed the web-lectures with staff and students and concluded that this is a welcome new working method that can serve multiple activating purposes.

The committee discussed the working methods with the students. They explained that the working methods and the setup of courses ensure that they master the material in an active way. The committee asked the students whether the working methods do encourage them to study on a regular basis. They explained that because of midterm exams, they have to start studying early, but are still frequently tempted to wait too long with starting to master the material. The committee welcomes the plan to enlarge the number of contact hours to twenty per week and would like to advise the programme to look for activating work methods and

assessments for these extra hours. In the critical self-evaluation, the programme intends to start focusing more on innovative ways of teaching and learning, such as the use of voting systems, web lectures and web tests, simulations and games, and online homework tools. In addition, the programme is aiming to incorporate more activities to stimulate learning by letting students work and participate in the classroom. The committee welcomes these initiatives.

Multicultural classroom approach

The primary model for the programme with respect to the teaching and learning environment is the multicultural classroom approach. The tutorials aim for an intensive interaction between teaching staff and students, to allow for a creative and innovative learning experience. In order to encourage students of different nationalities to work together, the composition of tutorial groups endeavors a mix of nationalities.

In the Cross Cultural Psychology course, students learn the theories behind the concept of Cross Cultural Psychology and international cooperation, and actively practice this in assignments and role play sessions. The committee discussed the contents of this course with students and alumni. For some students, the course did not provide greater cultural awareness. For others, the course content and role play sessions helped them to reflect on their past interactions with students of different nationalities.

According to the committee, the multicultural classroom approach enables students to work on intended international and intercultural learning outcomes. The combination of an international student body and an international teaching staff creates an enriching learning environment where students not only learn from their textbooks and professors, but also from the viewpoints of their fellow students from different countries.

The committee studied the composition of the student groups for working on cases. It noted that most of the groups are multicultural, indeed, but that for some courses, groups consist of students from one nationality only (Dutch, Chinese, Greek). Students confirmed to the committee that they are sometimes able to form groups without taking explicit care of the desired multicultural composition. The committee advises the programme to make sure that multicultural groups are formed with all group work.

Research-based learning

As of September 2013, a new educational model of 'research-based learning' will be implemented. A key element in research-based learning is that a curriculum contains a mixture of methods that connect research and teaching. The programme aims at strengthening this link; research will be explicitly incorporated into teaching, enabling students to experience fully the academic research environment they are part of. The preparations for the implementation of this educational model in the programme started with a quick scan by the academic director to evaluate the current set-up of the courses with regards to the new model. The main conclusions were that more focus could be put on activities in which students themselves are involved in research activities (instead of only having to listen and read about research) and on more innovative teaching and learning methods.

The committee thinks the research-based learning approach is promising. With respect to this approach, the committee advises adding qualitative business research methods, including those linked to international comparative analysis, to the programme, since the current programme focuses too much on quantitative approaches. In addition, it advises adding a

project in which students need to conduct empirical research themselves. As is described in the section on achieved learning outcomes (standard 3), it is currently not obligatory for a thesis to contain an empirical part.

2.2.2 Tutoring and study advice

All students receive a binding study advice at the end of the academic year. Students need to pass 42 EC in order to obtain a positive advice.

During the first year, students are actively monitored after each midterm and final examination period and invited for a meeting with their academic advisor when study results lag behind. A formal letter with a provisional advice is sent after the results of the first midterms; after the other examination periods, students are encouraged to contact their academic advisor via the Blackboard page and, if possible, by means of a personal e-mail.

As of 2012-2013, students of year two and three are also monitored in a structured way after both semesters. Students who perform below the standard will receive an e-mail from their academic advisor with an invitation to a meeting in which their progress is discussed.

The committee discussed the tutoring and study advice with the programme coordinator (study advisor). It approves of the active monitoring of students.

According to the committee, the other services provided to the students are adequate and in line with the composition of the student group. The information provision is sufficient, and students receive a diploma supplement.

2.2.3 Admission requirements

In general, the programme is looking for students whose intellectual ability, education, background and personal motivation will benefit from and contribute to the learning environment. To reflect its nature, the programme is explicitly aimed at students with international ambitions and/or international experience. More specifically, the profile of a student has the following features:

- Genuine interest in international business issues;
- Eager to link theory and practice;
- Willingness to work and learn in multicultural teams;
- Capable of developing an analytical and “professional” attitude;
- Willing and capable of engaging in active learning.

Currently, the percentage of international students in the programme is 30%, which is still below the desired percentage of 50%, but it is increasing gradually. With extra recruitment efforts and by lowering the total number of available places in the programme (September 2012 intake), the management team aims to increase the number of foreign students and the integration of both Dutch and foreign students.

In the past, 50% of the students were selected based on motivation and international experience and ambition (decentralized selection). For the intake in September 2013, the programme will have 100% decentralized selection and will no longer draw lots. In a motivation letter, students have to explain why they would like to study this programme, what they expect to contribute to the programme, what their international experience is so far, and what their international ambitions are for the future. In addition, the grades obtained in secondary school (both GPA and grades obtained for specific courses) also play a role in the

selection process. A very low GPA or very low grades for relevant courses, such as Mathematics, Management & Organization or Economics, could be a reason not to select a student, as it is expected that they will have a hard time meeting the requirements of the binding study advice in the first year. However, student motivation will also be taken into account in these cases. Students whose Mathematics level is lower than desired can be referred to the Mathematics preparation course offered during the Tilburg University Summer School prior to the start of the academic year.

The committee studied the admission requirements and believes they are clear for each group of enrolling students. The recruitment and selection process is clearly aimed at students with international ambitions. The programme succeeds in attracting students from all over the world.

The programme management made it clear that at the moment, the international student body is still a slightly separate entity and not an inclusive part of the student population. The committee agrees with the programme management that this is a point for improvement; the composition of the student group (diversity of national and cultural backgrounds) is not in line with the programme's vision on internationalisation. In this regard, the committee welcomes the effort of the programme to increase the number of foreign students to at least half of the student population. In addition, other adjustments might be needed to make the international student body a more inclusive part of the student population.

2.2.4 Study load, study duration and dropout rate

The committee discussed the study workload with students. According to them, the study load is spread evenly over the curriculum. They report a higher workload at the end of semesters. The workload is about 35 hours a week.

As has already been mentioned, the *bachelor's programme Business Studies* was redesigned into the bachelor's programme *International Business Administration* in 2009. Due to the recent start of the new programme, no figures are available on the output of students. The programme expects the graduation rate of students after three or four years of study to increase, because of the new binding study advice.

In 2009, 67% of the students received a positive binding study advice after the first year. This was expected to be higher, because of the selective admission of students. The percentage increased to 83% in 2011. The dropout rate in the second and third years of the program is very low (3%-5%).

The possibilities for raising the norm from 42 EC to 48 EC for a positive binding study advice are currently being investigated at the University level. In addition, Tilburg School of Economics and Management has plans to cluster several programmes with similar first years in order to exclude students with a negative advice from transferring to one of the clustered programmes.

The committee approves the plans of the University and Tilburg School of Economics and Management to increase the percentage of students graduating after three and four years.

2.3 Quality and quantity of staff

2.3.1 Quality of staff

The programme makes use of both foreign and Dutch academic staff. About 75% of the courses have at least one foreign teacher. Approximately 60% of the staff members that are involved in the compulsory courses in the programme come from abroad. Supporting teachers for tutorials should have at least a master's degree, but might still be in the process of obtaining a doctoral degree (PhD candidates). In the academic year 2012-2013, nine full professors are involved in the mandatory courses of the programme. It is not always clear, however, what such involvement exactly means, apart from taking on coordination responsibilities.

The committee discussed the didactic training of staff. It noted that at the moment, a very limited proportion of staff (2%) possesses the BKO (University Teaching Qualification, 'Basiskwalificatie Onderwijs'). It was explained to the committee that in the performance agreements made in the summer of 2012 with the Ministry of Education, it was stipulated that 30% of the teachers and assistant professors should have their BKO by the end of 2014.

All staff are evaluated by means of the School's course and teacher's evaluations. Inadequate evaluation results (scores below 3.0 out of 5) are discussed with the responsible teacher in order to make improvements for the next academic year. During the course the results of the sounding board sessions enable the academic director to provide interim feedback to the teacher.

The committee studied the information provided on the teaching staff and discussed the quality and quantity of staff in the meetings. According to the committee, staff are involved in courses in line with their specializations and fields of expertise. Staff are engaged and committed. Students reported to the committee that it is quite straightforward to contact the staff. Appointments can be made easily, and the staff reacts adequately to the students' questions.

Overall, the teaching in the bachelor's programme is sufficient, but there are staff members who do lack didactic skills, according to the students. The committee suggests these staff members need to be evaluated and trained by professionals or colleagues.

2.3.2 Quantity of staff

The committee discussed the possibility to raise the number of contact hours from 16 to 20 in the first year, since the staff-student ratio is quite low. The management explained that this ratio does not give a clear description of the quantity of staff; it only refers to the compulsory courses in the programme. The management believes it is able to find enough staff for these contact hours. Because of the management's experience with raising the number of contact hours in other programmes, the committee trusts that their efforts will materialize. However, it advises close monitoring to make sure this does not cause too high a workload for the staff.

2.4 Programme-specific quality assurance

The committee studied the information provided on the programme-specific quality assurance and discussed it in the meetings.

Student feedback is obtained through various channels. Students fill in a paper evaluation form one session before the end of the course. This structure provides for a high response

rate. In addition, in semester feedback groups, students give feedback on the education they received in the past semester.

A few years ago, Tilburg School of Economics and Management appointed an alumni officer who coordinates all activities to increase the ties of the School with its alumni. The focus is on graduates of the master's programmes. Since the students of the *bachelor's programme International Business Administration* have not yet graduated from a master's programme, there has been no policy regarding these alumni. As of the next academic year, a policy for this programme should be available. The committee welcomes the development of policy regarding the alumni of the programme.

The committee concludes that the programme ensures its quality through several evaluations. The outcomes of the evaluations constitute the basis for measures for improvement, for example via plans of action for poorly graded courses. However, according to the committee, the programme is not self-reflective enough. For example, in the critical self-evaluation, little reflection on the quality and internationalisation of the programme is given. The committee assesses this as insufficient and advises the programme to elaborate on self-reflection in future reports, and base this on evaluations and management information.

Considerations

According to the committee, the content and structure of the bachelor's programme enable the students to achieve the intended learning outcomes. The curriculum connects to the broad field of Business Administration. In particular, the programme provides for a solid foundation in mainstream economics. However, according to the committee, the number of credits assigned to this foundation is crowding out other vital, critical elements. For example, the elective Operations Management and Information Management courses should both be part of the core programme.

The didactic approach, with large-scale teaching formats, small-scale teaching formats and individual teaching formats, structures the programme and in the view of the committee supports the students' learning process. The programme-specific quality assurance is adequate.

According to the committee, staff are involved in courses in line with their specializations and fields of expertise. They are engaged and committed. Students reported to the committee that it is quite straightforward to contact the staff. Appointments can easily be made, and the staff responds adequately to their questions.

The progress of students is monitored closely, and students are invited by the programme coordinator when progression lags behind. Students get help and receive clear signals about whether their progress is sufficient to be allowed to continue studying after the first year.

According to the committee, the multicultural classroom approach enables students to work on the intended international and intercultural learning outcomes. The combination of an international student body and an international teaching staff creates an enriching learning environment where students not only learn from their textbooks and professors, but also from the viewpoints of their fellow students from different countries. However, the composition of the student group is not in line yet with the programme's vision on internationalisation. The programme succeeds in attracting students from all over the world, but currently, the percentage of international students is still below the desired level. The percentage is increasing gradually.

According to the committee, the services provided to the students are very adequate and in line with the composition of the student group.

Conclusion

Bachelor's programme International Business Administration: the committee assesses Standard 2 as **satisfactory**.

Standard 3: Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and 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 post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

Findings

For this standard, the assessment methods (3.1), quality control and improvement (3.2) and the achieved learning outcomes (3.3) of the *Bachelor's programme International Business Administration* are discussed.

3.1 Assessment methods

Each year is divided into two semesters of 13 or 14 weeks each. A semester has final examinations at the end. All first-year courses also have a mid-term review after seven weeks. Re-sits are scheduled for all courses in June and July. Other forms of assessment, such as individual or group assignments, are only offered once a year during the course. For certain larger assignments, students are offered the opportunity to rewrite their assignment if the initial grade was insufficient. The committee is positive about the introduction of mid-term exams in addition to the final examination of a course. This seems to stimulate students to continuous learning.

The main ways to assess the course goals are as follows:

- Written examinations, with a focus mostly on knowledge and understanding;
- Individual and team assignments, aimed mainly at the application of knowledge, analysis and evaluation, sometimes combined with the writing of a report or giving a presentation;
- Peer evaluation activities, to critically reflect on another person's work.

The committee examined the learning assessment procedures and looked into a selection of assessments. It concludes that the assessments are adequately related to the programme. There is a variety of assessment forms and a good balance between individual and group assignments. The committee advises the programme to monitor closely the quality of the multiple-choice exams in particular. It has observed that some of these exams do not have enough questions, so that the reliability of these exams might be too low.

According to the students, the feedback on papers and written assessments is insufficient. They informed the committee that they do not receive any feedback on some projects. The committee noted that the students consider this a serious point for improvement. It advises the programme to develop guidelines on the provision of feedback on assessment.

3.2 Quality control and improvement

In 2012, the programme organized workshops for the staff on learning goals, in cooperation with the Board of Examiners. They were shown how the learning goals of the courses should be properly formulated and how these goals can be assessed with different testing methods. This resulted in specification tables for courses. These tables focus on the level and orientation of the assessment of the learning goals. The committee appreciates the use of specification tables, which contributes to a valid assessment. It noted that not all courses have a table yet. In addition, it would like to advise adding a connection to the intended learning outcomes, to clarify how the learning goals are linked to these intended learning outcomes.

The committee met with the Board of Examiners during the site visit and discussed the activities the Board carries out with regards to the quality assurance of the exams. It concluded that the Board has started performing its new legal tasks. For example, the Board will start evaluating the specification tables and use them when checking the quality of examinations.

3.3 Achieved learning outcomes

3.3.1 Bachelor's thesis

In the second semester of the third year, students have to write a bachelor's thesis worth 12 EC in one of the four business fields: Accounting, Finance, Marketing, and Organization & Strategy.

The committee assessed fifteen recent bachelor theses and established that all of them met the requirements for graduation. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme. The committee noted that most theses are literature reviews and do not contain an empirical part. It observes that in some theses with an empirical part, the chosen methods and techniques of research are adequate for measuring the described effects.

Tilburg School of Economics and Management is currently discussing for all programmes whether or not the bachelor's thesis should also contain a brief empirical part. The committee would welcome this. The programme aims at teaching students to conduct scientific research (skill-related intended learning outcome 9: gathering, analyzing and interpreting data and information; and use of ICT and other appropriate tools for this purpose). Adding an empirical part in the theses or adding a course and assessment on doing empirical research contributes to this intended learning outcome. In addition, such a course would follow the introduction of the educational model of research-based learning (as discussed in the section on the didactic approach).

3.3.2 Assessment of theses

An assessment form is used for feedback and grading. This is a general assessment form, used for the theses of students of the *bachelor's programme in Business Economics* as well.

Students receive a final grade between 0 and 10 for the thesis; 6 or higher is a passing grade. The thesis is assessed on six criteria:

- Formulation of the research question;
- Quality of the literature review;
- The method of data collection;
- Analysis of, and reporting on the findings;

- Quality of conclusion and recommendations;
- Form and style of the thesis: level of independence.

The assessment is done by the supervisor and a co-reader. If the grade is below 6, the student has one chance to improve his/her thesis at the re-sit.

The committee studied the assessment forms accompanying the assessed theses and concluded that the comments were insufficiently detailed for most of them. It assesses the lack of a final feedback as insufficient; students need to receive a written feedback on their final work, and the way students receive feedback should be standardised. For example, bachelor students need a developmental written feedback before continuing to a master's programme in which they will have to write a thesis as well.

The committee found that the sub-grades on the six criteria of the assessment form do not always logically build up to the final grade for the thesis.

The committee concludes that the current assessment form is not adequate. It does not support consistency, it is too general, and the sub-grades do not logically connect to the final grade. The committee recommends revising the assessment forms and providing for more guidelines and quality control of the assessment. On the assessment form, every member of the assessment committee should be able to make his or her remarks independently. In addition, it needs to be made clear how the comments on every aspect of the assessment come together in the final grade. In addition, on the programme level, a clear manual needs to be written on the procedures and assessment (criteria) of the theses.

Considerations

The committee has established that the bachelor's programme has adequate assessment systems and assessment procedures. The assessment procedures are sufficiently implemented in the programme. The Board of Examiners performs its legal tasks.

The committee assessed fifteen recent bachelor theses and established that all of the theses met the requirements for graduation. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme.

The committee noticed that most theses are literature reviews and do not contain an empirical part. It welcomes the programme's idea to add a course and assessment on doing empirical research, since this is part of the intended learning outcomes.

According to the committee, the current assessment form for the theses does not encourage a consistent practice. It recommends that the form be revised and that more specific guidelines on assessment be developed to ensure consistent marking throughout.

Conclusion

Bachelor's programme International Business Administration: the committee assesses Standard 3 as **satisfactory**.

Appendices

Appendix 1: Curricula Vitae of the members of the assessment committee

Hans Schenk

Prof. Hans Schenk, MBA, is a professor of economics and business in the Faculty of Law, Economics and Governance at Utrecht University where he founded the Tjalling Koopmans Research Institute in 2003. Before accepting his position at Utrecht University, he was on the faculties of Groningen, Erasmus and Tilburg Universities and had visiting faculty positions at universities in the UK, France and China. He taught courses ranging from operations research to financial accounting and institutional economics, and started the new Law & Economics master at Utrecht in 2013. He has published widely on industrial policy, mergers, corporate governance and strategic management, is an advisor to many multinational firms as well as health organizations, and is a member of various supervisory boards.

Hans van der Heijden

Prof. Hans van der Heijden is a full professor of Accounting and Information Systems at Royal Holloway, University of London. His research interests include the user acceptance of enterprise systems and the effectiveness of various IFRS formats. His publications have appeared in a range of journals including *MIS Quarterly*, the *British Accounting Review*, and *Behavioral Research in Accounting*. He has assumed senior responsibilities for the annual European Conference on Information Systems (Research Chair, Research-in-Progress Chair), the Australian Conference on Information Systems (Track Chair), and the International Conference on Information Systems (Associate Editor). He is currently on the editorial board of *Behavioral Research in Accounting* and the *European Journal of Information Systems*.

Slawomir Magala

Prof. Slawomir J. Magala, professor of cross-cultural management, Department of Organizational Sciences and Human Resource Management at the Rotterdam School of Management, Erasmus University. He wrote “Cross Cultural Competence” (Routledge, 2005), “The Management of Meaning in Organizations” (Palgrave, 2009) and “Ethical Control and Cultural Change. In Cultural Dreams Begin Organizational Responsibilities” (*Journal of Public Affairs*, 10/3, 2010). His research interests are brokering knowledge, manageable inequalities and class struggle in mediated sentimental consumption. Editor-in-chief of *Journal of Organizational Change Management* and co-editor of *Qualitative Review of Sociology*.

Andrew Sturdy

Andrew Sturdy is Professor of Organizational Behaviour and Head of the Department of Management at the University of Bristol, UK. Previously, he held posts at the Universities of Bath, Melbourne, London and Warwick, where he was an Associate Dean at Warwick Business School and responsible for a PhD programme of 150 students. He has worked with diverse organisations in research projects on management innovation. His particular expertise is on the organisation and use of management consultancy and the adoption of new management ideas. He is also an associate editor of the *Journal of Management Inquiry*.

Marjolein van der Aar

Marjolein van der Aar is a Master student of Business Administration with the specialization Strategy & Organization at the Vrije Universiteit Amsterdam. As part of her Bachelor in Business Administration at the Vrije Universiteit Amsterdam, she studied abroad for a semester at the Reanati Business School, following courses of the international MBA programme. During her Bachelor programme, she was a fulltime board member of the faculty's study association for a year.

Appendix 2: Domain-specific framework of reference

19 December 2011

The Business discipline

Business programmes focus on the interdisciplinary study of organisations 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 organisations in its broadest sense. The aim is to understand how the various activities within an organisation contribute to achieving the organisation'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 organisations, as commercial, governmental, voluntary and international organisations are all object of study.

Students will encounter sub-disciplines such as Marketing, Strategy, Human Resources Management, Organisation 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 organisational activities and change. Business students distinguish themselves through their ability to integrate two or more disciplines, to tackle organisational problems and to understand and participate in organisational 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 organisational 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 various 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 world of work.

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).

Students with a BSc degree in Business 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 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 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 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, academic 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 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 key feature of academic degree programmes is that they encourage students to do things that enrich their academic experience. Encouraging independence and allowing students to work in teams without undue external influence are important in this regard.

Appendix 3: Intended learning outcomes

Knowledge

The graduate of the IBA programme should have knowledge of:

1. The main concepts, tools and models (and their interrelationship) in the following key knowledge areas in international business:
 - a) Economics, accounting and finance;
 - b) Customer behavior and marketing;
 - c) Management of operations, innovation and information systems;
 - d) Organizational behavior and management;
2. The following adjacent disciplines: technology management, business law, business ethics and philosophy;
3. Theoretical basics of business administration, especially the mutual relations between the historical, the reflective and the philosophy of science backgrounds of business administration;
4. The following quantitative disciplines: mathematics, statistics and systems modeling;
5. The international aspects of and global influences on all the key knowledge areas of business administration as well as knowledge of cross-cultural management;
6. Methods of scientific research;
7. The principles of project management.

Skills

The IBA Bachelor graduate must have the capability to:

1. Start up, plan, conduct and complete (individual) projects in which basic knowledge is applied;
2. Work in teams with students from different cultural backgrounds on complex projects for (internal or external) clients;
3. Work according to the principles of project management;
4. Inform others by means of a written report in English about findings, ideas, conclusions and/or recommendations;
5. Give a clear presentation in English to a professional audience;
6. Communicate effectively from person to person in an intercultural setting;
7. Define business issues and problems in terms of the following adjacent disciplines: business law, business ethics and philosophy;
8. Apply basic tools and methods in business research - including systems modeling, mathematics and statistics;
9. Conduct scientific research: gathering, analyzing and interpreting data and information; and use ICT and other appropriate tools for this purpose;
10. Learn, that is, to be open for feedback, acknowledge opportunities for personal development, and experiment with new ideas and behaviors.

Attitude

Students completing the IBA Bachelor programme have an attitude that is characterized by:

1. Flexibility: being able to switch between different assignments, projects and perspectives;
2. Self-confidence: trust in one's own competence and performance;
3. Realism: a valid assessment of one's own abilities;
4. Empathy: ability to place oneself in someone else's position, thoughts and feelings;
5. Entrepreneurship: being able to develop and sell an idea, product or business;
6. Cultural awareness: be able to appreciate cultural differences;
7. International orientation: to make the values of a multicultural and international orientation the basis of one's view of man and society;
8. Social responsibility: to accept corporate social responsibility and sustainability as values.

Appendix 4: Overview of the curriculum

Year 1 Semester 1	Credits	Semester 2	Credits
<i>Compulsory subjects:</i> International Management Organizational Behavior Accounting 1 Microeconomics Mathematics 1	6 6 6 6 6	<i>Compulsory subjects:</i> Marketing Management Finance 1 Macroeconomics Statistics 1 Project IBA	6 6 6 6 6
Year 2 Semester 1		Semester 2	
<i>Compulsory subjects:</i> Finance 2 Cross Cultural Psychology Mathematics 2 Philosophy of Science <i>Compulsory elective:</i> Operations Management Information Management	6 6 6 6 6	<i>Compulsory subjects:</i> Accounting 2 Strategic Management Decision Making in Marketing Statistics 2 Business Research	6 6 6 6 6
Year 3 Semester 1		Semester 2	
<i>Compulsory subjects*:</i> <i>Semester abroad</i> <i>Minor:</i> • Accounting • Finance • Marketing • Organization & Strategy • Information Management • Entrepreneurship • Economics • Free minor <i>Electives:</i>	30 18 12	<i>Compulsory subjects:</i> Business Law The Morality of Commercial Life Innovation and Technology management Bachelor's Thesis	6 6 6 12

* In the third year IBA students go abroad the first semester or they choose minor and elective courses at Tilburg University. The elective courses should be in English and approved by the Examination Board. An overview of the courses which belong to the minors is given on the next page.

Accounting

- Intermediate Management Accounting
- Auditing and Accounting Systems
- Intermediate Financial Accounting

Finance

- Financial Management
- Financial History and Intermediation
- Risk Management

Marketing

- Services Marketing
- Industrial Marketing
- Marketing at Work

Organization & Strategy

- Supply Chain Management
- Industrial Organization
- Comparative Management

Information Management

- Business Networks and Inter-Organizational Systems
- Information Systems Strategy
- Decision Tools

Entrepreneurship

- Entrepreneurship: Theory and Practice
- Creative Entrepreneurship
- Corporate Entrepreneurship

Economics

- Economics of the European Union
- History of Economic Thought
- Finance & Development

Appendix 5: Quantitative data regarding the programme

Data on intake, transfers and graduates

Drop-out after 1, 2 and 3 years (inflow students VWO, in Dutch: Uitval na 1, 2 en 3 jaar VWO-instroom)

Cohort	2006	2007	2008	2009	2010	2011
Drop-out after 1 year	19%	27%	29%	32%	17%	
Drop-out after 2 years	22%	30%	31%	34%		
Drop-out after 3 years	24%	32%	33%			

Output (inflow students VWO, in Dutch: Rendement VWO-instroom)

Cohort	2006	2007	2008	2009
Output after 3 years	23%	17%	34%	
Output after 4 years	52%	49%		
Output after 5 years	77%			
Output after 6 ⁽⁺⁾ years				

Output (inflow all students, in Dutch: Rendement totale instroom)

Cohort	2006	2007	2008	2009
Output after 3 years	24%	20%	36%	
Output after 4 years	51%	52%		
Output after 5 years	76%			
Output after 6 ⁽⁺⁾ years				

Quality teaching staff (in Dutch: docentkwaliteit)

Degree	MA	PhD	UTQ*
Percentage	43%	57%	2%

*UTQ=BKO

Contact hours (in Dutch: contacturen)

Year	1	2	3
Contact hours	16	16	13

Remarks

Drop-out and output: The numbers are provided by the VSNU (Association of Dutch universities). The grey cells are empty, because these numbers are not available (December 2012). Some of them will be available at the beginning of 2013.

The students in the cohort 2006, 2007 and 2008 followed the old programme of IBA. The programme was then called Business Studies. The cohort 2009 started with a new name for the programme and a new curriculum.

Quality teaching staff: Refers to the teaching staff of the compulsory courses (Bachelor's Thesis excluded). Most lecturers with a MA degree are involved in the tutorials of the

courses. A large number of them are PhD candidates. Almost all course coordinators have a PhD degree and give the lectures.

Quality teaching staff: About 5% of the lecturers is currently working on the requirements to obtain a UTQ.

Teacher-student ratio achieved

Student-teacher ratio

Ratio	1 fte teaching staff: 60 students
-------	--------------------------------------

Refers to the compulsory courses in the programme, Bachelor's Thesis is not included. In total these courses have 11,44 fte teaching staff. Number of students: 689. The IBA programme has 65 teachers who are involved in the compulsory courses.

Average amount of face-to-face instruction per stage of the study programme

Contact hours (in Dutch: contacturen)

Year	1	2	3
Contact hours	16	16	13

Refers to the number of scheduled hours per week. IBA has divided the year in 2 semesters in which lectures are scheduled; both last 13 weeks. Contact hours in the first semester of year 3 depend on the choice students make for their electives. On average, this will be 10-20 contact hours per week. In the second semester of this year, 8 contact hours per week are scheduled.

Appendix 6: Programme of the site visit

Monday 18 March 2013		Members	Function/role
8.30-9.15	Reading/Viewing documents		
9.15-10.15	TiSEM Leadership Team	Prof. dr. A.C. Meijdam Prof. dr. J.R. ter Horst Prof. Dr. Ir. G.C.J.M. Vos Dr. V.M.C. de Vries Dr. V.J.J. Wiegerinck	Dean TiSEM Vice Dean Education Academic Director IBA until sept 2012/ Program Director Outreaching Honors Program Managing Director Research Based Learning Academic Director IBA
10.15-11.00	Internationalization	Ms. M.A. van Delft Ms. A. van Vliet	Admissions Officer Director of International Relations (Exchange)
11.00-11.45	Examination Committee	Drs. C.J.H. Beltman Prof. Dr. H.J.M. Hamers Prof. Mr. E.C.C.M. Kemmeren	Program Coordinator Chairman Exam Committee Member Exam Committee
11.45-12.30	Students	Andreas Endres Carlijn Kerkers Carl Kuehl Tra My Nguyen Jeff Repko	3rd years student 4th years student 2nd years student 2nd years student 4th years student
12.30-13.15	Lunch		
13.15-14.00	Lecturers	Prof. Dr. H.A. Benink Dr. B.R.C.J. van den Brand Dr. P. Curseu Prof. G.W. Dubbink Drs. J.M. Dumas Dr. J. Small Prof. Dr. A.J.R. van de Vijver	Macroeconomics Accounting Organizational Behaviour Morality of Commercial Life International Management Operations Management Teaches Cross Cultural Psychology
14.00-14.30	Education Committee	Prof. Dr. Ir. J. Ashayeri drs. S.H.J. van den Hoogen	Chairman Education Committee Staff member Education Committee

		<p>Juliette van Haaster</p> <p>Menqi Wen</p>	<p>Student member Education Committee/ 3rd years IBA student</p> <p>Student member Education Committee/ 3rd years IBA student</p>
14.30-15.00	Alumni	<p>Vera Beunen</p> <p>Tipo Chaudry</p> <p>Dirk de Groot</p> <p>Bram van Haren</p> <p>Marjolein van de Kreeke</p> <p>Valerie de Rooij</p> <p>Yun Wang</p>	<p>Student MSc Finance</p> <p>Student MSc Marketing Management</p> <p>Student MSc Supply Chain Management</p> <p>Student MSc Finance</p> <p>Student MSc International Management/ Finance</p> <p>Student MSc Strategic Management</p> <p>Student MSc Economics and Finance of Aging</p>
15.00-16.00	Afternoon Break and prepare Meeting with TiSEM Leadership Team		
16.00-16.45	TiSEM Leadership Team	<p>Prof. dr. A.C. Meijdam</p> <p>Prof. dr. J.R. ter Horst</p> <p>prof. dr. A. van Witteloostuijn</p> <p>Dr. V.J.J. Wiegerinck</p>	<p>Dean TiSEM</p> <p>Vice Dean Education</p> <p>Vice Dean Research</p> <p>Academic Director IBA</p>
16.45-18.00	Writing provisional conclusions		
18.00-18.15	Announcement provisional conclusions		

Appendix 7: Theses and documents studied by the committee

Prior to the site visit, the committee studied the theses of the students with the following student numbers:

325779
932217
428942
255088
208160
366785
424270
687743
916521
152300
322508
868500
475002
547992
452177

During the site visit, the committee studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

- 11 files with course information:
 - Cross Cultural Psychology
 - Finance 1 for IBA
 - Innovation & Technology Management for IBA
 - Marketing Management for IBA
 - Mathematics 2
 - Micro Economics for IBA
 - Morality of Commercial Life
 - Operations Management
 - Organizational Behavior
 - Project IBA
 - Statistics 2 for IBA

Each file contained:

1. Textbook
2. Course description
3. Specification table
4. Example Midterm, grading schedule and students midterm
5. Example Exam, grading schedule and students exam
6. Assignment description, and students work

- Bachelor Thesis Accounting: 5 student examples
- Bachelor Thesis Finance: 3 student examples
- Bachelor Thesis Organization & Strategy: 4 student examples

- Bachelor Thesis Marketing: 4 student examples

- Student Manual Year 1 Semester 1
- Student Manual Year 1 Semester 2
- Student Manual Year 2 Semester 1
- Student Manual Year 2 Semester 2
- Student Manual Year 3 Semester 1
- Student Manual Year 3 Semester 2

- Course Descriptions
- Specification Tables
- Evaluation Year Reports
- Rules and Guidelines for the Examination Committee
- Teaching and Examination Regulations for IBA
- Passing Rates Reports
- Teacher Evaluations
- Minutes Education Committee Business
- Faculty Regulations
- Positioning of Education at TiSEM
- Message from the Dean
- Implementation of Research Based Learning
- Education Rankings Taskforce
- TiSEM's Strategic Plan and Update Reports
- Code of Conduct

Appendix 8: Declarations of independence



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME E. J. J. Schenk

HOME ADDRESS 288 MATHEW EISERLAAN
3021 HJ ROTTERDAM
THE NETHERLANDS

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT /
SECRETARY

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES
OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR
CONSULTANT WITH THE ABOVE INSTITUTION WHICH COULD AFFECT A FULLY
INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN
EITHER A POSITIVE OR A NEGATIVE SENSE.

HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES
WITH THE INSTITUTION DURING THE PAST FIVE YEARS.

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL
THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH
THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE
CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO.

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF
CONDUCT

PLACE Utrecht DATE 14 Dec 2012

SIGNATURE



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME

J. J. J. Schenk

HOME ADDRESS

P.O. Box 10000, 3720 BA Utrecht, The Netherlands

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT /
SECRETARY

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

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CONDUCT

PLACE Utrecht DATE 14 Dec 2012

SIGNATURE



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
 TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME
 THE UNDERSIGNED

NAME: Slawomir Magala

HOME ADDRESS: Zomeriek 30
2925 C2 Krimpen a/d IJssel

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE.

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HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAQ CODE OF CONDUCT.

PLACE: Utrecht DATE: 14/12/2012

SIGNATURE: [Signature]



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
 TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME
 THE UNDERSIGNED

NAME: ANDREW STURDY

HOME ADDRESS: 14 ROSEBERY TERRACE, BRISTOL BS81DP, UK

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE.

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HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAQ CODE OF CONDUCT.

PLACE: BRISTOL, UK DATE: 6th FEBRUARY, 2013

SIGNATURE: [Signature]



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME

Maryolien van der Aar

HOME ADDRESS

Iedsdammstraat 27-3, 1017 RG Amsterdam

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY.

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

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HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE Utrecht

DATE: 14-12-2012

SIGNATURE



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME

Linda van der Grinten

HOME ADDRESS

Opleverderweg 150 Ooppendam

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY.

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

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HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE Utrecht

DATE 14 December 2012

SIGNATURE

Appendix 8b

	RU	OU	UvA	VU	UvT
Committee members					
Verhallen, Theo	x	x	x	x	
Heijden, Hans van der	x	x	x	x	x
Harris, Lynette	x		x		
Heijltjes, Marielle		x		x	
Blommaert, Jos		x			
Gaalman, Gerard				x	
Magala, Slawamir					x
Schenk, Hans			x	x	x
Sturdy, Andrew	x				x
Mourik, Charissa van		x		x	
Aar, Marjolein van der	x		x		x
Secretaries					
Linda van der Grijsparde	x		x	x	x
Hugo Verheul		x			

Open Universiteit Nederland (3 programmes)	B Bedrijfskunde (50645)	Parttime
	M Business Process Management and IT (60094)	Parttime
	M Management (60334)	Parttime
Radboud Universiteit Nijmegen (2 programmes)	B Bedrijfskunde (50645)	Fulltime
	M Bedrijfskunde (66834)	Fulltime
Universiteit van Amsterdam (2 programmes)	B Economie en Bedrijfskunde (50905)	Fulltime
	M Business Studies (60902)	Fulltime
Vrije Universiteit Amsterdam (4 programmes)	B Bedrijfskunde (50645)	Fulltime
	B International Business Administration (50952)	Fulltime
	M Business Administration (60644)	Fulltime
	M Business Administration (n.v.t.)	Parttime
Universiteit van Tilburg (1 programme)	B International Business Administration (50952)	Fulltime