

Economics

**Nijmegen School of Management,
Radboud University Nijmegen**

QANU, October 2012

Quality Assurance Netherlands Universities (QANU)
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
Telefax: +31 (0) 30 230 3129
E-mail: info@qanu.nl
Internet: www.qanu.nl

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This report was finalized on 15 October 2012.

Report on the bachelor's programme Economics and Business Economics and the master's programme Economics of Radboud University Nijmegen

This report takes the NVAO's Assessment framework for limited programme assessments as its starting point.

Administrative data regarding the programmes

Bachelor's programme Economics and Business Economics

Name of the programme:	Economics and Business Economics
CROHO number:	50950
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	Business Economics, Financial Economics, International Economics
Location:	Nijmegen
Mode of study:	full time
Expiration of accreditation:	31-12-2013

Master's programme Economics

Name of the programme:	Economics
CROHO number:	66401
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Accounting & Control, Financial Economics, International Economics, International Economics & Business
Location:	Nijmegen
Mode of study:	full time
Expiration of accreditation:	31-12-2013

The visit of the assessment committee Economics to the Nijmegen School of Management of Radboud University Nijmegen took place on June 21 2012.

Administrative data regarding the institution

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

Quantitative data regarding the programmes

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

Composition of the assessment committee

The committee that assessed the bachelor's programme *Economics and Business Economics* and the master's programme *Economics* consisted of:

- Prof. P. A. (Piet) Verheyen (chairman), emeritus professor of Business Econometrics and former president of the Executive Board of Tilburg University;
- Prof. H. (Hans) van Ees, professor of Corporate Governance and Institutions at the Faculty of Economics and Business, University of Groningen;
- Prof. C. (Cynthia) van Hulle, professor of Finance at the Faculty of Business and Economics, Catholic University of Leuven;
- Prof. T.C.M.J. (Theo) van de Klundert, emeritus professor of Economics, University of Tilburg and University of Groningen;
- Prof. J.G. (Hans) Kuijl RA, emeritus professor Business Economics including the fiscal compatibility, University of Leiden;
- Prof. H. (Hans) Visser, emeritus professor Economics, VU University, Amsterdam;
- M. (Minke) van Bergen, BSc, master's student in Economics at the Faculty of Economics and Business, University of Groningen.

The committee was supported by A.J. (Adrienne) Wieldraaijer-Huijzer MA, who acted as secretary under the supervision of drs. L.C. (Linda) te Marvelde.

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

Working method of the assessment committee

The assessment of the bachelor's programme *Economics and Business Economics* and of the master's programme *Economics* of the Nijmegen School of Management was part of a cluster assessment Economics in which Utrecht University and Radboud University Nijmegen were involved. The formal kick-off meeting of the assessment committee took place on 18 June 2012 in Utrecht. During this meeting, the committee was instructed, and its tasks and functioning were discussed. The committee took note of the Domain-Specific Requirements for Economics 2009. These domain-specific requirements are included in Appendix 2.

Preparation

QANU received the critical reflections of the bachelor's programme *Economics and Business Economics* and of the master's programme *Economics* of Radboud University Nijmegen on 12 April 2012. After having established that the reflections fulfilled the criteria of relevance and completeness, the project manager distributed them along with additional information to the members of the committee. They read the reports and prepared questions, comments and remarks prior to the site visit. The project manager collected these questions in a document and classified them according to panel conversation and subject. Some additional questions were sent to the institution for further clarification.

In addition, all committee members read recent theses from both the bachelor's and the master's programme. In consultation with the chair of the committee, 15 bachelor's theses and 15 master's theses were selected, covering the full range of marks given. The variety of tracks in the bachelor and specializations in the master were also taken into account. The committee members received QANU's checklist for the assessment of theses to ensure that their assessments were comparable. Since the programme leads to scientific degrees (BSc and MSc), the committee paid specific attention to the scientific level of the theses, the requirements, carefulness of judgement by the reviewer of the programme, and the assessment procedure used. Prior to the site visit, the committee members discussed those theses whose positive assessment was questioned. They were ultimately assessed by a second committee member.

Prior to the site visit, the committee requested insight in the structure, content, assessment and evaluation of four courses. These included three bachelor's courses and one master's course: 'Economy of management sciences' (1st year course), 'Institutional Economics (2nd year course)', 'Management Accounting and Control' (3rd year course) and 'Pluralisms in Economics' (master's course). During the site visit, the committee assessed the quality of course descriptions, student information, programmes and exams in more detail. An overview of all documents and theses reviewed by the committee is included in Appendix 7.

The project leader drafted a programme for the site visit. This was discussed with the chair of the committee and the coordinator of the programme. As requested by QANU, the coordinator of the programme carefully selected representative panels. The committee agreed with this panel selection. A schedule of the programme with all partners is included in Appendix 6. Before the site visit, both staff members and students were informed about the opportunity to speak to the committee confidentially during the 'consultation hour'. No requests were received for the consultation hour.

Site visit

The site visit to the Nijmegen School of Management took place on 20-21 June 2012. It started with a preparatory meeting on 20 June 2012, during which the committee members discussed their findings based on the critical reflections for the bachelor's and master's programme. The committee also discussed the theses, its working methods, and the questions and issues to be raised in the interviews with representatives of the programme and other stakeholders. Furthermore, the committee studied documents provided by the coordinator of the site visit of Radboud University Nijmegen. They included minutes of the Education Committee and the Board of Examiners, course descriptions, written exams, assignments and other assessments.

During the visit the committee interviewed the programme management, students, staff members, graduates, members of the Education Committee, the Board of Examiners and student advisors. Finally, the members of the committee studied additional materials made available by the programme.

After the concluding meeting with the management on the second day of the site visit, the committee members extensively discussed their assessment of the programme and prepared a preliminary presentation of the findings. The site visit was concluded with a presentation of the preliminary findings by the chairman. It consisted of a general assessment and several specific findings and impressions of the programme, as well as some recommendations.

Report

After the visit, the project manager produced a draft version of the report. She submitted the report to the chairman for comments and, successively, the report was sent to the committee. The project manager processed corrections, remarks and suggestions for improvement provided by the committee members to produce the revised draft report. This was then sent to Radboud University Nijmegen to check for factual errors. The comments and suggestions provided by Radboud University Nijmegen were discussed with the chair of the assessment committee and, where necessary, with the other committee members. Based on the committee's decisions to incorporate or ignore comments and suggestions, the secretaries compiled the final version of the programme report.

Decision rules

In accordance with the NVAO's Assessment framework for limited programme assessments (as of 6 December 2010), the committee used the following definitions for the assessment of both 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.

Summary judgement regarding the quality of the bachelor's programme Economics and Business Economics and the master's programme Economics

This report reflects the assessment committee's findings and considerations on the Bachelor of *Economics and Business Economics* programme and the Master of *Economics* programme at Radboud University Nijmegen. The evaluations are based on interviews conducted with staff, students and graduates of the programme and on information provided in the critical reflections, selected theses, course files and additional information provided during the site visit. During its assessment, the committee observed positive aspects as well as ones which could be improved. Taking these aspects into consideration, the committee decided that both programmes fulfil the requirements set by the NVAO for re-accreditation.

Standard 1: Intended learning outcomes

The overall mission of the Bachelor of *Economics and Business Economics* programme and the Master of *Economics* programme is described with the notion of economics+. Economics+ starts from the idea that the teaching of standard economic theories and methods should be embedded in a pluralist understanding of economics as a discipline. This is translated into programmes in which practical, real-world-oriented problems are addressed from an economic point of view, without losing sight of the inherent interdisciplinary context of most everyday problems. The mission of the bachelor's programme is to equip students with basic academic knowledge, skills and understanding in the field of economics. The master's programme aims at teaching more complex and track-specific theories, thus preparing students for academic, knowledge-intensive jobs within the fields of business, research, government and government-related institutions.

The committee takes the view that the economics+ mission of both programmes reflects recent developments in the economic scientific field. It especially appreciates the attention paid to ethical perspectives, behavioural economics and historical economic thinking. Furthermore, it concludes that the real-world, policy-oriented focus is constructive in the students' learning process. Nevertheless, it believes that the economics+ focus could better be described as a broad, modern, academic orientation on economics. Distinguishing aspects of economics+ beyond this modern academic viewpoint should be described more clearly. On the plus side, the real-world focus is sustained by the programme management by taking into account the expectations of the working field by means of an annual consultation with an Advisory Board consisting of alumni, professors and potential employers.

The committee studied the aims and intended learning outcomes of both programmes in relation to the domain-specific requirements. It concludes that both sets of learning outcomes are clearly related to the domain-specific framework of reference and represent the policy and problem-oriented focus in the mission of the programmes. The committee generally deems the learning outcomes to be appropriate in nature and level, although the intended learning outcomes of the master's programme are rather general and should elaborate the learning outcomes of the different specializations in more detail.

Standard 2: Teaching-learning environment

The Bachelor of *Economics and Business Economics* has a workload of 180 EC. Bachelor students follow a core programme of 90 EC before choosing a track. The tracks serve to offer students clear possibilities with regard to the master's specializations. There are three different tracks: International Economics, Financial Economics, and Business Economics. Upon completing the bachelor's programme, students may enrol in one of four master's

specializations, namely Financial Economics, International Economics, International Economics and Business and Accounting and Control.

The committee assessed whether the content and structure of the bachelor's programme lead to the realization of the intended learning outcomes. It established that the learning outcomes are well integrated in the curriculum. It is convinced that the programme offers students a broad base of academic knowledge, skills and understanding in the field of economics. The courses in the bachelor's programme show a clear augmentation in level and difficulty. The committee is positive about the tutoring of first-year students and finds the bachelor's thesis trajectory to be well-organized. It also feels that some amendments would strengthen the structure and feasibility of the programme. For example, the clustering of preparatory courses in the first semester is unnecessary and needs revision. The peak work load for students in the last block of the third year should be reduced by making some changes in the planning of the bachelor's thesis trajectory. The programme management should continue to pay attention to the provision of clear information to students about the similarities and differences between the bachelor's tracks as leading to a subsequent master's programme.

The committee deems the courses in the master's programme of sufficient academic level. It finds that the economics+ ambition of modern economics is well integrated in the programme with the course Pluralism in Economics. The specialization Accounting and Control and the policy of flexibility in the curriculum of students aspiring to continue in the field of Accountancy are regarded as positive. The committee however did establish that the specializations in the curriculum show much overlap. The master's thesis is an important factor in slowing down the students' study progress. The committee finds that the thesis trajectory should be more fixed in order to motivate students to keep on track.

The didactic principles of the department focus on teaching in small groups, active student participation and a variety of examination methods. However, increasing student numbers have put pressure on the principles of small groups and active student participation. The committee appreciates the intention of the programme management to improve this situation with extra budgets. Although the committee approves of the idea of active student participation in the courses, it feels this principle is not elaborated clearly enough and not sufficiently coordinated in the working and teaching methods of the courses.

From the information gathered during the assessment, the committee concluded that the Department of Economics is characterised by an informal, small-scale learning community of professional lecturers and researchers. Quality management is of sufficient level, and although students would like to have more consultation rooms for group work, the programme-specific facilities generally are well suited to the intended learning outcomes.

Standard 3: Assessment and achieved learning outcomes

The committee established that an appropriate mix of assignments, tests and examinations is used to assess whether the intended learning outcomes are achieved. Examination questions are clearly formulated and exams focus on knowledge as well as academic and research skills. The quality of exams is guaranteed by means of peer review and the documentation of course files. When problems arise, the Board of Examiners studies course files and may suggest improvements to the examiner. The committee is positive about the functioning of the Board of Examiners and the assessment system. It appreciates the professional way in which the Board of Examiners has implemented its new responsibility for the quality and level of examination and assessment. It is positive about the annual checks of the level of bachelor's

and master's theses. It finds that these checks should be extended to course testing to guarantee the quality and level of examinations.

Judging by the overall level of the thesis work, the committee feels that the intended learning outcomes of both programmes are achieved. This conclusion is supported by alumni and alumni surveys, illustrating that the achieved level of master's graduates is adequate for entering the labour market.

The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

Bachelor's programme Economics and Business Economics:

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

Master's programme Economics:

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 the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 15 October 2012



Prof. dr. P. A. Verheyen



A.J. Wieldraaijer-Huijzer MA

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.

1.1 Findings

Mission and orientation of the programmes

The approach of both the Bachelor of *Economics and Business Economics* programme and the Master of *Economics* programme is described in the critical reflections with the notion of economics+. This implies that teaching of standard economic theories and methods is embedded in a pluralist understanding of economics as a discipline. It translates into economic scientific education about practical societal issues without losing sight of the inherent interdisciplinary context of most everyday problems.

Both programmes have a real-world, policy-oriented focus. During the site visit the programme management explained that the 'plus' part of their mission is meant to supplement and not undermine the core business of teaching in economics. The practical economic problems of today's world are thus addressed primarily from an economic point of view, but students are also confronted with arguments from other scientific disciplines.

In the bachelor's programme, the economics+ focus offers students an education in traditional economics as well as in institutional, social, psychological, historical and ethical perspectives on economic subjects. It aims to impart basic academic knowledge, skills and understanding in the field of economics. In the critical reflection, its main target is described as enabling students to enter the Master of *Economics* programme at the Nijmegen School of Management and similar master's programmes elsewhere. In general, all bachelor's students move on to a master's programme. This is in line with the university notion that a bachelor's diploma is not sufficient preparation for entering the labour market.

The Master of *Economics* programme teaches more complex and more track-specific theories and aims at preparing students for academic, knowledge-intensive jobs within the fields of business, research, government and government-related institutions. Moreover, students are expected to develop an increasing capacity for independent study over the course of the bachelor's programme and especially in the master's programme. Students in this programme can choose from four master's specializations: Financial Economics, International Economics, International Economics and Business and Accounting and Control.

During the site visit, the committee found that students and alumni recognize and value the economic+ ambitions of the programme management. It established that the economics+ focus on institutional, social, psychological and behavioural perspectives is consistent with developments in the scientific economic field of study in the last decennia and is therefore relevant. However, the committee identifies the economics+ mission more as a fundamental

element in the modern economic scientific education of all students than as specific to the education in economy at Radboud University Nijmegen. The committee is not convinced that economics+ adds more to the education of students and finds that economics+ is merely a label for a modern viewpoint in the scientific discipline of economics. Nevertheless, it does appreciate the broad orientation of the programme and especially the attention paid to ethical questions for their current topicality. The historical perspectives and the history of economic thought are also relevant and distinctive for Radboud University Nijmegen.

The programme management takes into account the expectations of the working field by consulting an advisory board of alumni, professors and potential employers of graduates. This Advisory Board meets on an annual basis to discuss the mission and learning outcomes of both programmes. From the most recent alumni monitor and from the panel conversation with alumni, the committee concludes that the connection of the master's programme to the working field is adequate. It feels that the orientation to the working field could be given a more prominent position in the goals of both programmes, and especially in the three-year bachelor's programme, from the standpoint of economics+ and a real-world, policy-oriented focus (see standard 2). Strengthening the contribution of the working field to the academic economics bachelor's programme or extending and stimulating the currently available possibilities for internships in combination with the bachelor's thesis might reinforce the economics+ orientation and adapt to the general, growing need of students for orientation on the labour market. The committee finds that extending orientation on the working field is not in conflict with the university policy of encouraging students to move on to a master's programme.

In the critical reflection, the department of Economics is described as having an international orientation. As of 2011-2012, this focus is translated in a new English language bachelor's track, International Economics and Business. In the coming years, this English programme will be rolled out in the second and third years. The other tracks consist of a Dutch foundation year, with both Dutch and English courses in the second and third years. The committee finds that the programme management should be clearer in their international orientation. By offering a complete English bachelor's programme, more tracks would be available to international students. Although the committee understands the choice of the programme management to offer the first year in Dutch, the committee finds that Dutch second and third year students can be expected to be capable of following all courses in English. Moreover, the committee finds that Dutch students would benefit from a bachelor's programme that is coherent in its language use, therewith offering all students an education in academic communication in English on the same level.

Educational objectives and level of the programmes

The economics+ focus is translated into ten intended learning outcomes for the bachelor's programme and ten intended learning outcomes for the master's programme. These are included in Appendix 3.

Starting from the mission of the programme to equip bachelor's students with basic knowledge, skills and understanding in the field of economics+, the learning outcomes in the bachelor's stage focus on students acquiring mastery of the academic language of economics, specifically Business Economics, Financial Economics or International Economics (target 1). Furthermore, students will obtain the ability to link economic theory and practice, to contextualise knowledge in research, and to reflect on it (targets 2-4). These abilities amount to the capacity to use economic knowledge, methods and skills for designing policy

recommendations and the implementation of changes (targets 5-6). Finally, students attain an academic attitude and a set of general academic skills (targets 7-10).

The learning outcomes of the master's programme focus on the same subjects as the bachelor's learning outcomes. The way they are explained is different: students are expected to master all targets at a higher level. Students learn about more complex and more specialization-specific theories and are increasingly expected to exercise their capacity for independent self-study. Target 1 is geared more towards the independent employment of academic economic language and solving complex problems. Following this, master's students acquire the ability to independently position their own contribution in the academic discussion and to individually evaluate and critique theories and methods in one of the master's specializations: Accounting and Control, Financial Economics, International Economics and International Economics & Business (targets 2-4). Finally, in comparison with the targets of the bachelor's programme, the learning outcomes 5-10 put more emphasis on the professional and independent attitude of students.

The committee has studied the intended learning outcomes of both the bachelor's and the master's programmes and ascertained that, although they are sometimes general in their formulation, they reflect the proper level and orientation of academic programmes. The policy- and problem-oriented focus can be discerned clearly in both sets of learning outcomes. The committee finds that the second target for the Master of Economics programme – focussing on the presentation of research papers at academic congresses – is too ambitious. Also, it concludes that there is only one set of intended learning outcomes for all tracks, whilst the Accounting and Control track is very different from the other ones. Whereas the other three specializations are more general in their outlook, Accounting and Control has a clear orientation in terms of the working field. It educates students to become professional controllers, auditors and financial managers and also prepares them for further study in becoming a chartered accountant. The committee recommends that the master's learning outcomes are given more focus with regard to the specific learning outcomes of the specializations.

According to the critical reflection, the bachelor's and master's learning outcomes are in line with the Domain-Specific Requirements for Economics 2009 as included in Appendix 2. The committee has studied both the domain-specific framework of reference and the learning outcomes and considers that the two sets of learning outcomes sufficiently correspond with the Domain-Specific Requirements for Economics 2009.

1.2 Considerations

Aim of the programmes

The committee established that the economics+ mission of both programmes reflects recent developments in the scientific economics field. It is positive about the broad and modern orientation that is represented in this mission. The 'plus part' in the nomenclature of the focus shows that the programme management is aware of the importance of recent developments in the inherently interdisciplinary nature of societal issues in economics. The committee appreciates the attention that is paid to ethical perspectives and the history of economic thought. Furthermore, it concludes that the real-world, policy-oriented focus is constructive in the students' learning process. Therefore, it assesses the aim of the programmes as sufficient in terms of modern orientation and academic level.

Nevertheless, the committee feels that the economics+ mission should be further profiled. The current interpretation of economics+ could better be described as a solid, broad and modern economic orientation. Although the outlook of the programmes is as such welcomed and approved of by the committee, it feels that the orientation of the programmes needs more focus to become truly 'economics+'. The mission of the programmes and the position of the Department of Economics of Radboud University in the academic world should be defined more specifically beyond the modern orientation it currently stands for. Furthermore, the mission in terms of orientation on the labour market could be given more attention. The economics+ focus could be accentuated if job orientation and case-oriented academic research in the real world would be given an even more prominent place in the aims, learning outcomes and programme (see standard 2). Furthermore, a clear choice for either a Dutch or an English bachelor's programme could enlighten the outside world about the ambitions of both programmes in terms of internationalization.

Intended learning outcomes

The committee established that both sets of intended learning outcomes and the Domain-Specific Requirements for Economics 2009 are clearly related. Furthermore, the policy- and problem-oriented focus can be discerned clearly in both sets of learning outcomes. The committee assesses the intended learning outcomes as general in their description. It advises the programme committee to pay more attention to track-specific knowledge and skills in the intended learning outcomes of the master's programme. This particularly applies to the Accounting and Control track. Furthermore, the committee considers the intended learning outcomes for the Bachelor of *Economics and Business Economics* programme and for the Master of *Economics* programme sufficient in terms of academic level and orientation.

1.3 Conclusion

Bachelor's programme Economics and Business Economics: the committee assesses Standard 1 as **satisfactory**.

Master's programme Economics: 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.

2.1 Findings

In this standard the following subjects will be addressed: didactic principles, the structure and cohesion of the programmes, the assimilation of the intended learning outcomes in the programmes, scientific training, academic staff and student-teacher ratio, feasibility and tutoring system and quality management and programme-specific facilities.

Didactic principles

According to the critical reflection, the didactic principles of both programmes follow from university policy and the economic+ focus. University policy is directed towards a broad, student-centred university in which research and education are strongly connected. Radboud

University furthermore strives to educate critical and engaged students who actively participate in the academic community and in an increasingly internationally oriented society. The didactic principles of the Department of Economics focus on teaching in small groups. The department strives to facilitate a personal learning environment in which active student participation is possible. The critical reflection also asserts that both programmes are intensive and aim to provide students with a solid foundation in academic knowledge and skills. This is realised within the standard eight-week teaching blocks and with a relatively large number of research projects. Both programmes use a variety of examination methods, and there is strict monitoring of first-year bachelor's students.

During the panel conversations with both students and alumni, the committee established that they recognize and value the small-scale approach the department strives for. Students can easily contact the teachers for content-related questions. The committee finds that the Department of Economics at Radboud University is an informal, small-scale learning community with professional lecturers.

Students are satisfied with the variety of working methods used in the courses of both programmes. They take interim exams, write papers, cooperate in group assignments, give presentations and participate in discussions. The committee ascertained, however, that there is no clear idea about coordination in distributing the working methods over the courses in either programme. It advises the programmes to pay attention to gaps and overlap in the working methods of the courses and to relate this to their didactic principles.

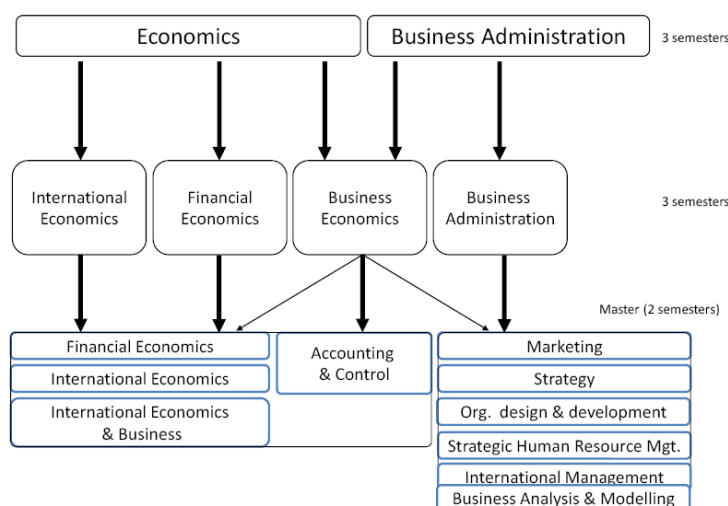
As mentioned in the critical reflection, the increasing number of students has put pressure on the goal of small-scale education. In that light, the committee raised questions during the visit about the strong emphasis on lecturing in the review of face-to-face instruction in the critical reflection. When questioned, the programme management explained that, as a consequence of the relatively small student population, lecturing often refers to interactive lectures for small groups of approximately 25 students. In addition, students are often asked to submit assignments in these lectures and do not solely conclude a course with an examination. The programme management added that it aspires to create diversity in teaching methods. Alongside lectures and tutorials the programmes offer guest lectures and excursions.

Given the statement in the critical reflection that reduced budgets are putting pressure on the small-group principle, the committee is concerned about the effects on the size of the groups of possible further budget cuts and the growth of the student population. Furthermore, it finds that active student participation is not coordinated by means of clearly described working and teaching methods. It depends largely upon the lecturer of the course. The committee feels that the didactic principles of active student participation should be made clearer. Furthermore, it notes that the connection between research and education – emphasized in university policy – is visible in both programs, but that the didactic principles of the Department of Economics could be more extensive in general and also be connected more evidently to university policy with regard to international orientation.

The structure and cohesion of the programmes

The Bachelor of *Economics and Business Economics* consists of three different tracks, namely International Economics, Financial Economics and Business Economics. The curriculum has a workload of 180 EC. After following a core programme of 90 EC, students continue with the track of their choice. This track consists of track-specific courses (54 EC), elective courses (24 EC) and a bachelor's thesis (12 EC).

Upon completion of the bachelor's programme, students may enrol in the Master of *Economics* programme where they can choose one of four specializations, namely Financial Economics, International Economics, International Economics and Business and Accounting and Control. It is possible for bachelor's students to enter the master's programme before finishing their programme (a maximum of 12 EC; 'zachte knip'). Every master's student is enrolled in the Pluralism in Economics course (6 EC) and writes a thesis (12 EC). Furthermore, they follow courses within their specific track (36 EC). The total workload of the master's programme is 60 EC.



As demonstrated in the figure above, students of the Business Economics track come from the Economics and Business Economics bachelor as well as from the Business Administration bachelor. Similarly, although they can be required to follow additional courses, they may enrol in all specializations of the Master in *Economics* and the Master in Business Administration.

It is also possible for students of the International Economics and Financial Economics tracks to enrol in the master's specialization of Accounting & Control. Here too, students may be required to follow complementary courses. Thus, although every track in the Bachelor of *Economics and Business Economics* is naturally followed by a certain master's specialization, students are allowed to enrol in any of the specializations of the Master of *Economics* programme.

Upon further study of the structure of the bachelor's curriculum, the committee noted a strong overlap in the track-specific courses of the Financial Economics and International Economics tracks. In these tracks, 36 EC of the total 54 EC for track-specific courses is the same. In contrast, the structure of the track-specific courses in the Business Economics track is completely different from the other tracks and focuses strongly upon aspects of Accounting and Control. These content-related differences between the Business Economics track on the one hand and the other two tracks on the other caused the committee to have strong concerns about the possible deficiencies of students in Financial Economics and in International Economics and Business who decide to move on to the Accounting and Control master's specialization. The same applies to students in Business Economics who decide not to move on to Accounting and Control, but to continue with another specialization in the Master of *Economics*.

Upon questioning, the programme management explained that the bachelor's tracks mainly serve to offer students clear sorting possibilities with regard to the master's specializations; the overlap between the tracks can be explained with arguments of efficiency and the actual content of the tracks. Students are made aware of the possible deficiencies in their knowledge if they choose to move on to a different specialization. Also, if they want to enrol in a master's specialization other than the one naturally following their track, the Board of Examiners may require these students to take additional courses. The study guide lists the particular bachelor's courses that a student must have completed before moving on to a specific specialization. The committee establishes that the Nijmegen School of Management is aware of the importance of providing students who are choosing a bachelor's track with clear information. At the end of the first year, bachelor's students are informed about the different tracks by the student advisor and chair holders. The committee advises the programme management to keep paying systematic attention to the provision of information to students about their possibilities for a master's programme and the risk of deficiencies when they go beyond what was endorsed.

Structure of the honours programme and internationalization

The committee established that attention is paid to the encouragement of talented students. The Radboud Honours Academy offers honours programmes for both the bachelor's and the master's programmes. Students can follow either a special Honours Programme in the Management Sciences or an Interdisciplinary Honours programme. The additional study load of these programmes is 15 EC per year. Because the university attaches importance to the international orientation of its students, a period of study or work abroad is a fixed component of every honours programme.

In line with university policy, the Department of Economics seeks to have an international focus. Although the number of students going abroad has slowly increased from one in 2005-2006 to eleven in 2010-2011, the committee agrees with the observation in the bachelor's critical reflection that it remains a challenge to increase this number without hampering the effort to improve the efficiency of the programme. The committee talked to students about the possibilities within the bachelor's programme to study abroad and established that they are satisfied with the guidance in planning a period of study abroad. The accommodation of the programme could be improved in this respect, however. Students can use the elective courses (24 EC) in the bachelor's programme for studying abroad. During the site visit, the committee found that the Bachelor of *Economics and Business Economics* maintains a policy of flexibility by offering students the opportunity to do self-study tutorials if they are not able to follow compulsory courses because they are going abroad. The committee feels that the programme management should make a clearer choice in facilitating its international orientation. It advises the programme management to accommodate students in going abroad for a whole semester by offering 30 EC of elective courses.

In the light of its international ambitions, the department started an English track called International Economics and Business in the Bachelor of *Economics and Business Economics* in 2011-2012. The target group of this track consists of foreign students as well as Dutch students who want to do a full English bachelor's programme. It is compulsory to do part of the programme in this track abroad. During the site visit, the programme management explained that they are currently looking at the long list of contracts with foreign partners to find partners with whom they would like to intensify their cooperation in offering certificate programmes. The committee feels that these developments are positive for the bachelor's students and heartily encourages the department to take action.

The structure and cohesion of the Bachelor of Economics and Business Economics

During the site visit the committee studied material on the teaching and assessment of three bachelor's courses and one master's course. In addition, it examined textbooks, syllabi and course files of other courses. An overview of the content of the bachelor's and master's programmes is included in Appendix 4. The material studied by the committee is included in Appendix 7.

The composition of the curriculum of the Bachelor of *Economics and Business Economics* is aimed at providing students with a solid foundation in academic knowledge, skills and understanding in the field of economics. As mentioned earlier, the bachelor's curriculum consists of a common programme of 90 EC for all tracks, track-specific courses of 54 EC, elective courses of 24 EC and a thesis worth 12 EC. Every semester of the academic year consists of two blocks, and students follow five courses of 6 EC in every semester. Thus, in both the bachelor's and the master's programme, there is one course spread over two blocks in every semester.

There are three tracks from which bachelor's students can choose. In the Business Economics track students are confronted with social-institutional and actor-network perspectives on accounting. Courses on Accounting and Finance are central in this track. The International Economics track has two track-specific courses, namely European Integration in a Globalising World and Topics in International Economics. It shares many courses with the Financial Economics track. These courses deal with economic politics and government finance, intermediate economics, and industrial economics and organisation. The Financial Economics track offers two specialized courses: Financial Instruments of European Integration in a Globalizing World and Topics in Financial Economics. The committee finds that, although there is considerable overlap between the tracks, the content of the courses shows a clear development in terms of level and difficulty.

The committee also studied the common part of the bachelor's programme lasting one and a half years. It assessed that there are many preparatory courses in the first semester of the first year, like Research and Intervention Methodology, Academic Skills and Mathematics and Financial Mathematics. During the panel conversation, students explained that these courses are of great importance for the courses they follow in the second and third years. Although the committee agrees with this, it advises the programme management to revise the order and distribute these preparatory courses throughout the curriculum to make the first semester more attractive in terms of content. Also, the preparatory knowledge and skills might sink in better if they are not all clustered in the first semester.

The committee looked at the approach of the bachelor's programme in dealing with education in mathematics, which is often a stumbling block for students in economics. In the panel conversation with students, it established that they are satisfied with the steps that have been made to intensify the education in mathematics by offering elective classes in mathematics during the *Academic Skills* course. In this course, students also do a test to determine their starting level. Furthermore, the courses in Mathematics and Financial Mathematics offer intensive tutorials in small groups.

The structure and cohesion of the Master of Economics

As explained above, the Master of *Economics* programme is divided into four areas of specialization: Accounting and Control, Financial Economics, International Economics and International Economics and Business.

As has been explained above, the Accounting and Control specialization is somewhat different from the other three specializations in educating students to become professional controllers, auditors or financial managers. Furthermore, the content of the courses differs from the courses in the other specializations. The Accounting and Control master's specialization consists of five courses of 6 EC, one course of 12 EC and a thesis of 18 EC. The courses focus on themes related to corporate governance, accounting systems, evolution of control systems, management accounting and financial accounting. In accordance with the economics+ focus, students in this specialisation also take note of the social and institutional aspects of these topics. Furthermore, there is a policy of flexibility towards students aspiring to continue in Accountancy. These students can exchange the courses Pluralism in Economics and Cases in Corporate Finance for courses at Tilburg University and thus prepare themselves to become chartered accountants. The committee established that the courses in the Accounting and Control master's specialization are logically connected. These students are well prepared for the labour market.

The other three specializations consist of seven courses of 6 EC and a thesis of 18 EC. The courses within the tracks overlap, but each track has its own composition and offers one or two specialized courses. An overview of the courses in each master's specialization is included in Appendix 4. Financial Economics educates students about a variety of issues related to the financial decisions that companies and investors have to make. International Economics deals with international finance and trade and encourages students to assess mainstream economic theories and place both theories and policies into context. Finally, International Economics and Business investigates problems from a business point of view instead of from a macro-economic perspective (compared with International Economics). It offers courses on international trade and investment, globalization, financial systems, international organizations and the behavior of firms with respect to an international environment.

The committee assesses that the curricula of the four specializations described above are of an adequate level. It does feel that the courses in the specializations Financial Economics, International Economics and International Economics and Business show much overlap. Many courses are given in more than one specialization. It is therefore not clear to the committee why the programme management has created four different specializations. The committee advises the programme management to substantiate their argumentation for the overlapping of courses between specializations. Although the perspectives on the labour markets are less clearly defined than in the *Accounting and Control* specialization, students and alumni indicated that they are satisfied with them.

Students entering the master's programme come from different backgrounds. Those with a bachelor's degree in Economics from a Dutch university may enroll in the Master of *Economics* programme. Furthermore, pre-master's programmes have been designed for a number of common backgrounds. For example, there are pre-master's programmes for students with a bachelor's degree from a university of applied sciences. From 2010-2011 onwards, only students with averages of 7.5 and higher will be allowed to enter a pre-master's programme. There are four pre-master's programmes, each enabling entrance to one of the master's specializations. The programme consists of 60 EC of courses from the bachelor's

programme and includes a thesis worth 12 EC. The committee is positive about the strict set of criteria that have been set for the entrance of these students to the Master of *Economics*.

The committee concludes that the courses in the bachelor's and master's programmes are well connected to one another. It also finds that the level of the courses is sufficient and that there is an ascending order of difficulty in the courses throughout the programmes. Finally, it notes that both programmes use up-to-date and relevant scientific study material.

Assimilation of the intended learning outcomes in the programmes

During the site visit, the committee examined the relation between the mission, the intended learning outcomes and the curricula. Both critical reflections offer an overview of the relation between the intended learning outcomes and the specific components of the curricula. These two overviews have been included in Appendix 4.

The committee discussed the overviews and the large number of learning outcomes addressed in every course with the programme management during the site visit. It is convinced that all learning outcomes are addressed in the curricula, but also concluded that the relation between the courses and the intended learning outcomes should be made more precise in both the bachelor's and the master's programme. Furthermore, it feels that there is no clear didactic perspective on how and when the learning outcomes can best be incorporated in the curriculum. It finds that the programme management should further discuss which learning outcomes are practised and achieved in which courses. The management should also visualise what the relation is between the learning outcomes and the working methods chosen in the courses.

The bachelor's programme management aspires to provide all students with a broad view on economics. Part of this aspiration is that all students within the bachelor follow a common core programme of 90 EC in the first and second years before choosing a track. Furthermore, the economics+ focus and the orientation on real-world problems form an important part of the ambitions in the bachelor's programme. During the panel conversations, teachers and management explained that the economics+ focus is integrated in all courses. In most courses attention is paid not only to economic viewpoints, but also to psychological and sociological perspectives. For example, the Philosophy of Management Science course covers economic topics like gross domestic product, economic growth and spending power, but also takes up the question of what prosperity actually entails from different viewpoints.

The committee studied the bachelor's curriculum and the content of the courses. It finds that the courses indeed follow a broad interpretation of economics in which students also take note of other scientific perspectives. As explained under standard 1, the committee would however tend to designate this interpretation more as a broad and modern economic viewpoint which is fundamental in the scientific education of all students in economy. The economics+ focus is proof of the modern academic viewpoint of both programmes and the programme management, but is not (and should not be) specific to the education in economy at Radboud University Nijmegen.

From the panel conversation with bachelor's students, the committee concludes that students recognize problem-oriented teaching methods in the curricula. They are positive about the attention paid to real-world problems in the courses. Although various courses offer guest lectures by economists from the private (business) and public sector, the committee finds that academic orientation on the working field could be augmented in the curriculum from the viewpoint of economics+ and dealing with real-world problems (see standard 1).

According to the critical reflection, the master's programme is broad and problem-oriented, but also aims to teach students about more complex, specialization-specific theories and requires an increasing capacity for self-study. The committee assessed that the master's specializations indeed concentrate on track-specific topics at a higher level. It also explored the integration of economics+ or broad economics in the programme. It believes that broad economics is well represented in the master's programme with the Pluralisms in Economics course. This course deals with new developments in economies since the 1980s and the emergence of different competing research programmes associated with such new developments. It is compulsory in all master's specializations, although students of the Accounting and Control specialization may submit a request to the Board of Examiners to replace it by courses preparing them for the RA Accountancy master's programme offered by Tilburg University. Another course in which the economics+ focus is clearly visible is the Culture and Economic Behaviour course (part of the Financial Economics and International Economics specializations). This course deals with the question of how culture can be relevant for explaining certain economic phenomena.

Economics+ also comes to the fore in all courses given in the master's programme. Alumni of the Accounting and Control specialization recognize the performative and critical perspective on the effects of accountancy as a part of their education at Radboud University. They value this perspective on accounting as constructive in their functioning on the labour market. For students of the International Economics and Financial Economics tracks, the economics+ approach translates into situating the development of financial markets and financial crises within their historical contexts and into an emphasis on the importance of standards and values (cultural) in the functioning of economic systems.

Overall, the committee finds that broad economics is well integrated in both the bachelor's and the master's programme. Furthermore, students following the Business Economics bachelor's track and the Accounting and Control master's specialization are offered a substantial package of courses in the area of business economics. The committee is convinced that all intended learning outcomes are addressed; however, it believes that the programme management should make this more transparent. The learning outcomes in the different courses should be harmonised between the course coordinators and operationalized more clearly.

Scientific training

Bachelor's students in *Economics and Business Economics* develop basic economic academic skills in the course Academic Skills and the courses Research and Intervention Methodology A and B. The bachelor's programme pays attention to qualitative as well as quantitative research methods.

The Academic Skills course focuses on teaching general skills such as formulating research questions, selecting and processing scientific information, and drawing and presenting scientific conclusions. Research and Intervention Methodology A deals with the theory and practice of empirical research; students for example take note of methodological viewpoints and practice their methodological skills. The follow-on course, Research and Intervention Methodology B, teaches students about the theory of descriptive and declarative statistics and the practice of statistical theory with SPSS. Finally, bachelor's students also develop a set of track-specific academic skills in the second half of the programme. Students in Business Economics take the Quantitative Research Methods course, students in Financial Economics and International Economics take the Methods of Empirical Research course.

In the Master of *Economics*, scientific training is included in the Methods of Empirical Analysis course. Students in Financial Economics, International Economics and International Economics and Business follow this course. In it, students learn to work with STATA syntax files and to apply relatively advanced econometric models to answer research questions. This course is not included in Accounting and Control. However, the committee finds that the critical reflection convincingly states that, in order to educate professionals in accountancy, auditing and controlling, students are confronted with a wide variety of research methodologies and methods across all courses that are offered in this specialization. It also confirmed that students in the bachelor's and the master's programmes practice academic skills on a regular basis by performing research and writing and discussing papers of an advanced level.

During the panel conversations and from the critical reflections, the committee established that teachers of the Department of Economics have a research orientation. In the bachelor's programme 80% of the permanent staff has a PhD degree. In the master's programme all teachers have a PhD degree. Furthermore, most teachers of the Department of Economics are actively involved in the Institute of Management Research. Students and teachers appreciate the connection that is made between research and education in the courses. The committee is positive about the ambitions of the programme management towards strengthening this research orientation further and the connection between research and education. It is convinced that the Department of Economics provides both bachelor's and master's students with a solid foundation in academic skills and an adequate scientific economic training.

Academic staff and student-teacher ratio

As is described above, the academic staff of the Department of Economics is part of the Institute of Management of Research. In this institute, research is organized in interdisciplinary themes. At present, the Institute has formulated three multidisciplinary themes, namely responsible organizations, spatial planning science, and distributional conflicts in a globalizing world. The division between lecturing and research is mostly distributed as 60-40%. In addition, some staff members teach at other faculties or at the HAN University of Applied Sciences.

During the site visit, the committee established that the Nijmegen School of Management is in a transition period. It aspires to move towards a more research-oriented faculty. Part of this involves attracting more research-oriented professionals. The policy of the Nijmegen School of Management is to hire only new staff with a PhD degree. The programme management also aims at further strengthening the connection between research and education. The committee encourages the programme management in pursuing its goals in terms of the strengthening of its research orientation. Students recognize and value the incorporation of research themes in the courses. The committee agrees with students that the Department of Economics offers a professional and academic learning environment with enthusiastic and accessible teachers.

The committee finds that the programme management pays adequate attention to the staff's professionalism. As explained in the critical reflection, the Department of Economics requires new staff to obtain the University Teaching Certificate (BKO) and the Cambridge Proficiency of English Certificate (CPE). In addition, it encourages its assistant professors, and requires its associate and full professors, to obtain the Advanced University Teaching Certificate (UKO). During the site visit, the programme management explained that the

average number of BKO and UKO certificates in the faculty is 70%. The programme management grants exemptions to staff members who have been working at the faculty for a long time and have proven to be competent teachers. It is policy that teachers should score at least a 3.5 on the questions related to teacher performance in the student evaluations of a course.

The committee has studied the available quantitative data on the student-teacher ratio. It established that the number of students has increased while the number of teachers has decreased. As a consequence, in the period 2006-2011 the student-teacher ratio rose from 1/22 to 1/43 for the bachelor's programme and from 1/17 to 1/37 for the master's programme. Although these numbers are comparable to other university programmes in economics, the committee considers this development to be threatening to the didactic ambitions of teaching in small groups and stimulating active student participation. The critical reflection points out that the increase in the student-teacher ratio has not led to a reduction of face-to-face instruction, but can technically be explained by a larger number of students per course and the reduction of the number of courses in the bachelor's and the master's programme. The committee finds that the greater emphasis on lecturing in the programme is not consistent with the problem-oriented approach of economics+ and the didactic mission of teaching in small groups. The increase in student numbers also puts pressure on the number of students in lecturing courses.

In accordance with the increase of the student-teacher ratio, teachers consider the workload to be quite high, despite their general job satisfaction. During the site visit, the committee addressed the issues of the increase in student-teacher ratio and workload. The programme management explained that they seek to reduce workload with budget supports. Extra money is accredited to the department as a consequence of the growth in student numbers. The programme management expects the student-teacher ratio to improve and the workload to decrease in the future. The committee finds that the Faculty Board should pay attention to the student-teacher ratio and recommends that they pay serious attention to reducing the teaching workload and student-staff ratio. It also finds that extra funding should result in more face-to-face tutorial instruction facilitating active student participation and a problem-oriented approach.

Feasibility and tutoring system

During the site visit the committee talked with students, alumni, teachers and programme management about the feasibility of the programme. It also requested additional data on the intake and completion rates of students, which were provided by the management. Quantitative data regarding the programmes is included in Appendix 5. This data also includes the information provided by the programme management during the site visit.

Feasibility and tutoring system of the Bachelor of Economics and Business Economics

From the requested data and the information in the critical reflection, the committee established that the number of students completing their first year courses within a year has slowly increased from 27% for the cohort of 2005-2006 to 33% for 2009-2010. The number of students acquiring their foundation degree in two years has increased from 42% of the students in 2005-2006 to 60% in 2009-2010. This increase can be explained by the introduction of the 'Propedeuse-in-2' requirement which excludes students from the programme who have not completed the first-year courses within two years. In addition, this regulation does not allow students with fewer than 42 EC out of 60 EC to start the second-year courses. The committee appreciates this development, but feels that efficiency in the first year could be improved further because there are a considerable number of drop-outs in the

first year. Although the exact percentages fluctuated between 2004-2005 and 2010-2011, the average percentage of drop-outs in this period is 27%. Upon questioning, the programme management explained that the Binding Study Advice (BSA) was only introduced in 2011-2012. It expects that the BSA will further improve the efficiency of the foundation year.

The committee is positive about the introduction of the BSA as an incentive to keep students motivated. It also appreciates the special attention that the Department of Economics pays to the monitoring of first-year students. At the start of the first year, every student is assigned to a mentor who schedules an individual meeting with the student in November and February. Subsequently, students receive a preliminary assessment in March and in August. If this preliminary assessment is 'doubtful' or 'negative', students are invited by the student counsellor to discuss their academic outlook. Finally, the committee established that the study advisor of the Bachelor of *Economics and Business Economics* programme selects new students coming from non-standard backgrounds and informs them about the programme in individual meetings.

According to the data provided by the management during the site visit, efficiency in the post-propedeuse has also improved. Among the cohort of 2002, 16.7% of all post-propedeuse students with a pre-university education (VWO) background finished their bachelor in four years; for the cohort of 2007, this number had risen to 82.6%. Although students with a different background are not included in these numbers, the committee applauds the improvements that have been made in the efficiency of the bachelor's programme.

In the panel conversation with bachelor's students, the committee brought to the fore the issue of study load and feasibility of the programme. The committee established that the bachelor's programme is feasible and that bachelor's students do not experience a heavy study load. The critical reflection mentions extra hours of face-to-face instruction offered in the first semester of the first year. The average number of hours for face-to-face instruction in the bachelor's programme is between 9 and 10 hours per week; in the first semester of the first year the amount of face-to-face instruction is 14.9 hours per week. Tables with face-to-face instruction and study load have been included in Appendix 5. The committee appreciates this measure to facilitate the students' transition from high school to university.

In the panel conversations with students, teachers and coordinators, the committee inquired about the process of writing the bachelor's thesis. It approves the presence of special bachelor's and master's coordinators to monitor the thesis process. It finds that the bachelor's thesis procedure is well-structured. In the third block of the third year, students learn about the most important topics in their track in a Topics course. Students are encouraged to think about the subject of their thesis, and in March they submit their preferences for a topic and a supervisor. In April they have a meeting with their supervisor and deliver a research plan within a month. With the structuring and tightening of this process, the programme management has taken note of a recommendation made by the assessment committee in 2007.

The committee is positive about the organization of two thesis conference days in which students present their findings. It appreciates these conference days as an incentive for students to stay motivated and as an important instrument for knowledge-sharing. It also established that informative meetings are organized for bachelor's students about choosing a thesis subject and setting up a proper academic research project. During the site visit, students stated that there are no official interim meetings about the content of the draft

versions with the supervisor. Therefore, in practice, teachers deal with the thesis coordination differently. The committee would like to advise the programme management to organize official interim meetings between lecturers and a group of students with content-related thesis subjects.

The thesis trajectory in the bachelor's programme is tightly organized. During the third block (the first of two blocks in the second semester), students follow the course Topics. This course provides them with an introduction to the most important topics from their specialization. Subsequently, students chose a subject, are assigned a supervisor in March and have to hand in a draft version of their thesis in May. The deadline for the final version of the draft is in the beginning of June. If the level of the final version is insufficient, students have time to hand in a new version until December of the following term.

During the site visit, students stated that they experience a heavy study load around the deadline of the draft version of the bachelor's thesis in May and the revision of the draft before the deadline in the beginning of June. Although the committee is positive about the tight thesis process, it finds that the feasibility of the bachelor's programme could be further improved with some changes. It recommends reducing the study load and giving students more time for reflecting on their own work by moving the deadline of the final draft from the beginning of June to the end of June or the beginning of July. The committee also finds that the current deadline of December for revising the thesis is not strict enough. It advises bringing the deadline for revision forward to the end of August. If the result is not satisfactory by the end of August, students should write a new thesis.

Feasibility and tutoring system of the Master of Economics

As confirmed in the critical reflection, the efficiency numbers of the master's programme are volatile. Between the cohorts of 2005-2006 and 2009-2010, the percentage of students finishing their master in one year increased from 15% to 34%. However, only 21% of master students from 2010-2011 completed the programme in time. On the other hand, the number of months that students need to finish their master has decreased from 23 months for the cohort that started in 2004-2005 to 14 months for the 2009-2010 cohort.

In spite of the improvements that have been made in the output time needed by master's graduates, the committee feels that more can still be done. During the site visit it discussed the feasibility of the programme with master's students and teachers. It established that while the programme is considered feasible by both students and teachers, many students develop a delay in the process of writing their master's thesis. Although there is an informative meeting for all students in January before starting their thesis, the rest of the process strongly depends on the student. Planning is done on an individual level between student and teachers, with a contract specifying topic and time schedule. Although the master's thesis trajectory is similar in all specializations, the committee has the impression that the thesis supervision is tighter in the Accounting and Control master's specialization. During the site visit, students and teachers from this specialization were positive about the fixed thesis deadline in September and the tight planning.

To improve the output time in the master's programme, the department introduced a 'Min2' rule (Master in two years rule). This rule entails that study results become invalid after two years. During the site visit, the programme management explained that this arrangement motivates students to finish their master in time. The committee applauds the positive results. It understands the tension between the development of the capacity for independent self-study and the need for increasing efficiency. It finds, however, that the limited structuring of

the thesis process still causes unnecessary delay. It advises further tightening of the Min2 rule. The committee considers the period for writing the master thesis as too long and finds that the thesis trajectory is not strict enough. In the panel conversation, students were also positive about the introduction of more deadlines and a tighter regulation of the master's thesis process. In line with the bachelor's thesis trajectory, the committee recommends the introduction of thesis conference days as a means of keeping students motivated.

In conclusion, the committee is positive about the tutoring system in the bachelor's and master's programmes. It established that both programmes are feasible. It is convinced that the introduction of the BSA will further improve the efficiency of the Bachelor of *Economics and Business Economics*. The committee finds that the trajectory of the bachelor's thesis is well organized, but that the time schedule could do with some minor improvements. The master's thesis trajectory needs strengthening. Also, it is recommended that the programme management introduce master's thesis conference days.

Quality management and programme-specific facilities

During the site visit, the committee studied annual course evaluations, results of research on student and staff satisfaction, and alumni inquiries. It established that the Department of Economics evaluates student and staff satisfaction on a regular basis and pays attention to internal quality care.

The committee ascertained that there is one Programme Advisory Committee (PAC, educational committee) for both the bachelor's and the master's programme. During the panel conversation, the members of this committee explained that they prefer one PAC to keep track of the connection between both programmes. In 2011-2012, the PAC consisted of three bachelor's students, three master's students and five teachers. The committee concludes that the student members of the PAC play an important role. Students in their turn convey that the members of the PAC are easily approached.

The PAC operates independently of the programme management. It evaluates courses and reviews the Teaching and Examination Regulations on a yearly basis. The committee approves the discretion of the PAC in dealing with student evaluations of teachers. These evaluations are discussed in the PAC, but the outcomes are not made public for all students. Although the committee finds that the PAC is functioning adequately, it would like to advise that it not only pay attention to independent courses, but also concentrate on the curriculum evaluation of the whole programme and the coherence of the courses.

The programme management takes the expectations of the professional field into account by consulting an Advisory Board of alumni, professors and potential employers of graduates (see standard 1). The committee appreciates the establishment of this Advisory Board. It finds, however, that the PAC does not pay attention to the outcomes of the meetings of this Board. It recommends that the PAC consider their conclusions and strengthen the orientation to the professional field of the bachelor's programme on a regular basis.

Finally, the committee established that students are satisfied with the programme-specific facilities offered by Radboud University. They would like to have more special consultation rooms facilitating group work. The committee shares the students' opinion that a didactic mission of active student participation and a problem-oriented approach requires an educational environment facilitating group work and discussion.

2.2 Considerations

The committee established that the Department of Economics at Radboud University is characterized by a small-scale, informal learning community. Adequate attention is paid to quality control with annual course evaluations, surveys on student and staff satisfaction, and alumni inquiries. Furthermore, the committee is positive about the Advisory Board of alumni, professors and potential employers of graduates. The Programme Advisory Committee for the bachelor's and master's programme is functioning well. The committee advises the PAC to pay more attention to a curriculum evaluation of the whole programme and the outcomes of the meetings of the Advisory Board of alumni, professors and potential employers.

The staff of the Department of Economics consists of professional lecturers and researchers. The committee finds that the programme management pays adequate attention to the staff's professionalism and encourages the ambition to move towards a more research-oriented faculty. It is positive about a further strengthening of the connection between research and education. In the last couple of years, the student-teacher ratio and workload of the staff have increased. The committee expresses its worries about this and appreciates the intention of the Faculty Board to reduce the workload with extra budgets.

The committee established that the increase in student numbers puts pressure on the small-group principle and the mission of active student participation and a problem-oriented approach. It also assessed that the didactic principles of student participation could be made clearer. Active student participation should be better coordinated by means of clearly described working and teaching methods. Although the committee is convinced that all learning outcomes are addressed in the courses of both curricula, the relation could be made clearer between the courses on the one hand and the intended learning outcomes addressed by the different working methods on the other.

Bachelor of Economics and Business Economics

The committee established that fundamental economics is well integrated in the bachelor's programme. It is convinced that the bachelor's curriculum offers students a solid foundation in academic knowledge, skills and understanding in the field of economics. The curriculum pays attention to modern developments in the field, by taking note of other scientific perspectives on economic issues. Furthermore, students following the Business Economics track are offered a substantial package of courses in business economics. The courses in the bachelor's programme show clear development in terms of level and difficulty and are of an adequate level.

The common bachelor's programme offers students many preparatory courses in the first semester. The committee endorses the importance of these courses in the scientific training of students and confirmed that students in the bachelor's programme practise academic and scientific skills of an advanced level on a regular basis. It is positive about the steps that have been taken to intensify instruction in mathematics. The committee would like to suggest the programme management revise the place of preparatory courses in the curriculum to make the first semester of the programme more attractive in terms of content.

The committee is positive about the tutoring system of first-year students and finds the bachelor's thesis trajectory well organized. It welcomes the presence of a bachelor's coordinator and thesis conference days. It would like to recommend also organizing official interim meetings between lecturers and a group of students with content-related thesis subjects. The feasibility of the thesis trajectory could be improved by moving the deadline of the final draft from the beginning of June to the end of June or the beginning of July. The

committee also finds that the deadline for revising the theses in December is not strict enough and could be brought forward to the end of August.

The committee ascertained that there is considerable overlap in the Financial Economics and International Economics tracks, while there is a considerable difference between those tracks and the Business Economics track. It established that students of all bachelors' tracks can theoretically move on to all master's specializations. It would therefore like to advise the programme management to keep paying attention to the provision of information about possible deficiencies when students chose to follow a different specialization than the one following on directly from their bachelor's track.

Master of Economics

The courses in the master's programme are of an adequate academic level, and the economics+ ambition of modern economics is well integrated in the master's programme with the Pluralism in Economics course. Students of the Accounting and Control track do not always follow this course, but recognize the integration of modern economics in their programme.

The committee is positive about the Accounting and Control specialization and the policy of flexibility in the curriculum when students aspire a career or further academic training in Accountancy. Students in this specialization are well prepared for the labour market and further study. Although the committee finds that the different contents of the three specializations Financial Economics, International Economics and International Economics and Business is well defined, it feels that their curricula show much overlap.

Four specific pre-master's programmes have been designed for students with a bachelor's degree from a university of applied sciences. The committee approves of the strict set of criteria that has been set for the enrolment of these students to the Master of *Economics*.

Finally, the committee established that the thesis is an important factor in slowing down the study progress of master's students. To increase efficiency, the committee recommends the introduction of a more fixed thesis trajectory along with thesis conference days and further tightening of the Min2 rule.

2.3 Conclusion

Bachelor's programme Economics and Business Economics: the committee assesses Standard 2 as **satisfactory**.

Master's programme Economics: 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.

3.1 Findings

Assessment system

The committee studied the assessment policy and procedures of the Department of Economics of Radboud University. It looked at a variety of assessment materials of both programmes, such as tests, examination models, forms of assessment and exams. It concludes that examination questions are clearly formulated and that assessment is for the most part consistent with the course descriptions and course literature. Exams do not just focus on knowledge; they also challenge students to put their knowledge into practice. Students are satisfied with the feedback sessions following every exam and course paper. There is only one possibility for re-examination for every exam.

The different forms of examination have been listed for each course in the critical reflection. The programmes make use of assignments, papers, summaries, open question exams, multiple choice exams and oral exams. Oral exams are always taken by two teachers or recorded if there is only one teacher available. The committee established that multiple choice exams are mostly used as a means of testing knowledge and not as a major assessment. However, in the course *Corporate Finance* in the second year of the bachelor's programme the mark given is determined primarily by the outcome of a multiple choice exam. The committee established that students also hand in assignments during the course that account for 15% of the final mark. The committee considers it undesirable to use multiple choice exams as a primary means of testing the realised level. It advises the programme management to change the current assessment method or to reduce the importance of the multiple choice exam in the course *Corporate Finance* and to moderate an increase in workload of teachers that might follow from this change.

During the site visit, the committee questioned teachers and the Board of Examiners about the assessment procedures guaranteeing the quality and level of exams. It was explained that the quality of exams is ensured in multiple ways. First of all, most courses are taught by more than one teacher, and thus the level and quality of the exam are subject to a system of peer review. Second, a structure has been devised for setting forms of assessment for each course in a course file. This entails that every course coordinator is required to supply a limited course file to the Board of Examiners with a course description, exams and standard examination models, plus student and teacher evaluations. The course file of new courses is extended with a matrix of examinations in which the course coordinator specifies the relation between the intended learning outcomes and the elements of each examination. Established courses need to provide such a matrix every four years. The course files are archived by the Board of Examiners. Finally, the Board of Examiners studies the course files when problems with examinations come to light via the Programme Advisory Committee or student evaluations. The Board of Examiners may suggest improvements relating to the examination to the examiner.

The committee appreciates the system of course filing described above as an incentive for teachers to reflect on the connection between course description, learning outcomes and examinations. In spite of this, it finds that the assessment policy and procedures could be extended with regard to the content of the exams. Although it is positive about the quality of the majority of the exams, it also discovered that some exams focussed on statistical or arithmetic issues only or did not cover the full content of the course description. The committee is of the strong opinion that the Board of Examiners should perform random checks of exams and course files on a structural annual basis, not just when problems occur. The cornerstones of these random checks should be the quality and level of exams, the spread of questions over the different aspects of the course content and intended learning outcomes, and the assessment strategy.

The assessment protocols for the bachelor's and master's theses are tightly structured. The supervisor and second reader determine the grade on the basis of a standardized form listing the criteria. The committee studied this standardized form and ascertained that the criteria are described adequately. It however strongly recommends that the programme management and the Board of Examiners to monitor the correct use of this form closely and on a structural basis. This includes the screening of the way in which the form is filled in by both supervisors.

During the site visit, the committee established that the Board of Examiners is aware of its new legal responsibility to guarantee the quality and level of examinations and evaluations. The Board meets once every six weeks and functions adequately. In 2010 the Board started carrying out alternating annual checks of the validity, level and content of bachelor's and master's theses, with the bachelor being checked one year and master the next. The first checks of bachelor's theses were carried out in 2009-2010, while master's theses were checked in 2010-2011. In this procedure, several theses are selected randomly and read and graded independently by each board member. Their findings are discussed in regular board meetings and compared to the grades the students have actually received. The committee applauds this independent annual check of theses.

Realised academic level

From the critical reflections, the committee learned that the annual checks of the validity, level and content of the bachelor's and master's theses by the Board of Examiners revealed that their grades were very close to the ones awarded by the supervisor and co-supervisor. This statement implies that, according to the Board of Examiners, graduates obtain sufficient knowledge and skills at the proper academic level in the field of economics.

To assess whether the learning outcomes as specified in standard 1 are achieved and if the assessment evaluation of the Board of Examiners is correct, the committee read 15 recent bachelor's theses and 15 recent master theses. They were selected by the secretary in consultation with the chair of the committee and covered the full range of marks given. The various tracks in the bachelor and specializations in the master were taken into account. In addition, the committee explored actual tests of different courses in both programmes to determine the academic level realised by students in different stages of their education. Although the committee has commented on the design of some tests, it finds that the level students achieve in the exams is sufficient.

The committee found that one bachelor's thesis of the Financial Economics track, which had been awarded 5.5 out of 10, was not of an adequate academic level. The definition of the problem tackled in the thesis was inadequately described, the quantitative methods used were

inadequate for the examination of the problem at hand, and the research was conducted incorrectly. The committee however determined that all other selected bachelor's theses were of sufficient academic level and graded adequately by the supervisors. This also applied for five theses in the selection with grades between 5.5 and 6.5. The committee would however like to urge the programme management and the Board of Examiners to keep taking the prevention of unsatisfactory grades as a centre point of interest. Finally, the committee found that the subjects and contents of the bachelor's theses were diverse and occasionally even original. Some thesis subjects studied, for instance, paid attention to behavioural economics, psychology, ethics and social science. All of them were primarily economic in focus and outlook. Although the committee would not designate this orientation in the theses as economics+, it feels that they do show that bachelor's students achieve a broad, modern, economic outlook.

The master's theses, without exception, were of sufficient level and graded adequately. The committee established that some of the theses were theoretical and literature-oriented, while another part focussed on the implementation of theories in case studies and extensive research. The ranges of subjects were explored by means of both quantitative and qualitative methods.

Another measure of a programme's quality is the employment record of graduates. The stated focus of the bachelor's programme lies on offering a broad economic foundation enabling students to move on to a master's programme. As stated in the critical reflection, very few bachelors' students have entered the labour market during the past five years. Between 2007-2008 and 2009-2010 about a quarter of bachelor's students pursued a master's degree course elsewhere, whilst the rest proceeded with the master's programme at Radboud University. The critical reflection included an overview of the employment found by 50% of the alumni of the master's programme over the past five academic years. It showed that they enter the full spectrum of the economics job market, with 29.4% entering the banking sector. In the panel evaluations, alumni were positive about their career opportunities and the way in which the master's programme prepared them for the labour market.

3.2 Considerations

The committee established that the system of assessment and evaluation is sufficient. The programmes make use of adequate criteria and have clear procedures for handling feedback. The forms of examination are varied, although the committee would like to recommend that multiple choice tests not be used as the main form of examination. Also, the types of examination applied in different courses should be coordinated centrally and reflect the intended learning outcomes addressed in each course.

The Board of Examiners is aware of its new legal responsibility to guarantee the quality and level of examination and evaluation. The committee is positive about the steps that have already been taken by the Board to improve quality control relating to the assessment policy. It recommends that the Board complement its current system of checking bachelor's and master's theses with a random assessment of exams. The committee would like to urge the Board of Examiners and the programme management monitor the correct use of this form closely and on a structural basis.

To evaluate the achieved academic level of bachelor's and master's students, the committee studied exams and theses from both programmes. It concludes that the achieved academic level is in accordance with what can be expected of graduates in the field of economics.

Furthermore, it is convinced that the Master of *Economics* programme sufficiently prepares students for the labour market.

3.3 Conclusion

Bachelor's programme Economics and Business Economics: the committee assesses Standard 3 as **satisfactory**.

Master's programme Economics: the committee assesses Standard 3 as **satisfactory**.

General conclusion

The committee established that the Bachelor of *Economics and Business Economics* and the Master of *Economics* have an academic outlook. The bachelor's programme aims to offer students a solid education in fundamental, modern economics. Subsequently, the master's programme focuses on more complex and track-specific theories. The committee studied the intended learning outcomes of both programmes and concludes that they satisfactorily reflect the domain-specific requirements of the economics field. Both sets of learning outcomes match the level and orientation of academic bachelor's and master's programmes. Although the committee finds that the economics+ orientation could be better described as a broad and modern academic orientation on economics, it finds that this orientation is adequately translated in both programmes. The curricula of both programmes are coherent and put emphasis on the attainment of knowledge, skills and scientific training at an advanced level. The committee established that the content and design of both curricula, staffing and programme-specific facilities enable students to realise the intended academic levels. It would like to draw attention to the fact that the increase in student numbers has resulted in a higher workload for the staff. It concludes that the examination and assessment procedures are clear and of a sufficiently high level. The quality control of examination and assessment is sufficient but should be extended with random checks of exams. The committee studied exams, theses and the success of graduates in vocational training and on the labour market and concludes that the intended learning outcomes are achieved in both programmes.

Conclusion

The committee assesses the *bachelor's programme Economics and Business Economics* as **satisfactory**.

The committee assesses the *master's programme Economics* as **satisfactory**.

Appendices

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

Prof. P. A. (Piet) Verheyen (chairman) is emeritus professor of Business Econometrics of Tilburg University and previous chair of the Board (1988-1991) of Tilburg University. He published on dynamic business models and financing models. Since 1991 he performed research in the field of Economics of non-profit businesses. He was board member of non-profit businesses (education, health, nature and environment) and was commissioner of companies, specifically the energy sector. Verheyen has also chaired the previous Economics assessments in 2003 en 2009.

Prof. H. (Hans) van Ees is a full professor in Corporate Governance and Institutions at the Faculty of Economics and Business of the University of Groningen. He is chair of the department of Global Economics and Management. He has published widely on topics in corporate governance, theory of business groups, board of directors, sustainable corporate performance and building trust within and between organizations. Van Ees is vice-president of the European Academy of Management (EURAM) and screening editor of *Corporate Governance: An International Review*. Also, he is regularly involved in executive teaching, training, consultancy and contract research for private companies and the Dutch government on issues related to good governance and industrial democracy.

Prof. C. (Cynthia) van Hulle is professor at the Faculty of Business and Economics of the Katholieke Universiteit Leuven. She earned a Ph.D. in Applied Economics at the K.U. Leuven and has been a postdoctoral research fellow at the Yale University. Van Hulle is, among others, chairperson of the research group Finance of the K.U. Leuven and chairperson of the board of directors of Almancora Beheersmaatschappij NV and of Ancora VZW. Also, she is director and scientific advisor of the Interuniversity College of Management Sciences (ICM). Her primary teaching and research interests are corporate finance, corporate restructuring, bankruptcy, initial public offerings, corporate governance and governance of organisations, the functioning of financial markets and financial engineering.

Prof. T.C.M.J. (Theo) van de Klundert is emeritus professor of Economics of the University of Tilburg and the University of Groningen. He was Dean of the Faculty of Economics (1984-1987) and Chairman of the Department of Economics (1992-1995) of Tilburg University. He was advisor of the Central Planning Bureau and was, among others, chairman of the board of editors of "De Economist". He is member of the royal Dutch Academy of Sciences (KNAW).

Prof. J.G. (Hans) Kuijl RA is emeritus professor Business Economics (including fiscal compatibility) of the University of Leiden. He is also emeritus professor at the Faculty of Economics and Business Economics of Maastricht University. In the past, Kuijl has been active for the department of accountancy of the Ministry of Economic Affairs. He has also been a member of the committee 'Vervolg Onderzoek Rekenschap', responsible for research on fraud in higher professional education (Hbo). Finally, he was a member of various assessment committees, including the assessment committee Economics in 2009 and the assessment committee for the postmaster programme for chartered accountants in 2010.

Prof. H. (Hans) Visser is emeritus professor in the Department of Economics and Business Management of the VU University Amsterdam. He read Economics at the VU University and received his Master's degree in 1967. His Ph.D. was obtained in 1970. He taught international economics, monetary theory and money and banking. His current activities include research and lectures on financial globalisation, banking supervision and Islamic finance.

M. (Minke) van Bergen BSc. is a master's student in Economics at the Faculty of Economics and Business of the University of Groningen. She is also chairman of the Year Representation MSc Economics, which is committed to the improvement of the quality of education of the study programs of the Faculty of Economics & Business Economics by means of evaluating the attended courses. In 2009-2011, van Bergen was also a member of the Year Representation BSc Economics and Business Economics. In 2011, she obtained her BSc degree in Economics.

Appendix 2: Domain-specific framework of reference

Domain-Specific Requirements for Economics 2009

Introduction and benchmark

A domain-specific Economics benchmark for 2009 was created in order to assess the standard of all BSc and MSc degree programmes at Dutch universities that fall within the scope of the Economics 2009 cluster. The benchmark outlines the minimum requirements for academic degree programmes in the Economics field or subfield. Because of the diversity of degree programmes within the cluster, it was decided that the benchmark should not be prescriptive. The benchmark thus offers degree programmes the latitude to develop their own profiles, giving variable weight to specific aspects of the programmes depending on the central aims and the approach taken. This framework requires degree programmes to justify the choices made by proving that they meet the criteria of the NVAO accreditation framework. Explicit references to the domain-specific Economics benchmark for 2009 can be used to explain deviations.

Economics as a discipline

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

Aims, level and orientation of the degree programmes

In general, the committee expects the aims of the degree programmes to express the fact that they aim to train students both in the chosen discipline (i.e. in relation to the field in question) 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. An MSc programme also focuses more on the future working environment, for instance research institutes, government institutions or the business world.

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. These should dovetail with the expectations society has of graduates of the degree programmes assessed in the context of the Economics 2009 assessment. This means that the degree programmes highlight both academic and social aspects and do not merely concentrate on current developments within

the field of study. The BSc degree programme is the cornerstone of the development of a general academic way of thinking. During this period students learn not only to cast the net further than their own subfield; they also learn to view subject-specific issues in a wider social context. Considering the importance of the BSc degree programme for the development of academic skills, facilities to prepare students with a BSc degree in Higher Professional Education to transfer to a university MSc degree must concentrate on developing an academic way of thinking. This covers issues such as bolstering students' understanding of the relationship between the various fields of knowledge, familiarizing them with research methods and applying those methods in practice, and learning to take the time to consider the results of their own or other's research.

Skills

a. Subject-specific skills

The skills acquired by students on an Economics degree programme depend on the subfield and specialization of the programme in question.

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

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

Use of proper terminology

Students on a BSc degree programme learn how to use their knowledge when confronted with a relatively straightforward economics 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 economics concepts with approaches from other relevant fields. Students with a BSc degree in Economics will have acquired the following skills:

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

Graduates of an MSc degree programme in Economics should conform to 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.

The ability to make a contribution to the development of the field through research

Graduates of a BSc degree programme can collect, collate and interpret relevant insights gleaned from literature in the field. Research in the MSc degree programme focuses much more on testing and developing theories. Graduates of an MSc degree programme in Economics should have the following skills in this respect:

- Formulation of aim and problem definition – graduates can formulate a problem definition relating to economics based on academic concepts and theories.
- Choice of research design – graduates can choose a research design that suits the problem definition.
- Selection of methods for collecting and processing data – graduates can choose one or more suitable methods for collecting and processing data.
- Drawing conclusions – graduates can make pronouncements about the initial problem definition on the basis of the results.

The ability to develop policy from knowledge and understanding gleaned from the field

At the level of a BSc degree, the opportunities for developing policy are limited to the formulation of a plan of action for one specific problem. At the level of an MSc degree programme, however, more attention should be paid to the wider context, whether that be in relation to business or public policy. Graduates of an MSc degree programme in Economics should have the following skills in this respect:

- Drafting policy documents – graduates can draw up a proposal for solving economics problems, based on economics concepts and theories.
- Strategic activities – graduates are able to assess whether their policy recommendations are feasible and practical.

b. General skills

General skills comprise knowledge, skills and attitudes which, although they are developed within the context of a degree programme, are not a specific product of the programme in question. These general academic skills form the basis for later academic thinking patterns and attitudes. The fact that many degree programmes – even those in the field of economics – are not specifically tailored to the requirements of the job market means that many students soon find themselves working in jobs that make no demands on their know-how in the field. The following three subject-specific skills in particular contribute to the desired general skills: the hypothetical-deductive nature of economics, the different decision-making methodologies and the importance attached to empirical research.

The committee expects the learning outcomes of all the BSc degree programmes it assesses to communicate the fact, either implicitly or explicitly, that graduates have acquired academic, research and communicative skills to a basic standard. In addition, it expects the learning outcomes to be related to the admission requirements of at least one MSc degree programme and, where applicable, the professional sphere. The committee expects the learning outcomes of all the MSc degree programmes it assesses to communicate the fact that graduates have

developed academic, research and communicative skills to an advanced level, and that these learning outcomes have a bearing on the professional sphere.

Academic skills

- Graduates of BSc degree programmes have the skills needed to devise and sustain arguments and to solve problems within the field of study. Graduates of MSc degree programmes are able to apply the same skills to new or unfamiliar circumstances within a wider, or multidisciplinary, context within the field of study.
- Graduates of BSc degree programmes have a general understanding of the nature and function of academic research. Graduates of MSc degree programmes have an in-depth knowledge of their subject.
- Graduates of BSc degree programmes are able to collect and interpret relevant information from a range of sources and subfields. Graduates of MSc degree programmes are able to assimilate knowledge and deal with complex subject issue.
- 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 the field of study. Graduates of BSc degree programmes have a passive understanding of all these methods, and an active understanding of some of them.

Communication skills

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

Relationship with the professional sphere

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

- Graduates have the necessary skills to perform work in which an academic education to BSc level or MSc level is required or preferred.

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

c. Learning environment

A salient 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

Bachelor of Economics and Business Economics programme learning outcomes

Attainment target 1: Mastery of the academic language of Economics

After completing the Bachelor's phase, students will be capable of

- referring to, describing and evaluating the viewpoints of economic schools of thought relating to theory and policy
- referring to, describing and applying economic concepts, theories, research methods and techniques to pre-structured problem fields, specifically in one of the following variants: Business Economics, Financial Economics or International Economics.

Attainment target 2: Research orientation

After completing the Bachelor's phase, students will be capable of

- delineating and defining an economic study while referring to examples
- critically evaluating existing research results in academic journals
- formulating and operationalizing research questions analogous to the research discussed, selecting and using relevant research methods and techniques
- making efficient and effective use of data banks, including the Internet and libraries, for the purpose of data collection
- adequately processing information to apply to the defined problems.

Attainment target 3: Linking economic theory and practice

After completing the Bachelor's phase, students will be capable of

- applying acquired knowledge and skills, including statistics from relevant national and international economics organizations, for the analysis of concrete economic problems, specifically in the area of Business Economics, Financial Economics or International Economics
- analysing, understanding and evaluating economics policy and studies about this policy from recognized national and international organizations, especially in the area of Business Economics, Financial Economics or International Economics
- analysing and understanding the interaction between the business and its social-economic environment
- reflecting on the relationships between theoretical problems and practical solutions, especially in the area of Business Economics, Financial Economics or International Economics.

Attainment target 4: Reflection

After completing the Bachelor's phase, students will be capable of

- reflecting critically on the fundamentals of economic thought
- evaluating theories and models (also conceptual models) in terms of their explanatory and/or predictive capacity.

Attainment target 5: Designing policy recommendations

After completing the Bachelor's phase, students will be capable of

- diagnosing economic policy problems
- formulating policy proposals that are founded in theory.

Attainment target 6: Implementing changes

After completing the Bachelor's phase, students will be capable of

- indicating possible bottlenecks during the implementation of policy recommendations
- making reasoned estimates of the magnitude of the effects of the proposed policy.

Attainment target 7: Cooperation

After completing the Bachelor's phase, students will be capable of

- cooperating with co-students in task-oriented groups with varying structures (monodisciplinary, multidisciplinary)
- dealing with the tensions that occur between actors in a group.

Attainment target 8: Communication

After completing the Bachelor's phase, students will be capable of

- presenting the results of economics research, both orally and in writing
- distinguishing between primary and secondary issues in oral and written presentations.

Attainment target 9: Self-direction

After completing the Bachelor's phase, students will be capable of

- taking and justifying their own position with respect to social-economic issues and problems.

Attainment target 10: Independent learning

After completing the Bachelor's phase, students will be capable of

- indicating the contours of their own competencies with respect to knowledge and skills and naming new learning outcomes and routes in the light of subsequent study programmes.

Master of Economics programme learning outcomes

Attainment target 1: Mastery of the academic language of Economics

After completing the Master's phase, students will be capable of:

- independently reading and commenting on the economics literature, specifically in the field of one of the variants of Accounting and Control, Financial Economics, International Economics and International Economics & Business
- independently formulating and writing proposals for conceptual, theoretical and/or methodological renewal
- analyzing complex multidisciplinary and interdisciplinary problems, specifically in the field of one of the variants of Accounting and Control, Financial Economics, International Economics and International Economics & Business.

Attainment target 2: Research orientation

After completing the Master's phase, students will be capable of:

- designing and researching projects with an eye towards presentation at academic congresses, publications and professional journals
- positioning existing research and placing one's own contribution in the academic discussion
- creating added value in the theoretical, conceptual and/or empirical areas.

Attainment target 3: Linking economic theory and practice

After completing the Master's phase, students will be capable of:

- independently updating research techniques, concepts and theories, given the relevant practice
- identifying relationships between theoretical problems and practical solutions, and the interaction between theory and practice.

Attainment target 4: Reflection

After completing the Master's phase, students will be capable of:

- independently evaluating theories in terms of their relevance to economic policy
- reflecting critically upon various methodological and methodical approaches in the academic literature, specifically in the field of one of the variants: Accounting and Control, Financial Economics, International Economics and International Economics & Business.

Attainment target 5: Designing policy recommendations

After completing the Master's phase, students will be capable of:

- positioning policy discussion within a broader academic debate
- formulating recommendations while making use of theoretical and empirical academic insights.

Attainment target 6: Implementing changes

After completing the Master's phase, students will be capable of:

- independently evaluating the strengths and weaknesses of proposed policy, and taking account of this when formulating recommendations
- explicitly formulating the considerations on which their choices are made, including the corresponding advantages and disadvantages.

Attainment target 7: Cooperation

After completing the Master's phase, students will be capable of:

- under the leadership of a lecturer, discussing and taking risks to explicitly formulate the scientific judgments that were made, while working in heterogeneous groups

- cooperating in groups of varying size and composition
- dealing with cultural differences arising from various nationalities.

Attainment target 8: Communication

After completing the Master's phase, students will be capable of:

- making choices concerning the method and form of presentation in relation to the nature of the event and/or the public
- learning to correctly defend the choices they have made.

Attainment target 9: Self-direction

After completing the Master's phase, students will be capable of:

- independently and critically following the developments their own field, specifically in the field of one of the variants: Accounting and Control, Financial Economics, International Economics and International Economics & Business.

Attainment target 10: Independent learning

After completing the Master's phase, students will be capable of:

- under heavy time pressure, finding relevant information and/or data and then processing, interpreting and presenting this information or data (orally or in writing).

Appendix 4: Overview of the curricula

Overview of the curriculum of the Bachelor of Economics and Business Economics programme

	Bedrijfseconomie	Financiële Economie	Internationale Economie
Jaar 1, semester 1			
Academische vaardigheden	*	*	*
Onderzoeks- en interventiemethodologie A	*	*	*
Economie van de managementwetenschappen	*	*	*
Wiskunde en financiële rekenkunde	*	*	*
Inleiding micro- en macro-economie	*	*	*
Jaar 1, semester 2			
Filosofie van de managementwetenschappen	*	*	*
Onderzoeks- en interventiemethodologie B	*	*	*
Accounting	*	*	*
Organisatietheorie 1	*	*	*
Project: Financiële instellingen en monetaire theorie	*	*	*
Jaar 2, semester 1			
Methodologie van de economische wetenschappen	*	*	*
Corporate finance	*	*	*
Introductory International Economics	*	*	*
Geschiedenis van het economisch denken	*	*	*
Institutionele economie	*	*	*
Jaar 2, semester 2			
Methoden en technieken van economisch onderzoek		*	*
Kwantitatieve onderzoeksmethoden	*		
Behavioural finance		*	
Strategie	*		
Marketing	*		
Project: Financial Instruments	*		
Project: Financial Instruments <i>of</i> Europese integratie in een globaliserende wereld		*	
Project: Europese integratie in een globaliserende wereld			*
Economische politiek en overheidsfinanciën		*	*
Financial Accounting en Reporting	*		
Comparatieve economie			*
Intermediate Micro and Macroeconomics		*	*
Jaar 3, semester 1			
Intermediate International Economics		*	*
Management Accounting en Control	*		

Industrial Economics and Organisation		*	*
Organisatieontwerp	*		
Vrije ruimte (3 x 6 EC)	*	*	*
Jaar 3, semester 2			
International investments		*	*
Voortgezet boekhouden	*		
Topics in Accounting & Control	*		
Topics in Financial Economics		*	
Topics in Internationale Economics			*
Vrije ruimte	*	*	*
Bachelor's thesis (12 EC)	*	*	*

Overview of the intended learning outcomes in the courses of the Bachelor of Economics and Business Economics programme

	1	2	3	4	5	6	7	8	9	10
Common Programme										
Onderzoeks- en interventiemethodologie A		X		X			X	X	X	
Economie van de managementwetenschappen	X		X	X	X	X				X
Academische vaardigheden	X		X	X			X	X		
Wiskunde en financiële rekenkunde		X		X		X				
Inleiding Micro- en Macroeconomie	X		X	X		X				
Onderzoeks- en interventiemethodologie B		X		X			X	X	X	
Organisatietheorie 1	X		X	X		X		X		
Filosofie van de Managementwetenschappen		X	X	X						X
Project financiële instellingen en monetaire theorie	X	X	X		X		X	X	X	
Accounting	X		X							X
Corporate Finance			X	X						X
Introductory International Economics	X			X			X			
Geschiedenis van het economisch denken	X	X		X			X	X	X	X
Methodologie van de economische wetenschappen	X	X		X					X	X
Institutionele economie	X	X		X	X	X			X	X
Business Economics										
Strategy (Strategie)	X		X	X	X		X	X	X	
Kwantitatieve onderzoeksmethoden	X			X						
Project: Financial Instruments		X	X				X	X		
Marketing	X		X	X	X	X	X	X	X	
Financial Accounting en Reporting	X		X	X	X	X	X			X
Management Accounting en Control	X	X	X	X	X	X	X	X	X	X
Organisatieontwerp	X		X		X					
Voortgezet boekhouden			X		X	X	X		X	X
Topics in Accounting & Control	X	X	X	X	X	X	X	X	X	X
Bachelor's thesis	X	X	X	X	X	X		X	X	X
Financial Economics										
Methoden en technieken van economisch onderzoek	X	X	X	X			X			
Intermediate Micro and Macroeconomics	X			X	X		X		X	
Project: Financial Instruments of		X	X				X	X		
Europese integratie in globaliserende economie	X	X	X	X	X		X	X		
Behavioural Finance	X	X	X	X					X	X
Intermediate International Economics	X		X	X			X			
Industrial Economics and Organisation			X		X	X		X		
International Investments	X	X	X			X		X	X	
Topics in Financial Economics	X	X	X	X		X	X	X		

Bachelor's thesis	X	X	X	X	X	X		X	X	X
<i>International Economics</i>										
Methoden en technieken van economisch onderzoek	X	X	X	X			X			
Intermediate Micro and Macroeconomics	X			X	X		X		X	
Project: Europese integratie in globaliserende economie	X	X	X	X	X		X	X		
Comparatieve economie	X		X		X		X	X		X
Economische politiek en overheidsfinanciën	X		X	X	X				X	X
Intermediate International Economics	X		X	X			X			
Industrial Economics and Organisation			X		X	X		X		
International Investments	X	X	X			X		X	X	
Topics in International Economics	X	X	X	X	X		X	X	X	X
Bachelor's thesis	X	X	X	X	X	X		X	X	X

Overview of the curriculum of the Master of Economics

Master Economics 2011/2012				
	<i>Accounting and Control</i>	<i>Financial Economics</i>	<i>International Economics</i>	<i>Int Ec. & Business</i>
4.1.1	Pluralisms in Economics	Pluralisms in Economics	Pluralisms in Economics	Pluralisms in Economics
4.1.1	Accounting and Governance	International Financial Markets	International Financial Markets	International Financial Markets
4.1.1/2	Accounting Information Systems	Methods of Empirical Analysis	Methods of Empirical Analysis	Methods of Empirical Analysis
4.1.2	Accounting and Control	Culture and Economic Behaviour	Culture and Economic Behaviour	Culture and Economic Behaviour
4.1.2	Cases in Corporate Finance	Cases in Corporate Finance	International Trade and Policy	International Business
4.2.1	Advanced Accounting, Governance and Control	Financial Risk Management	Current Issues in Globalization	Current Issues in Globalization
4.2.1	Advanced Accounting, Governance and Control	Advanced Financial Economics	Advanced International Economics	Global Marketing
4.2.1/2	Master Thesis	Master Thesis	Master Thesis	Master Thesis

Overview of the intended learning outcomes of the Master of Economics in the courses

	1	2	3	4	5	6	7	8	9	10
<i>Accounting and Control</i>										
Pluralisms in Economics	X	X	X	X	X	X		X	X	X
Cases in Corporate Finance			X	X		X	X	X	X	X
Accounting and Governance	X	X	X	X	X	X	X	X	X	X
Accounting and Control	X	X	X	X	X	X	X	X	X	X
Accounting Information Systems	X	X	X	X	X	X	X	X	X	X
Advanced Accounting, Governance and Control	X	X	X	X	X	X	X	X	X	X
Master Thesis	X	X	X	X	X	X		X	X	X
<i>Financial Economics</i>										
Pluralisms in Economics	X	X	X	X	X	X		X	X	X
Cases in Corporate Finance			X	X		X	X	X	X	X
International Financial Markets			X		X	X	X	X		X
Methods of Empirical Analysis	X	X	X	X			X			
Culture and Economic Behaviour	X	X	X	X	X		X	X	X	X
Financial Risk Management	X	X	X	X					X	X
Advanced Financial Economics	X	X	X	X		X	X		X	X
Master Thesis	X	X	X	X	X	X		X	X	X
<i>International Economics</i>										
Pluralisms in Economics	X	X	X	X	X	X		X	X	X
International Trade and Policy	X		X	X	X		X		X	
International Financial Markets			X		X	X	X	X		X
Methods of Empirical Analysis	X	X	X	X			X			
Culture and Economic Behaviour	X	X		X		X	X			
Advanced International Economics	X	X		X	X		X	X	X	X
Current Issues in Globalization	X			X				X	X	X
Master Thesis	X	X	X	X	X	X		X	X	X
<i>International Economics and Business</i>										
Pluralisms in Economics	X	X	X	X	X	X		X	X	X
International Business	X	X	X	X	X			X	X	X
International Financial Markets			X		X	X	X	X		X
Methods of Empirical Analysis	X	X	X	X			X			
Culture and Economic Behaviour	X	X		X		X	X			
Global Marketing	X		X	X		X			X	X
Current Issues in Globalization	X			X				X	X	X
Master Thesis	X	X	X	X	X	X		X	X	X

Appendix 5: Quantitative data regarding the programmes

Data on intake, transfers and graduates of the Bachelor of Economics and Business Economics

Intake Bachelor Economics and Business Economics

Cohort	VWO	HBO prop	Foreigners	Other	Total	Men	Women
	N	N	N	N	N	%	%
2004 - 2005	36	0	0	3	39	82	18
2005 - 2006	55	3	0	1	59	76	24
2006 - 2007	62	1	1	1	65	74	26
2007 - 2008	63	0	1	3	67	67	33
2008 - 2009	71	3	1	1	76	66	34
2009 - 2010	92	1	0	3	96	80	20
2010 - 2011	96	3	2	1	102	68	32

Source: ISIS

* Excluding pre-Master's students

Intake and completion rates of the Propedeuse

Cohort	Intake	Prop. 1year	Prop. 2years ¹
	N	N(%)	N(%)
2005-2006	59	16 (27%)	25 (42%)
2006-2007	65	19 (29%)	37 (57%)
2007-2008	67	18 (27%)	39 (58%)
2008-2009	76	27 (36%)	49 (64%)
2009-2010	96	32 (33%)	60 (63%)
2010-2011	102		

Source: ISIS

1) Figures are cumulative

Drop outs in year 1, 2, and 3 (cumulative) and selectivity first year

Cohort	Intake	1 year	2 years	3 years	Selectivity 1 year
	<i>N</i>	%	%	%	%
2004 – 2005	39	28	38	38	74
2005 – 2006	59	34	54	58	59
2006 – 2007	65	29	42	45	64
2007 – 2008	67	34	43	45	76
2008 – 2009	76	26	37	38	68
2009 – 2010	96	18	35		
2010 - 2011	102	25			

Source: ISIS; Selectivity: Percentage of students leaving during their first year as a percentage of total drop-outs after three years.

Bachelor's programme efficiency, as percentage of students completing P-in-2

Cohort	Size	% of total cohort	Bachelor outcome			
			3 years	4 years	5 years	6 years
	<i>N</i>	%	<i>Intake from VWO</i>			
		%	%	%	%	%
2004 - 2005	20	56	45	75	90	95
2005 - 2006	23	42	39	74	83	
2006 - 2007	36	58	19	64		
2007 - 2008	38	60	24			
2008 - 2009	47	66				
2009 - 2010	59	64				
2010 - 2011	*					

Source: ISIS

Total number of students enrolled in the programme

	Total	Men	Women
Cohort	<i>N</i>	<i>N</i>	<i>N</i>
2004 - 2005	164	133	31
2005 - 2006	192	151	41
2006 - 2007	241	181	60
2007 - 2008	251	173	78
2008 - 2009	283	186	97
2009 - 2010	330	234	96
2010 - 2011	390	282	108

Source: ISIS

Bachelor enrolment in the Master of Economics programme

	N	Master's in Econ at RU N	Master's degrees elsewhere N	Percentage at RU
Bachelor's in 2007-2008	46	36	10	78%
Bachelor's in 2008-2009	52	39	13	75%
Bachelor's in 2009-2010	56	38	18	68%

Source: ISIS and Department of Economics

VSNU data on the Bachelor of Economics and Business Economics

The relevant tables as obtained from the VSNU.

Tabel B1.1: Cohortomvang en samenstelling Bachelor Economie (56401) – volledige instroom

	Jaar	Cohortomvang met vooropleidingscategorie					Totaal
		VWO	HBO prop	HBO*	Buitenland	Overig	
RU	04/ 05	32	0	26	1	2	61
	05/ 06	39	1	11	0	5	56
	06/ 07	42	2	24	4	2	74
	07/ 08	44	0	11	2	1	58
	08/ 09	44	1	21	1	3	70
	09/ 10	68	3	15	2	4	92

Tabel B8.1: Instroom (voorkomen 1 en totaal) uitgesplitst naar geslacht Bachelor Economie (56401) – volledige instroom

		voorkomen 1			Totaal		
		Totaal	Mannen	Vrouwen	Totaal	Mannen	Vrouwen
		Absoluut	percentage		Absoluut	percentage	
RU	04/ 05	61	77	23	80	81	19
	05/ 06	56	80	20	87	77	23
	06/ 07	74	78	22	117	74	26
	07/ 08	58	67	33	105	66	34
	08/ 09	70	64	36	128	61	39
	09/ 10	92	82	18	142	79	21

Tabel B2.1: Uitval bachelorstudenten (VWO Instroom) Bachelor Economie (56401) – volledige instroom

Cohort	Vertrek bachelorstudenten bij de opleiding				Selectiviteit van 1e jaar	
	Omvang cohort	na 1 jaar	na 2 jaar	na 3 jaar		
	absoluut	Percentage (cumulatief), wordt niet vermeld als het totaal kleiner dan 4 is				
RU	04/ 05	32	25	25	28	89
	05/ 06	39	23	46	49	47
	06/ 07	42	29	36	38	75
	07/ 08	44	32	41	*43	*74
	08/ 09	44	14	*20		
	09/ 10	68	*18			

* voorlopige cijfers op peildatum 1-oktober

Tabel B5.1: Bachelorrendement van herinschrijvers opleiding (en hoop binnen instelling), (VWO Instroom) Bachelor Economie (56401) – volledige instroom

Cohort	Omvang herins.	% van totale cohort	Bachelorrendement van herinschrijvers						hoop /inst	
			na 3 jaar	na 4 jaar	na 5 jaar	na 6 jaar	> 6 jaar	> 6 jaar		
	absoluut	Percentage (cumulatief), wordt niet vermeld als het totaal kleiner dan 4 is								
RU	04/ 05	24	75	38	63	75	83			
	05/ 06	30	77	27	53	57				
	06/ 07	30	71	17	53					
	07/ 08	30	68	27						
	08/ 09	38	86							
	09/ 10	56	82							

Tabel B9.1: Ingeschrevenen naar onderwijsvorm en geslacht, B Economie (56401)

	Ingeschrevenen			Voltijdopleiding			Deeltijdopleiding			Duaal		
	Totaal	mannen	vrouwen	Totaal	mannen	vrouwen	Totaal	mannen	vrouwen	Totaal	mannen	vrouwen
04/ 05	156	129	27	156	129	27	0	0	0	0	0	0
05/ 06	183	147	36	183	147	36	0	0	0	0	0	0
06/ 07	232	173	59	232	173	59	0	0	0	0	0	0
07/ 08	244	167	77	244	167	77	0	0	0	0	0	0
08/ 09	274	179	95	274	179	95	0	0	0	0	0	0
09/ 10	320	226	94	320	226	94	0	0	0	0	0	0
10/ 11	369	262	107	369	262	107	0	0	0	0	0	0

NB: vanaf 2010/2011 B Economie en bedrijfseconomie (50950)

Bachelor efficiency (data provided during the site visit)

BACHELORRENDEMENT (BA IN 4 JAAR)
Rechtstreekse VWO'ers, één inschrijving, eerstejaars WO

	FdM totaal				
	totaal	her 1	% her	ba 4	% ba 4
2002	241	192	79,7%	99	51,6%
2003	282	210	74,5%	113	53,8%
2004	260	202	77,7%	99	49,0%
2005	246	184	74,8%	95	51,6%
2006	246	176	71,5%	101	57,4%
2007	276	211	76,4%	141	66,8%

	2002	2003	2004	2005	2006	2007
B Economie	16,7%	42,9%	68,4%	54,2%	58,3%	82,6%
B Politicologie	23,1%	58,3%	48,0%	47,6%	50,0%	52,5%
B Bestuurskunde	47,1%	69,2%	62,5%	47,4%	60,0%	73,7%
B Bedrijfskunde	58,5%	48,3%	42,5%	41,4%	54,2%	62,6%
B Sociale Geografie en planologie	59,1%	58,6%	53,6%	81,8%	70,0%	83,3%
FdM	51,6%	53,8%	49,0%	51,6%	57,4%	66,8%

Data on intake, transfers and graduates of the Master of Economics programme

Intake MSc Economics programme

Cohort	BSc from RU	BSc from other UNIV.	HBO	Other	Total
04/ 05	13	0	7	0	20
05/ 06	11	0	15	1	27
06/ 07	17	0	11	0	28
07/ 08	22	1	16	0	39
08/ 09	20	1	12	6	39
09/ 10	25	2	20	3	50
10/ 11	29	4	13	10	56

NB: Cohorts are defined on the basis of the first exam attended in the master's programme.

Source: ISIS

Intake MSc Economics programme

Cohort	Total			Full-time			Part-time		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
04/ 05	20	17	3	20	17	3	0	0	0
05/ 06	27	18	9	27	18	9	0	0	0
06/ 07	28	24	4	28	24	4	0	0	0
07/ 08	39	26	13	39	26	13	0	0	0
08/ 09	39	25	14	39	25	14	0	0	0
09/ 10	50	28	22	50	28	22	0	0	0
10/ 11	56	41	15	56	41	15	0	0	0

Source: ISIS

Total number of students registered in the MSc Economics programme

Cohort	Total	Men	Women
04/ 05	48	37	11
05/ 06	63	47	16
06/ 07	61	48	13
07/ 08	73	51	22
08/ 09	86	60	26
09/ 10	102	63	39
10/ 11	111	70	41

Source: ISIS

Intake and completion rates MSc Economics programme

Cohort	Intake	MA 1year	MA 2years
2005-2006	27	4 (15%)	16 (59%)
2006-2007	28	0 (0%)	14 (50%)
2007-2008	39	13 (33%)	30 (77%)
2008-2009	39	11 (28%)	32 (82%)
2009-2010	50	17 (34%)	
2010-2011	56	12 (21%)	

Source: ISIS

Completion rates MSc Economics programme

Cohort	RU		Other Univ. NL		HBO		Other	
	Completed	Average Duration	Completed	Average Duration	Completed	Average Duration	Completed	Average Duration
	Absolute	Months	Absolute	Months	Absolute	Months	Absolute	Months
04/ 05	11	23			6	22		
05/ 06	11	23			11	17	1	32
06/ 07	15	25			10	21		
07/ 08	22	20	1	12	15	17		
08/ 09	20	18	1	18	11	18	6	20
09/ 10	21	14	2	11	18	16	3	14
10/ 11	4	9			7	10	1	9

Source: ISIS

Completion rates MSc Economics programme – total duration in BA/MSc programmes

Cohort	RU		Other Univ. NL		HBO		Other	
	Completed	Average Duration	Completed	Average Duration	Completed	Average Duration	Completed	Average Duration
	Absolute	Months	Absolute	Months	Absolute	Months	Absolute	Months
04/ 05	11	52			6	37		
05/ 06	11	67			11	37	1	32
06/ 07	15	76			10	41		
07/ 08	22	50	1	12	15	33		
08/ 09	20	51	1	18	11	32	6	20
09/ 10	21	52	2	25	18	31	3	16
10/ 11	4	51			7	24	1	23

Source: ISIS

Master graduates per institution (total of part-time and full-time students)

Cohort	Total	RUG	UvA	VU	RU	UvT
04/ 05	59	1	41	1	13	3
05/ 06	90	3	38	21	14	14
06/ 07	192	15	57	36	24	60
07/ 08	196	25	64	27	30	50
08/ 09	178	11	59	22	40	46
09/ 10	203	12	75	24	48	44

Source: ISIS

VSNU data on the Master of Economics programme

The relevant tables as obtained from the VSNU.

Tabel M1.1: Cohortomvang en onderwijs-herkomst masterinstroom Master Economics (66401) – volledige instroom

Cohortomvang en onderwijs-herkomst masterinstroom						
Jaar	Eigen universiteit		Andere universiteiten NL	HBO	Buiten HO	Totaal
	RU					
04/ 05		25	1	1	0	27
05/ 06		29	0	1	1	31
06/ 07		30	0	0	0	30
07/ 08		51	0	3	1	55
08/ 09		39	1	3	6	49
09/ 10		58	1	0	3	62

Tabel M4.1: Instroom Master's Master Economics (66401) – volledige instroom

Cohort	Totaal			Voltijd			Deeltijd/duaal		
	Totaal	Mannen	Vrouwen	Totaal	Mannen	Vrouwen	Totaal	Mannen	Vrouwen
RU 04/ 05	27	17	10	27	17	10	0	0	0
05/ 06	31	25	6	31	25	6	0	0	0
06/ 07	30	24	6	30	24	6	0	0	0
07/ 08	55	38	17	55	38	17	0	0	0
08/ 09	49	30	19	49	30	19	0	0	0
09/ 10	62	38	24	62	38	24	0	0	0

Tabel M3.1: Studieduur masteropleiding naar onderwijs-herkomst Master Economics (66401) – volledige instroom

afstudeer cohort	Eigen universiteit		Andere universiteit NL		HBO		Buiten HO		
	Geslaagd absoluut	Duur opl. gemiddeld	Geslaagd absoluut	Duur opl. gemiddeld	Geslaagd absoluut	Duur opl. gemiddeld	Geslaagd absoluut	Duur opl. gemiddeld	
		in maanden		in maanden		in maanden		in maanden	
RU 04/ 05	13	15							
05/ 06	14	13							
06/ 07	24	18							
07/ 08	28	19					2	24	
08/ 09	38	17					2	12	
09/ 10	45	16	1	10	1	24	1	24	

Tabel M3.3: Instellingsverblijfsduur mastergeslaagden naar onderwijs-herkomst Master Economics (66401) – volledige instroom

afstudeer cohort	Eigen universiteit		Andere universiteit NL		HBO		Buiten HO		
	aantal geslaagd	verblijfs-duur (gem)	aantal geslaagd	verblijfs-duur (gem)	aantal geslaagd	verblijfs-duur (gem)	aantal geslaagd	verblijfs-duur (gem)	
		in maanden		in maanden		in maanden		in maanden	
RU 04/ 05	13	58							
05/ 06	14	52							
06/ 07	24	56							
07/ 08	28	56					2	24	
08/ 09	38	56					2	12	
09/ 10	45	58	1	10	1	24	1	24	

Tabel M5.1: Ingeschrevenen naar onderwijsvorm en geslacht Master Economics (66401)

Cohort	Ingeschrevenen			Voltijdopleiding			Deeltijdopleiding			Duaal		
	Totaal	mannen	vrouwen	Totaal	mannen	vrouwen	Totaal	mannen	vrouwen	Totaal	mannen	vrouwen
RU 04/ 05	17	14	3	17	14	3	0	0	0	0	0	0
05/ 06	33	23	10	33	23	10	0	0	0	0	0	0
06/ 07	43	32	11	43	32	11	0	0	0	0	0	0
07/ 08	50	39	11	50	39	11	0	0	0	0	0	0
08/ 09	68	47	21	68	47	21	0	0	0	0	0	0
09/ 10	82	49	33	82	49	33	0	0	0	0	0	0
10/ 11	99	65	34	99	65	34	0	0	0	0	0	0

Tabel M6.1: Mastergeslaagden per jaar per instelling M Economics (66401) bij alle universiteiten (totaal van voltijdse en deeltijdse instroom samen)

Cohort	Totaal	LEI	RUG	UU	EUR	TUD	TUE	UT	WU	UM	UvA	VU	RU	UvT
02/ 03	6	0	0	0	0	0	0	0	0	0	5	0	1	0
03/ 04	30	0	0	0	0	0	0	0	0	0	22	0	8	0
04/ 05	59	0	1	0	0	0	0	0	0	0	41	1	13	3
05/ 06	90	0	3	0	0	0	0	0	0	0	38	21	14	14
06/ 07	192	0	15	0	0	0	0	0	0	0	57	36	24	60
07/ 08	196	0	25	0	0	0	0	0	0	0	64	27	30	50
08/ 09	178	0	11	0	0	0	0	0	0	0	59	22	40	46
09/ 10	203	0	12	0	0	0	0	0	0	0	75	24	48	44

Teacher-student ratio achieved in the Bachelor of Economics and Business Economics

Staff overview, Department of Economics 2010-2011

		Permanent	Temporary	PhD
Teachers	14	6 (4.9 FTE)	8 (0.7 FTE)	43%
Assistant professors	6	5 (4.5 FTE)	1 (1.0 FTE)	67%
Associate professors	5	5 (5.0 FTE)	0	100%
Full professors	6	5 (4.2 FTE)	1 (0.1 FTE)	100%
Total number of staff	31	21 (18.6 FTE)	10 (1.8 FTE)	68%

Source: Department of Economics

Student-teacher ratios, Bachelor of Economics and Business Economics

	Teaching FTE BA¹	Number of students	Student-teacher ratio
2006-2007	10.9	241	22
2007-2008	10.0	251	25
2008-2009	9.1	283	32
2009-2010	8.8	330	38
2010-2011	9.1	390	43

Source: ISIS

1: Including extra-curricular activities (ECA) directly related to teaching, such as membership of the Programme Advisory Committee and the Board of Examiners

Teacher-student ratio achieved in the Master of Economics programme

Student-Teacher ratio Master of Economics

	Teaching FTE MSc	Number of students	Student-teacher ratio
2006-2007	3.6	61	17
2007-2008	3.3	73	22
2008-2009	3.0	86	29
2009-2010	2.9	102	35
2010-2011	3.0	111	37

Source: ISIS

Average amount of face-to-face instruction per stage of the study programme of the Bachelor of Economics and Business Economics

		Common programme		
Year 1	Semester 1	14.9		
	Semester 2	9.6		
Year 2	Semester 3	9.8		
			Business Economics	Financial Economics
Year 3	Semester 4	10	10.4	11
	Semester 5	9.9	9.3	9.3
	Semester 6	7.3	8.3	8
				International Economics

Tables for face-to-face instruction and examination methods in the Bachelor of Economics and Business Economics programme

The distinction between lectures and seminars is not always as straightforward as the tables suggest. While some lectures are given to groups of up to four hundred students, lectures in other courses may be for groups of twenty to thirty students and thus comparable to seminars.

Bachelor's programme in Economics and Business Economics Year 1

Year 1			
Semester 1	Lecture	Tutorial	Individual Feedback
Onderzoeks- en Interventie-methodologie A	30	16	0
Economie van de Managementwetenschappen	32	16	0
Academische Vaardigheden	30	26	6
Wiskunde en Financiële Rekenkunde	20	10	0
Inleiding Micro- en Macroeconomie	28	24	0
Σ	140	92	6

Average per week: 14.9

*All courses are 6 ECTS unless otherwise specified

Year 1			
Semester 2	Lecture	Tutorial	Individual Feedback
Onderzoeks- en Interventie-methodologie B	32	16	0
Organisatietheorie 1	30	0	0
Filosofie van de Managementwetenschappen	24	12	0
Project: Financiële Instellingen en Monetaire Theorie	12	3	4
Accounting	20	0	0
Σ	118	31	4

Average per week: 9.6

Track: Business Economics

Communal Program			
Year 2			
Semester 1	Lecture	Tutorial	Individual Feedback
Corporate finance	32	0	0
Introductory International Economics	18	18	0
Geschiedenis van het economisch denken	2	20	1
Methodologie van de economische wetenschappen	32	0	0
Institutionele economie	32	0	1
Σ	116	38	2

Average per week: 9.8

Track: Business Economics			
Year 3			
Semester 1	Lecture	Tutorial	Individual Feedback
Management Accounting en Control	30	0	0
Elective	32	0	0
Elective	32	0	0
Organisatieontwerp	32	0	0
Elective	32	0	0
Σ	158	0	0

Average per week: 9.9

Track: Business Economics			
Year 2			
Semester 2	Lecture	Tutorial	Individual Feedback
Strategie	32	4	0
Kwantitatieve onderzoeksmethoden	16	16	0
Project: Financial Instruments	32	0	2
Marketing	20	8	0
Financial Accounting en Reporting	28	0	2
Σ	128	28	4

Average per week: 10

Track: Business Economics			
Year 3			
Semester 2	Lecture	Tutorial	Individual Feedback
Voortgezet boekhouden	16	0	0
Topics in Accounting & Control	32	0	0
Bachelor's thesis (12 ECTS)	0	20	16
Organisatietheorie 2 (BDK) /Elective (ECON)	32	0	0
Σ	80	20	16

Average per week: 7.3

*All courses are 6 ECTS unless otherwise specified

Track: Financial Economics

Communal Program			
Year 2			
Semester 1	Lecture	Tutorial	Individual Feedback
Corporate finance	32	0	0
Introductory International Economics	18	18	0
Geschiedenis van het economisch denken	2	20	1
Methodologie van de economische wetenschappen	32	0	0
Institutionele economie	32	0	1
Σ	116	38	2

Average per week: 9.8

Track: Financial Economics			
Year 3			
Semester 1	Lecture	Tutorial	Individual Feedback
Elective	32	0	0
Elective	32	0	0
Elective	32	0	0
Intermediate International Economics	16	14	0
Industrial Economics and Organisation	22	0	0
Σ	134	14	0

Average per week: 9.3

*All courses are 6 ECTS unless otherwise specified

Track: Financial Economics			
Year 2			
Semester 2	Lecture	Tutorial	Individual Feedback
Methoden en technieken van economisch onderzoek	16	32	0
Intermediate Micro and Macroeconomics	24	20	0
Project: Financial Instruments of	26	4	2
Europese integratie in globaliserende economie	16	0	2
Behavioural Finance	24	0	0
Σ	106	56	4

Average per week: 10.4

Track: Financial Economics			
Year 3			
Semester 2	Lecture	Tutorial	Individual Feedback
International Investments	32	0	2
Topics in Financial Economics	16	12	2
Bachelor's thesis (12 ECTS)	0	20	16
Elective	32	0	0
Σ	80	32	20

Average per week: 8.3

Track: International Economics

Communal Program			
Year 2			
Semester 1	Lecture	Tutorial	Individual Feedback
Corporate finance	32	0	0
Introductory International Economics	18	18	0
Geschiedenis van het economisch denken	2	20	1
Methodologie van de economische wetenschappen	32	0	0
Institutionele economie	32	0	1
Σ	116	38	2

Average per week: 9.8

Track: International Economics			
Year 2			
Semester 2	Lecture	Tutorial	Individual Feedback
Methoden en technieken van economisch onderzoek	16	32	0
Intermediate Micro and Macroeconomics	24	20	0
Project: Europese integratie in globaliserende economie	16	0	2
Comparatieve economie	32	0	2
Economische politiek en overheidsfinanciën	32	0	0
Σ	120	52	4

Average per week: 11

Track: International Economics			
Year 3			
Semester 1	Lecture	Tutorial	Individual Feedback
Elective	32	0	0
Elective	32	0	0
Elective	32	0	0
Intermediate International Economics	16	14	0
Industrial Economics and Organisation	22	0	0
Σ	134	14	0

Average per week: 9.3

Track: International Economics			
Year 3			
Semester 2	Lecture	Tutorial	Individual Feedback
International Investments	32	0	2
Topics in International Economics	23	2	1
Bachelor's thesis (12 ECTS)	0	20	16
Elective	32	0	0
Σ	87	22	19

Average per week: 8

*All courses are 6 ECTS unless otherwise specified

Face-to-face instruction

	Semester 1	Semester 2
Financial Economics	8.8	5.9
International Economics	8.8	4.5
International Economics & Business	8.2	4.5
Accounting & Control	11.2	5.4

Source: Department of Economics

Master Accounting and Control

Accounting and Control			
Master			
Semester 1	Lecture	Tutorial	Individual Feedback
Pluralisms in Economics	24	0	0
Cases in Corporate Finance	8	24	0
Accounting and Governance	22	0	0
Accounting and Control	20	12	0
Accounting Information Systems	24	0	0
Σ	98	36	0

Average per week: 11.2

Accounting and Control			
Master			
Semester 2	Lecture	Tutorial	Individual Feedback
Advanced Accounting, Governance and Control (12 ECTS)	8	48	0
Master's Thesis (18 ECTS)	0	0	30
Σ	8	48	30

Average per week: 5.4

Master Financial Economics

Financial Economics			
Master			
Semester 1	Lecture	Tutorial	Individual Feedback
Pluralisms in Economics	24	0	0
Cases in Corporate Finance	8	24	0
International Financial Markets	20	10	0
Methods of Empirical Analysis	14	10	2
Culture and Economic Behaviour	28	0	1
Σ	94	44	3

Average per week: 8.8

Financial Economics			
Master			
Semester 2	Lecture	Tutorial	Individual Feedback
Financial Risk Management	31	2	0
Advanced Financial Economics	32	0	0
Master's Thesis (18 ECTS)	0	0	30
Σ	63	2	30

Average per week: 5.9

*All courses are 6 ECTS unless otherwise indicated

Master International Economics

International Economics			
Master			
Semester 1	Lecture	Tutorial	Individual Feedback
Pluralisms in Economics	24	0	0
International Trade and Policy	30	1	0
International Financial Markets	20	10	0
Methods of Empirical Analysis	14	10	2
Culture and Economic Behaviour	28	0	1
Σ	116	21	3

Average per week: 8.8

International Economics			
Master			
Semester 2	Lecture	Tutorial	Individual Feedback
Advanced International Economics	18	12	0
Current Issues in Globalization	2	8	2
Master's Thesis (18 ECTS)	0	0	30
Σ	20	20	32

Average per week: 4.5

Master International Economics and Business

International Economics and Business			
Master			
Semester 1	Lecture	Tutorial	Individual Feedback
Pluralisms in Economics	24	0	0
International Business	16	6	0
International Financial Markets	20	10	0
Methods of Empirical Analysis	14	10	2
Culture and Economic Behaviour	28	0	1
Σ	102	26	3

Average per week: 8.2

International Economics and Business			
Master			
Semester 2	Lecture	Tutorial	Individual Feedback
Global Marketing	18	12	0
Current Issues in Globalization	2	8	2
Master's Thesis (18 ECTS)	0	0	30
Σ	20	20	32

Average per week: 4.5

*All courses are 6 ECTS unless otherwise indicated

Employment of alumni

Table 12 below summarizes the current employment of some 170 alumni of the Master of Economics programme (the whole list is available upon request). It includes alumni during the past three to five years, as well as a few students from earlier cohorts.

Banks	50	29.4%
Government	23	13.5%
Public	19	11.2%
organizations		
Multinationals	19	11.2%
Consultancy	16	9.4%
Accountancy	12	7.1%
Entrepreneur	11	6.5%
Education	11	6.5%
Insurance	9	5.3%
Total	170	100.0%

Appendix 6: Programme of the site visit

Time	Section	Interview partners
Wednesday, 20 June		
15:30 – 18:00	Discussing documents and theses in hotel Courage, Heerenzaal	
18:00 – 20:00	Preparatory meeting: discussing the critical reflection and planning the meetings	
20:00 – 22:00	Dinner	
Thursday, 21 June		
8:30 - 9:30	Introductory meeting with the management	Rob van der Heijden, dean Anna van der Vleuten, vice-dean for education Esther-Mirjam Sent, section chair Jeroen Smits, master coordinator Jan Peil, bachelor's coordinator
9:30 – 10:15	Meeting with students (bachelor and master)	Myrthe Martinot, first-year student Charan van Krevel, third-year student, IE Kyra Dormans, third-year student, BE Cathaleyne van Galen, third-year student, BE Lisanne Uit de Weerd, master student, BE Pieter Barendregt, master student, FE
10:15 – 10:30	<i>Break</i>	
10:30 – 11:15	Meeting with lecturers (bachelor and master)	Ed Vosselman, professor of Accounting Eelke de Jong, professor of International economy Jan Peil, lecturer Jeroen Smits, lecturer Floris Heukelom, lecturer Reinald Minnaar, lecturer Lei Delsen, lecturer
11:15 – 12:00	Meeting with exam committee and student advisor*	Esther-Mirjam Sent, lecturer-teaching staff Albert de Vaal, chair Geert Braam, secretary Sandor Schrijner, bachelor's study advisor Annelies van Uden, master study advisor

12:00 – 12:30	<i>Break</i>	
12:30 – 13:15	Meeting with educational committee	Ed Vosselman, chair Floris Heukelom, lecture teaching staff Ludger Buijs, lecture teaching staff Hanneke Yih, student member Daan van den Boogaard, student member Jessica Aquilar-Diaz, student member
13:15 – 14:00	Consultation hour / discussion / looking at documents	
14:00 – 14:45	Internal committee meeting: preparation for concluding meeting	
14:45 – 15:30	Concluding meeting with the management	Rob van der Heijden, dean Anna van der Vleuten, vice-dean for education Esther-Mirjam Sent, section chair Jeroen Smits, master coordinator Jan Peil, bachelor's coordinator
15:30 – 16:00	Meeting with alumni**	Roel Grol Tjalle Aarden Koen van der Veer Suzanne Boelens Stan Leistra
16:00 – 18:00	Review committee meeting: draft of preliminary results	
18:00 – 18:15	Presentation of preliminary results	
18:15	Reception	

* At the request of the university before 13.15 uur

** At the request of the university at the end of the site visit

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:

Bachelor Economics and Business Economics

s0614475	s0411000	s0739332	s0713236	s0701424
s0714178	s0739871	S0801739	s4069927	s4070062
s0812919	s4091582	s4071867	s4076737	s0701548

Master Economics

s0401447	s0426644	s0531855	s0416439	s0637521
s0826979	s0843083	s0825220	s0420301	s0406252
s0613177	s0218634	s0311650	s0828645	s2057038

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):

Material requested by the committee

Information about the courses 'Economy of management sciences' (1st year course), 'Institutional Economics (2nd year course), 'Management Accounting and Control' (3rd year course) and 'Pluralisms in Economics' (course in the master programme), including:

- Course descriptions, syllabi, and study guides.
- (Test) exams, assessment models and course evaluations of the last two years.
- A representative selection of completed exams, papers, essays and assignments.

Other material made available for inspection

Jaarverslag	2009	2010	2011
Opleidingsjaarverslag	2008-2009	2009-2010	2010-2011
Opleidings- en Examenregeling BA en MA	2008-2009	2009-2010	2010-2011
Per semester en per vak de gebruikte boeken en syllabi			
Overzicht van het overige gebruikte cursusmateriaal inzichtelijk via Blackboard			
ESV almanak en Stageregeling Bachelor januari 2012	2009-2010	2010-2011	2011-2012
Opzet Bachelorthesis + criteria			
Opzet Masterthesis + criteria			
Regels en richtlijnen			
Examencommissie economie en bedrijfseconomie			

Map Opleidingscommissie			
Map Examencommissie	2009-2010	2010-2011	
Map stages	2009-2010	2010-2011	2011-2012
Mappen Student- en docentevaluaties BA en MA		2010-2011	
Mappen Cursusdossiers, semester 1 en 2 en Master			
Studentoordeel Elsevier oktober 2011			
Elsevier overzicht “de beste studies”			
BA en MA Faculteit der Managementwetenschappen			
Keuzegids Masters 2012			
Algemene Studentenenquête 2011			
Eindrapport Medewerkeronderzoek Faculteit der Managementwetenschappen september 2011			
WO-monitor 2011 (Alumnimonitor)			
ESV-visies			
Alumni nieuwsbrief			
Tijdschriftopbergbakken met agenda’s			
Facultaire Gemeenschappelijke Vergadering (FGV)			
Voorlichtingsmateriaal economie			

Appendix 8: Declarations of independence



ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

PRIVÉ ADRES:

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Bachelor en masteropleidingen
Economie Universiteiten Utrecht en
Nijmegen

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit Utrecht
Radboud Universiteit Nijmegen

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEINVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEMHAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSpraak OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

DATUM:

HANDTEKENING:



ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

PRIVÉ ADRES:

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Bachelor opleiding en Master opleidingen van
de faculteit Economie

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit Utrecht

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEINVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEMHAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSpraak OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

DATUM:

HANDTEKENING:

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: H van EESPRIVÉ ADRES: Boterdiep Weitzijde 31
3705 AK Zuidoosde (9)

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Economie (Bachelor en Master)

AANGEVRAAGD DOOR DE INSTELLING:

Radboud Universiteit Nijmegen
Universiteit Utrecht

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: GRONINGEN DATUM: 15-4-2012

HANDTEKENING:



ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Van Hulle CynthiaPRIVÉ ADRES: Heikant 22
9190 Stekene
België

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Bachelor en master opleidingen in Economie en
Bedrijfsconomie

AANGEVRAAGD DOOR DE INSTELLING:

Radboud University Nijmegen
Utrecht University

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Leuven DATUM: 15 juni 2012

HANDTEKENING:



ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: J. G. KuyfPRIVÉ ADRES: Mozartlaan 183603 BT Maarsse

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

School of Economics KU
Nijmegen School of Management RSM

AANGEVRAAGD DOOR DE INSTELLING:

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen BEINVLOEDEN.

1

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: H. VISSERPRIVÉ ADRES: AN JELIERSGULAN 122113P AERDENHOOT

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

ECONOMIE

AANGEVRAAGD DOOR DE INSTELLING:

1 UNIVERSITEIT UTRECHT2 RABBOUD UNIVERSITEIT NIJMEGEN

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen BEINVLOEDEN.

1

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Maarsse DATUM: 200712

HANDTEKENING:



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: AERDENHOOT DATUM: 01 dec 2012

HANDTEKENING:



ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Mieke van BergenPRIVÉ ADRES: Maiensraat 4
4401 BB Vries
(Drenthe)

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Economie

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit Utrecht &
Radboud Universiteit Nijmegen

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN.

1

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Adrienne KuijzerPRIVÉ ADRES: Jupiter 116
1189 EJ Amstelveen

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Bachelor- en masteropleidingen
Economie

AANGEVRAAGD DOOR DE INSTELLING:

1) Universiteit Utrecht
2) Radboud Universiteit Nijmegen

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN.

1

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Vries DATUM: 26-04-2012

HANDTEKENING:



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Utrecht DATUM: 13-06-2012

HANDTEKENING:



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