

Assessment report
Limited Framework Programme Assessment

Master Organization Studies

Tilburg University

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1. Executive summary

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

The programme objectives are sound, relevant and rather ambitious, requiring students to have a comprehensive view on organizations, on organizational change, complexity and dynamics and to be able to balance various interests in this respect. The panel regards the objectives for students to acquire this comprehensive view and to study both the organizational and the employees perspectives as strengths of the programme. The panel advises to consider changing the current label of the programme to bring the label closer to this profile. The distinction between this master programme and the Bachelor Organization Studies programme is quite clear, justifying the difference in level between these programmes.

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

The programme intended learning outcomes are comprehensive and well-articulated, meet the programme objectives and correspond to the master level. The panel recommends to be clearer on the international and intercultural dimensions and to phrase the academic and vocational skills more explicitly.

The panel supports programme management intentions to keep the student influx numbers at the current levels or raise them further. In addition, the panel approves of the policies to offer this programme to both Dutch and foreign students and to offer the planned international track to attract more foreign students.

The curriculum meets the intended learning outcomes. The panel is very positive about the curriculum, addressing relevant subjects in the courses, discussing these subjects in-depth and teaching students to apply concepts and theories in this field. The curriculum is well-organized and coherent. The panel welcomes students being offered the opportunities to take the Extended Master programme and being acquainted with the professional field. The panel recommends to strengthen the international dimensions of the subjects addressed in the courses.

The lecturers both are good researchers in their fields and effective as teachers. The generous proportions of lecturers being PhDs and being BKO-certified testify to their research and educational capabilities. The lecturers meet very regularly to discuss the programme. The panel suggests intensifying the lecturers' training on teaching and assessing of academic and vocational skills. The panel also proposes to balance the gender diversity among the staff. As the workload of the lecturers is quite demanding, the panel advises to balance this workload.

The programme educational concept and study methods are effective and allow students to gain the knowledge and skills required and to apply their knowledge to case-studies or real-life cases. The number of hours of face-to-face education and the students-to-staff ratio are satisfactory. The student success rates are favourable.

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

The examination methods adopted for the courses are adequate, meeting the course goals and contents. The panel proposes to proceed and determine the examination methods to assess academic and vocational skills.

The panel considers the supervision and assessment processes of the Master thesis to be up to standard. The concept and implementation of the thesis circles are welcomed by the panel. The meeting to discuss the draft thesis is regarded to be positive as a form of formative assessment. The panel suggests to ensure comparable levels of supervision among supervisors, as these levels may differ. Although the thesis scoring forms include relevant criteria and are comprehensive in this respect, the panel advises to add written comments to substantiate the assessments. The supervision and assessment of the theses in the Extended Master programme are regarded by the panel to be up to standard as well, as the programme has long-standing relations in this respect with a number of selected organisations.

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

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

The theses of both the regular master and the Extended Master are considered by the panel to be up to standard. The theses are theoretically and methodologically sound. The panel welcomes students having co-authored journal articles.

The panel regards the results of the alumni surveys to be very favourable, noting the programme graduates to have succeeded in finding fitting positions in the professional field quite easily. The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer a suitable preparation for the labour market in this domain.

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

Rotterdam, 19 September 2018

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

drs. W. Vercouteren
(panel secretary)

2. Assessment process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Programme administrative information

Name programme in CROHO: M Organization Studies
Orientation, level programme: Academic Master
Grade: MSc
Number of credits: 60 EC
Specialisations: N.A.
Location: Tilburg
Mode of study: Full-time (instruction language is English)
Registration in CROHO: 60074

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

4. Findings, considerations and assessments per standard

4.1 Standard 1: Intended learning outcomes

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

Findings

The Master Organization Studies is a research-based, multi-disciplinary, social sciences master programme of Tilburg University. The programme is English-taught.

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

The objectives of the programme are to educate students to become *organizational analysts*, who can critically analyse organizational problems, who can design interventions for adaptive processes in organizations and who know how to derive their analyses and interventions from existing academic research and their own academic research in this domain. In addition, students are educated to become responsible professionals, knowing how to balance the interests of organizations, employees and society at large. Compared to the Bachelor Organization Studies programme, this master programme requires students to demonstrate much more self-reliance in doing social sciences research and to be more knowledgeable and skilled in assisting to improve organizations.

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

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

Students are prepared to enter the labour market, taking positions as policy advisors, management consultants, project leaders or organizational advisors in private companies, (semi)public institutions or non-profit organizations. In addition, students continue their studies as PhD students.

The programme objectives have been translated into the programme intended learning outcomes. These specify, among others, students to be knowledgeable about theories in this field, especially about theories of complexity and dynamics in organizations and in organizational environments, to apply these theories to diagnose organizational problems and to design interventions, to do research independently, to acquire academic and vocational skills, such as communication and organizational skills and to continue learning in a self-directed way.

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

Programme management conducted a survey among similar programmes in the Netherlands and abroad. The number of comparable programmes is relatively limited, being a number of programmes in the Netherlands and one programme abroad. From this comparison, the programme emerges as a programme being directed especially towards the study of intra- and inter-organizational complexity and dynamics.

Considerations

The panel regards the programme objectives to be sound and relevant. The objectives are considered by the panel to be rather ambitious, requiring students to have a comprehensive view on organizations, on organizational change, complexity and dynamics and to be able to balance various interests in this respect. At the same time, the panel regards the objectives for students to acquire this comprehensive view and to study both the organizational and the employees' perspectives as strengths of the programme. The panel advises to consider changing the current label of the programme to bring the label closer to this profile. The distinction between this master programme and the Bachelor Organization Studies programme is quite clear, justifying the difference in level between these programmes.

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

The panel regards the intended learning outcomes to be comprehensive and well-articulated and to meet the programme objectives. The panel recommends to be clearer in the intended learning outcomes on the international and intercultural dimensions of the programme field of study. In addition, the panel advises to phrase the academic and vocational skills to be acquired more explicitly. The panel considers the intended learning outcomes to correspond to the master level.

Assessment of this standard

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

4.2 Standard 2: Teaching-learning environment

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

Findings

The average number of incoming students between 2011 and 2017 was little over 100 students per year. Because of demographic trends, less students are expected to come from the Tilburg region. In addition, less students proceed from the Bachelor Organization Studies of Tilburg University or from the pre-master programme to this master programme. The number of foreign students entering the programme is limited. The last two years saw decreasing numbers of students enrolling in the programme. Therefore, programme management has the intention to raise student numbers. Programme management intends to offer a track in this field, to increase the appeal for foreign students. About 30 % of the incoming students take the Extended Master.

The regular programme takes one year to complete and has 60 EC of study load. The Extended Master programme takes 18 months to complete, the study load being 90 EC. Programme management drafted a comprehensive table with the relations of the intended learning outcomes to the curriculum components to show the curriculum meeting the programme intended learning outcomes. The curriculum of the programme comprises five compulsory courses (30 EC), scheduled in the first semester, being courses on organizational complexity, organizational dynamics, the complexity and dynamics of the organizations' environments, the effects of the environments on organizations and the organizations' responses to these effects. In the courses, concepts and theories from various disciplines are addressed and articles and papers from different disciplines are studied, this being in line with the multi-disciplinary nature of the programme. Training of academic and vocational skills, such as presentation, collaborative and consultancy skills are part of the courses. In the second semester, first students take the *Master's Seminar on Organization Studies* (6 EC), which prepares them for the Master thesis (24 EC). In the seminar, students draft their thesis proposal. Students, who opt for the Extended Master programme, combine the Master thesis with a junior traineeship at one of the selected partner organizations of the programme, this combination taking about a year. In the Extended Master programme, students are acquainted with the professional field, while drafting the Master thesis. They do company-specific projects at the junior traineeship organizations. The programme offers opportunities to spend part of the curriculum abroad, but only few students take this opportunity.

A total number of 23 staff are involved in the programme. As has been mentioned above, lecturers in the programme are researchers of the Organization Studies and Methodology and Statistics Departments of Tilburg School of Social and Behavioral Sciences. The lecturers are experts in the fields they lecture in and are well-published in these fields. All of the lecturers have PhDs, except two junior lecturers. About 17 % of the lecturers are full professors. About 70 % of the staff is BKO-certified, testifying to their educational qualities. Staff meet two times per year to discuss the programme and new trends relevant for the programme. In addition, course coordinators and programme management meet once per year to discuss the programme.

In courses, two lecturers tend to be involved. In their courses, lecturers refer to the relations with other courses in the curriculum in order to clarify curriculum coherence and structure. The lecturers' workload is quite demanding. Students are very positive about the lecturers.

Students with either the Tilburg Bachelor Organizational Studies degree or one of the Tilburg School of Social and Behavioral Sciences bachelor degrees with appropriate minors or the Bachelor in Liberal Arts degree with the Social Sciences major are admitted unconditionally to the programme. Students with comparable Dutch or foreign bachelor degrees are admitted as well. Students coming from other bachelor programmes outside of Tilburg, are brought on the required entry level through additional tutorials and through study of additional literature. Students with bachelor degrees from higher vocational institutes (hbo) and other foreign students have to take the pre-master programme (60 EC).

The programme adheres to the principles of the Tilburg Education Profile of Tilburg University, which aims for small-scale, activating and academic education, promoting vocational skills. The study methods include lectures, working groups, project teams, cases, serious games, computer-supported practical work, applied research assignments and writing and presenting papers. Lectures may be rather large-scale, whereas working groups comprise 20 to 30 students and project teams consist of five to eight students. The working groups and project teams may include working on case-studies or real-life cases, being geared towards teaching students to apply theories and concepts. The working groups and project teams may include training of academic and vocational skills, such as presentations, discussions, collaboration and giving and receiving feedback. Lecturers use electronic study methods, such as knowledge clips and survey apps. The Faculty task group is in place to exchange information in this respect. The number of hours of face-to-face education are about 190 hours in total, including 24 hours for the Master thesis supervision and thus leading to about 8 to 9 hours per week in the courses of the first semester. The students-to-staff ratio is a little over 24 : 1. Programme management started to implement the mentoring systems, which is being implemented in the Bachelor programme. The student success rates of the programme are on average about 54 % after one year and on average about 91 % after two years.

Considerations

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

The panel observed the curriculum to meet the intended learning outcomes. The panel is very positive about the curriculum, addressing relevant subjects in the courses, discussing these subjects in-depth and teaching students to apply concepts and theories in this field. The contents of the courses definitely are very appropriate. The curriculum is well-organized and coherent. The panel noted students to be well-informed by lecturers about the curriculum coherence. The panel welcomes students being offered the opportunities to take the Extended Master programme and being acquainted with the professional field. The panel recommends to strengthen the international dimensions of the subjects addressed in the courses.

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

The programme educational concept and study methods are effective and allow students to gain the knowledge and skills required and to apply their knowledge to case-studies or real-life cases. The number of hours of face-to-face education and the students-to-staff ratio are satisfactory. The student success rates are favourable.

Assessment of this standard

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

4.3 Standard 3: Student assessment

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

Findings

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

In nearly all courses, multiple examination methods are adopted. Examination methods include written examinations, individual and group assignments, oral examinations and presentations. Written examinations and group assignments are the dominant examination methods in courses. The team work may, however, not exceed 50 % of the course grade. The programme is in the process of determining the examination methods to assess academic and vocational skills.

For the Master thesis, students are offered subjects by lecturers, aligning subjects to lecturers' research interests. The thesis process starts with drafting the thesis proposal. This proposal, being the result of the Master's Seminar on Organization Studies course, is assessed by the thesis supervisor, the second reader and an examiner coming from the Department of Methods & Statistics. Commencing with the thesis is subject to approval of the proposal. Throughout the thesis drafting and writing process, students meet every two to three weeks in thesis circles, being small groups of students, to discuss the theses. Thesis circles are guided by the thesis supervisor. Students are to submit their thesis at one of the two fixed deadlines. Prior to this date, the supervisor and the second examiner advise on the draft thesis. Students have to respond to this advice. Having included the comments, students submit the thesis for the final assessment. The supervisor and the second reader assess the thesis separately and together come to the final grade of the thesis. They use the thesis scoring form, comprising a list of assessment criteria. Thesis supervisors meet to discuss the thesis process and organization and to align the assessments and the grading of theses. In case of the Extended Master programme, the thesis is linked to the internship. The company supervisor advises on the thesis grade.

Programme management and the Examination Board have taken measures to promote the validity, reliability and transparency of examinations and assessments. Examiners are appointed by the Examination Board, being required to be BKO-certified. Test matrices have been introduced for the course examinations, specifying the relations between the course goals and the examinations. Each of the course examinations and model answers are drafted by examiners and are peer-reviewed by fellow-examiners. When the grade distribution of the examination deviates from the normal distribution or student surveys results are less than 3.5 (five-point scale), then the Examination Board will inspect the examination. Students are given model examinations. The Board plans to check examinations at random from 2018 onwards. Students may inspect their own examinations.

These procedures are much appreciated by students. The number of students' complaints are few. Papers and theses are screened for fraud and plagiarism. The Examination Board handles cases.

Considerations

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

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

The panel considers the supervision and assessment processes of the Master thesis to be up to standard. The concept and implementation of the thesis circles are welcomed by the panel. The meeting to discuss the draft thesis is regarded to be positive as a form of formative assessment. The panel suggests to ensure comparable levels of supervision among supervisors, as these levels may differ. Although the thesis scoring forms include relevant criteria and are comprehensive in this respect, the panel advises to add written comments to substantiate the assessments. The supervision and assessment of the theses in the Extended Master programme are regarded by the panel to be up to standard as well, as the programme has long-standing relations in this respect with a number of selected organisations.

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

Assessment of this standard

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

4.4 Standard 4: Achieved learning outcomes

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

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

In addition, the panel reviewed fifteen Master theses of the most recent years. The average grade for the theses was 7.4 for the graduates of 2015/2016 and 7.5 for the graduates of 2016/2017. Most theses are quantitative empirical studies, using either primary or secondary data. The theses are research-based and theoretical. The Extended Master theses are more practice-oriented, being linked to the junior traineeships and to practice-oriented assignments. The last five years, a total of fifteen students co-authored journal articles, based upon the Master thesis research.

Results of the Dutch National Alumni Survey and of surveys conducted by the Tilburg University Alumni Office, show 83 % of programme graduates to have found employment in master level positions in this field. About 15 % of them were employed in management consultancies, about 15 % in the finance and insurance industry, about 12 % in information technology and services, about 8 % in government institutions and another 8 % in health care organisations. Graduates have positions as consultants (23 %), policy or administration advisors (20 %) or programme or project managers (17 %). A number of students obtained positions as PhD students in the Netherlands or abroad.

Considerations

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

The Master theses the panel studied, match the intended learning outcomes. The theses of both the regular master and the Extended Master are considered by the panel to be up to standard. The theses are regarded by the panel to be theoretically and methodologically sound. The panel welcomes students having co-authored journal articles.

The panel regards the results of the alumni surveys to be very favourable, noting the programme graduates to have succeeded in finding fitting positions in the professional field quite easily. The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer a suitable preparation for the labour market in this domain.

Assessment of this standard

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

5. Overview of assessments

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

6. Recommendations

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

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