

Business Administration

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Radboud University Nijmegen**

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This report was finalized on 22 April 2013

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

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

Administrative data regarding the programmes

Bachelor's programme Business Administration

Name of the programme:	Business Administration (Business Administration)
CROHO number:	50645
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Tracks:	Business Administration (Business Administration) Business Economics (Bedrijfseconomie) International Business Administration
Location:	Nijmegen
Mode of study:	full time
Expiration of accreditation:	31-12-2013

Master's programme Business Administration

Name of the programme:	Business Administration
CROHO number:	66834
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations:	Strategy Marketing International Management Organizational Design and Development Strategic Human Resource Management Business Analysis and Modelling
Location:	Nijmegen
Mode of study:	full time
Expiration of accreditation:	31-12-2013

The visit of the assessment committee Bedrijfskunde to the Nijmegen School of Management of Radboud University Nijmegen took place on 14 January 2013.

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 Business Administration and the master's programme Business Administration consisted of:

- Prof. dr. Th.M.M. (Theo) Verhallen, Professor of Marketing and Marketing Research, Tilburg University (chair);
- Prof. dr. H. (Hans) van der Heijden, Professor of Accounting and Information Systems, School of Management, Royal Holloway, University of London, UK;
- Prof. L. (Lynette) Harris, Emeritus Professor of Human Resource Management and Professional Practice, Nottingham Business School, Nottingham Trent University, UK;
- Prof. A. (Andrew) Sturdy, Professor of Organisational Behaviour, Head of Department of Management, University of Bristol, UK;
- M. (Marjolein) van der Aar, student master's programme Business Administration, Vrije Universiteit Amsterdam.

The committee was supported by drs. L. van der Grijsparde, who acted as secretary.

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

Working method of the assessment committee

Preparation

The assessment of the bachelor's programme Business Administration and the master's programme Business Administration of Radboud University Nijmegen is part of a cluster assessment of twelve Business Administration degree programmes offered by five universities. The entire cluster committee consists of eleven members.

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

In preparation for the assessment of the programmes, a self-assessment report was prepared by the programme management. This report was sent to QANU and, after a check by the secretary of the committee to ensure that the information provided was complete, forwarded to the committee members. The committee studied the self-assessment report and a number of bachelor and master theses. The secretary of the committee selected fifteen theses randomly per programme from a list of all graduates of the last two years and stratified them. The following stratification was used: five theses for each programme with low grades (6-6.5), five theses with average grades (7-7½) and five theses with high grades. QANU asked the programmes to send the theses including the assessment forms and divided them among the

committee members. Each committee member therefore assessed three theses per programme.

When a thesis was assessed as questionable or unsatisfactory by a committee member, it was reviewed by another committee member. If more than 10% of the theses were assessed as questionable or unsatisfactory by two committee members, the selection of theses for the programme was extended to 25. In Nijmegen, this was not the case. One of the theses was assessed as questionable and was reviewed by another committee member. Following this second assessment, all theses were deemed to be satisfactory.

Site visit

The committee members formulated questions raised by studying the self-assessment report in advance. These questions were circulated among the members.

The site visit was conducted on 14 January 2012. The committee organised a preparatory meeting the evening before. The programme of the site visit was developed by the committee's secretary in consultation with the chair and programme management. The committee interviewed students, teachers and alumni, the programme management and representatives of the Faculty Board, the Examination Board and student and teacher members of the Programme Committee. An open office hour was scheduled and announced (but no one made use of it).

During the site visit, the committee studied additional material provided by the programme management. Appendix 7 gives a complete overview of all documents available during the site visit. The last part of the site visit was used by the committee to establish the assessments of the programme and prepare the preliminary presentation of its findings to the representatives of the programme.

Report

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

The assessment was performed according to the NVAO (Accreditation Organization of the Netherlands and Flanders) framework for a limited programme assessment (as of 20 November 2011). In this framework a four-point scale is prescribed for both the general assessment and assessment of each of the three standards. The committee used the following definitions for the assessment of both the standards and the programme as a whole.

Decision rules

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.

General Assessment

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

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

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

Summary judgement

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

Bachelor's programme Business Administration

The Business Administration programme, which was established in 1988, is the largest of five bachelor's programmes within the Nijmegen School of Management at Radboud University Nijmegen. It is a relatively small programme for Business Administration in the Netherlands.

Standard 1: Intended learning outcomes

The goal of the bachelor's programme is to offer students a programme that enables them to acquire academic knowledge, skills and understanding in the general field of business administration. The programme aims to help shape students academically and to prepare them for further study. It profiles itself through the following characteristics: a focus on social processes; a broad social science orientation; an integrated approach; a focus on interventions; and a full spectrum of research methodology. The committee is very positive about the clear profile of the programme. It concludes that the sharp focus supports student identification, staff morale and market positioning.

The goal and profile of the programme are expressed in four central content areas: the field of study, research and intervention methodology, social-communicative skills, and learning skills. The learning outcomes of the programme were established by combining the four content areas with three levels: knowledge, application and reflection. In total, 25 learning outcomes are specified for the bachelor's programme. The committee believes the learning outcomes of the programmes are clearly specified. They are also in line with the subject-specific reference framework for Business Administration. The programme's position within the domain, with a strong focus on social processes and the responsible behaviour of organizations, is reflected in the learning outcomes.

Standard 2: Teaching-learning environment

The three-year, full-time programme consists of six semesters. Five courses are offered in each semester. Each semester consists of two blocks of eight weeks each, in which two courses are offered, while each semester also contains one course that is spread over the whole semester. In three semesters, the extended course is a project. Each semester has a central theme that sheds light on a specific aspect of Business Administration. Courses follow the semester's theme and are also aligned with one another. This is achieved by covering theories, concepts and research linked to the theme during the courses.

In the curriculum three 'learning paths' are distinguished: the research path, the argumentation path and the practical path. The five characteristics of the programme are its focus on social processes, broad social science orientation, integrated approach, attention to intervention and a full spectrum of research and intervention methodology; these are clearly translated in the curriculum. Students who have completed three semesters can choose

between two tracks: *Business Administration* and *Business Economics*. According to the committee, the content and structure of the bachelor's programme enable the students to achieve the intended learning outcomes. It appreciates the clear translation of the characteristics from the profile of the programme into the curriculum. For example, it found that students receive high-level methodological training so that they are able to analyse and evaluate theoretical and practical organizational problems. However, the committee concluded that the number of courses in finance and accounting is low in the *Business Administration* track.

The programme makes use of different teaching methods and environments, such as lectures, tutorials, individual supervision, supervised and non-supervised practical work and seminars. Students receive lectures in large groups and also work on assignments and case studies individually, in pairs or in teams/groups. In the first year, they take part in a management game and write a business plan. The didactic concept, with small-scale forms of teaching, structures the programme and is very good in the view of the committee and supports the students' learning process.

The teaching staff use actual research in their teaching. Staff are enthusiastic and supportive of students. However, students reported that the didactic skills of a few staff members need some training and support.

In the opinion of the committee, the bachelor's programme Business Administration is a challenging and interesting high-level programme, providing the students with a thorough education that prepares them well for a master's programme in Business Administration.

Standard 3: Assessment and achieved learning outcomes

Within the bachelor's programme, three main types of assessments are used: written examinations, papers and assignments. Assessment by written examination is the most common form (approx. 36%). Assessment by writing papers, whether or not in combination with assignments, and assessment by examination in combination with assignments account for 20%. In the *Business Administration* track, assessment is conducted somewhat more frequently using a combination of examinations and assignments than in the *Business Economics* track. The committee feels that the assessments are adequately related to the programme. There is a variety of assessment forms and a good balance between individual and group assignments.

The course coordinators develop a dossier for each course. These dossiers contain a course description, the starting situation of the students, the place of the course in the programme, learning goals and an examination matrix. The committee appreciates the use of course dossiers, which provide sufficient information about the assessment of the courses and contribute to a valid and reliable assessment.

In the final stage of the programme, the learning outcomes are tested by means of the bachelor's thesis. The committee assessed fifteen recent bachelor theses and established that they all met the requirements for graduation. On average, the theses are of adequate quality. After a second assessment of one thesis, the committee did not encounter any theses that were seen as unsatisfactory and deemed not to have reached a pass standard. The theses illustrated that the students have achieved the intended learning outcomes as formulated by the programme. Some of them were of very high quality. Most of them had a strong methodological character and used appropriate research methods and techniques. However, some theses which had the potential to consider practical implications lacked such an analysis.

The committee recommends improving the assessment form for theses and providing more guidelines on assessment.

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

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

Master's programme Business Administration

Standard 1: Intended learning outcomes

The goal of the master's programme is to teach students to be independent academics whose attitudes and practices are characterized by a social science orientation to organizational problems. A graduate of the programme is qualified to work in a wide range of professional contexts where the ability to think and act in a distinctly academic, abstract and critical fashion is required in order to contribute to improving the performance of organizations. The programme offers the following specializations: *Strategy; Marketing; Organizational design and development; Strategic human resource management; Business analysis and modelling; and International management.*

The programme profiles itself through the following characteristics: focus on social processes; a broad social science orientation; an integrated approach; attention to interventions; and a full spectrum of research methodology. The committee is positive about the clear profile. It concludes that the sharp focus helps student identification, staff morale and market positioning. The social science orientation and the focus on social processes and interventions in those processes in organizations are distinctive features of the programme.

The goal and profile of the programme are expressed in four central content areas: the field of study, research and intervention methodology, social-communicative skills, and learning skills. The learning outcomes of the programme were established by combining the four content areas with three levels: knowledge, application and reflection. In total, 34 learning outcomes are specified for the master's programme. The committee believes the learning outcomes of the programmes are clearly specified. They are in line with the subject-specific reference framework for Business Administration. In addition, the programme's position within the domain, with a strong focus on social processes and the responsible behaviour of organizations, is reflected in the learning outcomes.

Standard 2: Teaching-learning environment

The one-year, full-time programme comprises two semesters, each containing two blocks of ten weeks. Each block has eight weeks for classes, one week for exam preparation and re-sits, and one week for exams. Each semester also contains one course that is spread over the whole semester. Students are thus engaged in three courses simultaneously. They follow four courses in the first semester. These four theme-based courses are attuned to each other and together form the backbone of the specialization in one of the sub-disciplines of Business Administration. The fifth course is the research methods course that runs throughout the

entire first semester. The second semester is characterized by electives and the choice of a particular thesis subject.

The committee has established that the master's programme enables students to develop their competences in business administration on an advanced level and prepares them for continuing in a PhD programme or a position on the labour market for which an advanced scientific education in business administration is required.

The programme is based on the following didactic principles: linking academic teaching and research, theory and action-based learning, challenging and stimulating students, and small-scale forms of teaching. According to the committee, the working methods and the set-up of courses do stimulate regular study and ensure that students master the material in an active way.

In the committee's opinion, the master's programme is interesting and challenging. It provides a good balance between research and theory. The specializations connect their specialized questions and themes to the broader field of Business Administration. Students have the possibility to shape the programme according to their own individual wishes and interests by choosing one of the specializations.

Standard 3: Assessment and achieved learning outcomes

Within the master's programme, a variety of assessment methods are used, like written exams, written papers, assignments and oral presentations or combinations thereof. The committee examined the learning assessment procedure and examined a selection of assessments. It concludes that the assessments are adequately related to the programme. There is a variety of assessment forms and a good balance between individual and group assignments.

The course coordinators develop a dossier for each course. These dossiers contain a course description, the starting situation of the students, the place of the course in the programme, learning goals and an examination matrix. The committee appreciates the use of course dossiers, which provide sufficient information about the assessment of the courses and contribute to a valid and reliable assessment.

In the final stage of the programme, the learning outcomes are tested by means of the master's thesis. The committee assessed fifteen recent master theses and established that they all met the requirements for graduation. On average, the theses are of adequate quality. The committee did not encounter theses that were unsatisfactory. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme. Some of them were of very high quality. Most of them had a strong methodological character and used appropriate research methods and techniques. However, some theses which had the potential to consider practical implications lacked such an analysis.

The committee recommends elaborating the form for assessing the theses, providing more guidelines on the assessment and requiring written feedback in all cases.

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

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

General conclusion

satisfactory

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

Date: 22 April 2013



prof. dr. Th. M. M. Verhallen



drs. L. van der Grijsparde

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

Standard 1: Intended learning outcomes

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

Explanation:

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

Findings

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

1.1 Domain-specific requirements

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

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

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

1.2 Profile of the programmes

Bachelor's programme Business Administration

The Business Administration programme, which was established in 1988, is the largest of five bachelor's programmes within the Nijmegen School of Management at Radboud University Nijmegen. It is among the smaller programmes in Business Administration in the Netherlands.

Its goal is to offer students a programme that enables them to acquire academic knowledge, skills and understanding in the general field of Business Administration. The programme aims to help shape students academically and to prepare them for further study. According to the critical reflection, graduates are able to tackle business administration issues analytically and

critically from a multidisciplinary social sciences perspective. They learn to generate the knowledge needed to contribute in a relevant way to improving social processes in organizations, with the aim of creating sustainable economic and social values.

According to the critical reflection, the programme distinguishes itself through five characteristics, which are described as follows:

- *Focus on social processes*: the bachelor's programme emphasizes the social aspects of organizations and management. The focus is on how social processes affect the behaviour of organizations, and how they influence the achievement of organizational goals.
- *A broad social science orientation*: given the focus on social processes, students learn to approach organizations with the help of theories and insights from various social sciences disciplines. In contrast to Business Administration programmes with a more economic or technological orientation, the Nijmegen profile places more emphasis on the social character of organizations.
- *An integrated approach*: there are usually multiple causes for the problems of organizations and the people within them. Solving these problems therefore requires an integrated approach.
- *Focus on interventions*: the programme considers how interventions can be made in organizations to solve problems and improve performance. To provide systematic support for this focus, students are familiarized with methods and instruments for diagnosing, analysing, intervening in and solving organizational problems.
- *Full spectrum of research methodology*: the programme equips students with the full spectrum of quantitative, qualitative and intervention research methods.

The programme offers two tracks: *Business Administration* and *Business Economics*. In September 2012, a third track, *International Business Administration*, was introduced.

From the description in the critical reflection and from the discussions during the site visit about the profile of the programme, the committee discovered that the programme has a strong academic profile and clearly focusses on social processes, methodology and intervention. It was pleased to find that the vision on the profile is recognised and shared by the programme management, students, staff, professional field and alumni. For example, students are able to make a reasoned comparison with other programmes and seem to have made a very explicit choice for this programme. It is clear to the students and alumni that they are not being educated for jobs in the broad spectrum of the business discipline. Alumni explained for example that they will not apply for jobs in the area of logistics operation. Students from other business programmes fit these jobs better.

The committee is positive about the clear profile of the programme. It concludes that the sharp focus supports student identification, staff morale and market positioning.

Master's programme Business Administration

The goal of the master's programme is to teach students to be independent academics whose attitudes and practices are characterized by a social sciences orientation to organizational problems. A graduate of the programme is qualified to work in a wide range of professional contexts where the ability to think and act in a distinctly academic, abstract and critical fashion is required in order to contribute to improving the performance of organizations. In conformance with international requirements and the specific reference framework for Business Administration, the programme emphasizes analytical academic skills and an academic attitude.

The programme has the following characteristics:

- *Focus on social processes:* the programme emphasizes the social aspects of organizations and management.
- *A broad social science orientation:* given the focus on social processes, students learn to approach organizations with the help of theories and insights from various social sciences disciplines. In contrast to Business Administration programmes with a more economic or technological orientation, the Nijmegen profile places more emphasis on the social character of organizations. Its starting point is a broad social sciences perspective.
- *An integrated approach:* characteristic for the Nijmegen graduates is that they can identify relevant aspects of an organizational problem – Strategy, Human Resource Management, Marketing, Design, Learning and Development – in the analysis of that problem. They are thus able to understand the problem from a coherent and integrated perspective, and develop adequate solutions to problems in the specialization of their choice.
- *Attention to intervention:* the programme considers how interventions can be made in organizations to solve problems and improve performance. To provide systematic support for this focus, students are familiarized with methods and instruments for diagnosing, analysing, intervening in and solving organizational problems.
- *A full spectrum of research and intervention methodology:* the programme equips students with the full spectrum of quantitative, qualitative and intervention research methods.

The programme offers the following specializations:

- *Strategy:* this specialization concentrates on strategic processes in organizations, their management and their interaction with their environment.
- *Marketing:* marketing involves creating customer value through relationships in a social network of clients and companies.
- *Organizational design and development:* this specialization analyses contemporary questions on the design of organizations and how they change. The key focus is on interventions in the infrastructure of organizations, and the specialization takes an integrated approach to the usually separate issues of organizational design and change.
- *Strategic human resource management:* this specialization is concerned with contemporary strategic personnel issues in working organizations, using resource-based and critical management perspectives.
- *Business analysis and modelling:* This specialization focuses on structuring complex and messy problems in organizations by means of facilitated modelling.
- *International management:* This specialization is concerned with a strategic, integrated approach to and analysis of the managerial aspects of multinational enterprises in a globalizing world.

The committee discussed the specializations offered and concluded that they are grounded in a multidisciplinary approach. Issues related to management and organization are studied from several disciplines, such as Psychology, Sociology and Economics, and inter-disciplines, such as systems theory, institutional theory and organization theory. The committee appreciates the spectrum of specializations offered by the programme, with more general specializations offered by several universities, and nationally and internationally unique specializations like *Organizational design and development* and *Business analysis and modelling*.

The committee's comments on the profile and focus of the bachelor's programme, reported above, apply equally to the master's programme. According to the committee, the social

sciences orientation and the focus on social processes and interventions in those processes in organizations are distinctive features of the programme.

Advisory Council

In 2005, the Business Administration Department installed an Advisory Council. This Council is composed of employers, consultants, alumni and a variety of professionals with a background in Business Administration, who work in the private and the public sector. The Advisory Council meets twice a year to discuss strategic matters relating to the programme. The committee spoke with members of the Advisory Council and noted that they are actively involved with the programmes and provide useful input to discussions, for example on the profile and intended learning outcomes. However, it remarks that the strong emphasis on consultancy and the service industry could be complemented with some members with a more technical or production background.

Benchmark

The programmes measured their profile, programmes and specialisations against other academic Business Administration programmes in the Netherlands and internationally. According to the committee, the programmes give a thorough description of this benchmark in their critical reflection. For example, it becomes clear from the benchmark that the social sciences orientation and the focus on social processes and interventions in those processes in organizations are distinctive features of the Nijmegen programme. In addition, the programmes give a thorough comparison of their specialisations with those in other programmes.

1.3 Intended learning outcomes

The objectives and profile of both programmes are expressed in four central content areas, which are inspired by the Dublin descriptors ('knowledge and understanding', 'applying knowledge and understanding', 'making judgements', 'communication' and 'learning skills'). The four central content areas are the field of study, research and intervention methodology, social-communicative skills, and learning skills. For the bachelor's programme, they are described as follows:

- *the field of study*: graduates of the bachelor's programme have actively mastered the language and the most important theories and concepts of Business Administration. They are able to discuss them with professional colleagues and can apply these theories and concepts to questions of business administration.
- *research and intervention methodology*: graduates can apply the conceptual and theoretical knowledge acquired in a practical way to research and intervention within the field of Business Administration. They are able to design and conduct empirical research under supervision. They are also able, under supervision, to do diagnostic, design-oriented and evaluative research on management practices.
- *social-communicative skills*: graduates have the ability to collaborate professionally and effectively in diverse social settings, and they are able to communicate effectively about management issues in organizational contexts.
- *learning skills*: graduates have the ability to guide their own development and have learned how to learn in a variety of changing circumstances. They know how one can learn, can apply this knowledge to their own learning process and have the ability to evaluate critically this learning process and to adjust it where necessary.

For the master's programme, the four areas are described as follows:

- *the field of study*: graduates of the master's programme have actively mastered the language and the theories and concepts of the sub-discipline. Graduates are able to discuss them

with professional colleagues and are able to make an original contribution to the field of study.

- *research and intervention methodology*: the conceptual and theoretical knowledge acquired is applied in the research and intervention practice of Business Administration. A graduate is able to design and conduct independent (empirical) research. He or she is also able to do independent diagnostic, analytical, design-oriented, evaluative and intervention-oriented research on management practices.
- *social-communicative skills*: graduates have the ability to collaborate professionally and effectively in diverse social communities, and they are able to communicate effectively about management issues in organizational contexts.
- *learning skills*: graduates have the ability to guide their own development, including learning how to learn, in the context of a continuously changing society.

The learning outcomes of both programmes were established by combining the four content areas with three levels: knowledge, application and reflection (appendix 2). In total, 25 learning outcomes are specified for the bachelor's programme and 34 learning outcomes for the master's programme.

The committee believes the learning outcomes of both programmes are clearly specified. They are in line with the subject-specific reference framework for Business Administration. In addition, the position within the domain, with a strong focus on social processes and responsible behaviour of organizations, is sufficiently reflected in the learning outcomes, according to the committee.

Considerations

The committee established that the bachelor's programme intends to offer students a thorough, up-to-date education in the field of Business Administration, with a focus on social processes and responsible behaviour of organizations. The master's programme offers the students education in one of the specialisations to become independent academics whose attitudes and practices are characterized by a social sciences orientation to organizational problems.

The committee is positive about the clear profile of the programmes, one which is recognised by all stakeholders. According to the committee, the social sciences orientation and the focus on social processes and interventions in those processes in organizations are distinctive features of the programmes. The committee concludes that the clear focus helps student identification, staff morale and market positioning.

The Advisory Council is actively involved with the programmes and gives valuable and useful input to discussions on the profile and intended learning outcomes.

The programmes provided comprehensive benchmarks; they measured their profile, programmes and specialisations against other academic Business Administration programmes in the Netherlands and internationally and give a clear description of this in their critical reflections.

According to the committee, the intended learning outcomes are well described in terms of level and orientation and are in line with the reference framework for Business Administration.

Conclusion

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

Master's programme Business Administration: the committee assesses Standard 1 as **good**.

Standard 2: Teaching-learning environment

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

Explanation:

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

Findings

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

2.1 Contents of the programme

The contents of the bachelor's and master's programmes are described and discussed separately. In addition, the correspondence between the intended learning outcomes and the programmes is considered.

2.1.1 Curriculum of the bachelor's programme Business Administration

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

Content, structure and coherence of the curriculum

The programme consists of six semesters, of 30 EC each. Five courses of 6 EC are offered every semester. Each semester consists of two blocks of eight weeks each, in which two courses are offered, while each semester also contains one course that is spread over the whole semester. In three semesters, the extended course is a project.

Each semester has a central theme that sheds light on a specific aspect of Business Administration. The first semester aims at familiarizing students with academic work in general and business administration in particular. It contains courses on business administration, economics, research methodology and academic skills. Students are given a broad overview of the questions and theories that are central to business administration, and the research tools needed to answer those questions. The second semester focuses on organization theories and the concept of the learning organization. In courses such as *Organisatietheorie 1 (Organization Theory 1)* and *Project 1 (The Learning Organization)*, students learn to apply theories and concepts of business administration to questions relating to the learning organization.

In the second year, the internal processes of an organization are covered in the first semester. The second semester focuses on the organization and its environment. Internal processes are examined in courses such as *Operations Management and Logistics* and *Human Resource Management*. The external environment is dealt with mainly in the *Marketing, Strategy and Organization Theory 2* courses.

The first semester of the third year aims at designing and intervening in organizations from a system-theoretical point of view. This brings together the two aspects of internal processes and the external environment.

According to the critical reflection, courses follow the semester's theme and are also aligned with one another. This is achieved by covering theories, concepts and research linked to the theme during the courses. Each semester has a coordinator who monitors this and intervenes if necessary to make adjustments. A list of research topics is made on the basis of faculty research themes from which the students may choose.

For each year of study, a project is scheduled. For these projects, students are given one or more assignments in which they have to integrate the various aspects of the programme covered in the courses and bring together the knowledge and skills acquired. The projects reflect the theme covered in the courses of the relevant semester and also, where possible, earlier parts of the curriculum. The bachelor thesis (12 EC) is the final project, which brings together all the knowledge and skills covered during the programme.

In the curriculum three 'learning paths' are distinguished: the research path, the argumentation path and the practical path.

- *Research path*: In the first-year, students prepare a research proposal, while conducting research is central to the second year, and in the third year the methodological elements are combined as the student carries out a complete piece of research for the bachelor's thesis.
- The *argumentation path* starts in the first year, in which students learn to argue using an argumentation model. This model forces the student to learn how to construct a well-founded line of argument. The model is used in courses into the second year. Other courses also explicitly emphasize the importance of justifying choices and the contents of decisions.
- The *practical path* refers to the relationship with professional practice and is also cumulative in structure. In the first year this still mainly involves practical exercises 'on paper'. These are case studies and a management game, although first-year students also carry out an interview in a company. In the second and third year, speakers from the business world give guest lectures, and students conduct a number of interviews in organizations. In the third year, students have the opportunity to do an internship in an organization and to carry out practice-based research there. This is possible in semester 3.2, in which electives can be clustered and an internship can be done in place of these electives. The internship can be linked to the bachelor's thesis, but this is not mandatory.

The committee studied the links in the programme with the professional practice as described in the critical reflection. For example, students work on simulated or real-life situations of companies in groups. There are scheduled guest lectures given by employees of these companies. Theoretical courses are supplemented with 'real' case studies. However, according to the critical reflection, students do not always appear to recognize the links. The discussions of cases studies are not always seen as practice-related, for example. The committee examined with the students how they feel about the links in the curriculum with the professional practice. The students convinced the committee that there are sufficient links. They explained that they experience in practice what they have learned in theory and reflect on it from the point of view of the theory. Students told the committee that they appreciate this connection. Despite these views and the various ways in which units link with practice, the committee supported the critical evaluation which suggested that the links could be better communicated to students.

The committee studied the semester themes and the projects and concluded that they enhance the horizontal coherence of the curriculum. Vertical coherence within the programme is achieved by the positioning of the courses and by three 'learning paths'. Students recognise the coherence of the different aspects of the programme.

As described in the section on the intended learning outcomes, the programme described five characteristics in its profile: focus on social processes, broad social sciences orientation, integrated approach, attention to intervention, and full spectrum of research and intervention methodology. The committee appreciates the clear translation of these characteristics of the programme into the curriculum. For example, it found that students receive high-level methodological training so that they are able to analyse and evaluate theoretical and practical organizational problems. The research path shows a clear development from simplicity to complexity. Students and alumni confirm the strong focus on research methods. In addition, the committee recognises a strong emphasis on social aspects in organisations. Also, the intervention aspect is recognised; students learn to find solutions for problems and make recommendations.

Tracks

Students who have completed three semesters can choose between two tracks: *Business Administration* and *Business Economics*. Those who successfully complete either track are awarded a bachelor's degree in Business Administration, after which they can go on to any of the master's degree specializations in Business Administration. The Business Economics track graduates are also eligible for the Accounting and Control specialization of the Master's programme in Economics and Business Economics.

The two tracks have four courses in common, and both include 18 EC of electives and a bachelor's thesis. Four courses and the project (30 EC in total) of the Business Economics track have a different content, with an emphasis on knowledge of finance and economics.

International Business Administration

Since September 2012, the programme has offered the *International Business Administration* track, in order to expand the programme's international efforts further. This three-year track is the English-language alternative to the Dutch programme, for a maximum of 45 high-achieving students. The track is launched to offer good students with a bilingual VWO education and international students a complete Business Administration programme. This track emphasizes international management, organization culture and corporate communication. The committee spoke with students of this track and discussed it with the programme management. It wondered if the Nijmegen School of Management is able to offer this international track with the available staff and facilities on top of the regular programme. The management explained that this track is restricted to 45 students as this is the number of students they have identified as manageable in the initial introduction of the new track. The international programme will overlap with the existing programme, but will emphasise small-scale teaching and more individual supervision. According to the committee, this new track is a careful step towards internationalising the programme and advancing the international focus of the Faculty.

2.1.2 Curriculum of the master's programme Business Administration

Appendix 4 provides an overview of the curriculum of the 60 EC master's programme.

All courses offered in the programme comprise 6 EC. The master thesis is 18 EC. The programme runs over two semesters, each containing two blocks of ten weeks. Each block

has eight weeks for classes, one week for exam preparation and re-sits, and one week for exams. Similar to the bachelor's curriculum, each semester also contains one course that is spread over the whole semester. Students are thus engaged in three courses simultaneously.

In the introduction, students are introduced to the academic staff, the programme, their fellow students and future professional opportunities within the specialization of their choice. In the first semester, four theme-based courses are offered. Two of them are offered at the same time. These four courses form the backbone of the specialization in one of the sub-disciplines of Business Administration. The fifth course is the research methods course that runs the entire first semester. In this course, students receive advanced methodological training to prepare them to examine problems in organizations and to use this research in real-life business cases, to come up with solutions and to contribute to academic insights to solving those problems.

The second semester is characterized by electives and the choice of a particular thesis subject. Students choose two courses from a set of twelve. They allow students to specialize further in a topic of their choice, or to help them broaden their knowledge and skills. Students can opt for the courses from within their specialization, or they can choose from other specializations, and all combinations are possible.

Most of the second semester is reserved for the master's thesis (18 EC). The fourth block is entirely reserved for the research and writing of the master's thesis.

In the *International Management* specialization, students take the internationally oriented courses from the *Strategy*, *Marketing*, *Strategic Human Resource Management* and *Organizational Design and Development* specializations, and a course on Global Business Communication. They write their thesis on an international management topic in one of the other specializations.

The committee studied the curriculum of the different specializations and concludes that all specializations connect their specialized questions and themes to the broader field of Business Administration. In the specializations, the committee recognises the focus on the social sciences approach, the focus on the social and societal aspects of managing and organizing, and the interest in intervention. It noted that the practice is linked sufficiently to the theory, for example by working on 'real' cases from companies and guest lectures. For some projects, students work with companies. The committee noticed that for international students it is sometimes a struggle to find a company, because they lack a network. The committee advises the programme to provide more assistance for these students to help them find a proper organization.

The committee discovered that students in methodology courses have different degrees of understanding of methodology issues, due to their different backgrounds. At the moment, students are not divided into different groups according to their background. The committee suggests assessing at the start of the courses if there is a variation in competences, and differentiating if needed.

2.1.3 Correspondence between the intended learning outcomes and the programmes

The committee examined how the various components of the programmes contribute to the intended learning outcomes. It studied the matrices included in the critical reflection, setting out the link between the components of the programmes and the intended learning outcomes. In addition, it examined the study material of the different courses.

The committee concludes that both programmes offer students the possibility to achieve the necessary knowledge and skills. The intended learning outcomes of the programmes are translated into specific learning objectives per course. However, the committee has some comments to make on the coverage of the different disciplines in the bachelor's programme (intended learning outcomes in the area 'knowledge of the field of study'). It noted that there is a broad coverage of business subjects, but it has doubts about the rudimentary coverage of finance, accounting and law in the Business Administration track of the programme even if they were available in more advanced forms as options.

In addition, it was noted that there was no evident consideration of research ethics in dissertations, nor any apparently required. The committee found that those students engaged in primary data collection were not necessarily aware what they could or could not do from an ethical perspective. There also did not appear to be any formal safeguards in place in case a student planned to conduct research that would normally be considered unethical (for example, a student planning to interview minors without parental consent).

The committee discussed these topics with the programme management, staff, students and alumni during the site visit. It was assured that the amount of ethics and law taught is sufficient in the programme. However, it observed that the coverage of topics in finance and accounting is low in the *Business Administration* track. One alumnus reported to the committee that her career progress was slowing down due to a perceived lack of knowledge in accounting and finance. The committee noted that there are electives available on these topics, but that students are not always aware of their options. It recommends an increase of coverage of finance and accounting in the Business Administration track.

2.2 Learning environment

The learning environment of the bachelor's programme and of the master's programme is described separately.

2.2.1 Learning environment of the bachelor's programme Business Administration

For the learning environment, the didactic concept, tutoring, study advice, admission requirements, study load, study duration and dropouts are discussed.

Didactic concept

The programme makes use of diverse working methods and teaching environments, such as lectures, tutorials, individual supervision, supervised and non-supervised practical work and seminars. Students receive lectures in large groups and also work on assignments and case studies individually, in pairs or in teams/groups. In the first year, they take part in a management game and write a business plan.

It was decided that, starting in the 2011-2012 academic year, there would no longer be parallel lectures with audio-visual links to other lecture theatres. Such lectures will now be given twice.

For some years, the number of students has grown more quickly than the available academic staff, making it difficult to maintain the small-scale teaching throughout the whole programme. For this reason, the decision was made a few years ago to preserve small-scale teaching methods in the first year of the programme. As additional funds have been made available by the Executive Board, from 2012 teaching will also be made more intensive in the second and third year, by increasing the number of contact hours per course and linking theory to what is called management practice (e.g. project management, negotiation and

conflict management, drawing up a marketing plan, facilitating decision-making processes). Management practice will also take place in smaller tutorial groups.

The committee noted that working groups sometimes consist of up to 35 students, instead of the prescribed maximum of 30. It discussed the possibility of maintaining the small-scale teaching format with growing numbers of students. It was told that small-scale teaching is still very important and has even intensified since September 2012. It is feasible through combining large-scale lectures with smaller scale working groups. The committee advises monitoring the feasibility of the small-scale teaching closely, to prevent some groups staying at the overly large size of 35 students.

On many courses, students do weekly assignments and give presentations. They receive feedback on their work or are provided with model answer sheets. By working seriously on assignments, students also spread out their processing and internalization of the material over time. Attendance at tutorials is compulsory, and students are expected to make an active contribution. If students fail to meet their commitments, this has consequences for their final assessment or their participation in examinations.

The committee discussed the working methods with the students. They explained that the working methods and the setup of courses do stimulate regular study and ensure that they master the material in an active way. Although they are in general positive, students did comment on the quality of some large-scale lectures. Not all lecturers provide high-quality lectures; sometimes only PowerPoint slides from the literature are presented. Teaching what students could have read at home is not an engaging lecturing style and does not involve them. Therefore, the committee suggests monitoring more closely the quality of the lectures and providing training by professionals or colleagues (this aspect is also discussed in the section on staff).

Tutoring and study advice

In the first semester of the first year, the students have more contact hours than in the second semester. To give students more intensive support in their studies, the tutors of the *Academic Skills* course from the first semester take on the role of mentors. The mentor's task is to monitor the study progress of a small number of students during the first year, to advise them and, where necessary, to guide them.

The Business Administration study advisors conduct around 40 'study choice' talks before the start of the programme. VWO pupils apparently do not always have a clear idea of what to study. In the individual talks, the advisors examine together with the potential students whether their choice and expectations of the programme are realistic. According to the critical reflection, a recent evaluation showed that these students gained around 7 ECs more than students who did not have such a talk.

The committee discussed the tutoring and study advice with the study advisers. It is positive about the active role of the study advisor and the mentors. The 'study choice' talks seem to be an adequate supplement to these activities. Students reported to the committee that they feel well guided and monitored in a structured way. They know where to go when they need support.

Study load, study duration and dropouts

The data on the intake show that it comes overwhelmingly from the primary target group: VWO students. For a number of years the intake was fairly stable at around 200, but it has

increased rapidly over the last two years: an increase of 21% in 2009-2010 compared to the previous year and 29% more students in 2010-2011. This represents a rise of more than 50% over two years. To achieve greater stability and to make small-scale forms of teaching possible, a numerus clausus of 300 students has been set for the 2012-2013 academic year.

According to the critical reflection, the dropout rate is fairly high. First-year selectivity (the number of students who drop out after one year as a percentage of the total number who drop out) has fluctuated between 70% and 80% over the last few years. In 2007-2008, the percentage of students who completed the programme in three years (and thus obtained their degree within the stipulated time) was 31%, and the percentage of those who obtained their degree after four years was 60%. However, this is still below the Faculty's target figure of 70%. Through more intensive teaching in the programme, combined with the government's measures to limit the length of study, the management expects to reach the target figure in 2013.

Some measures have been implemented that aim to improve the students' progress and success in their studies. For example, students have to gain at least 42 EC in the first year in order to be eligible for a positive assessment at the end of it (Binding Study Advice, BSA). The committee feels that once the described measures have become fully effective, there will be a further decrease in the study duration and increase in the completion rate after four years.

The committee discussed the study workload with students. According to them, the study load is spread evenly over the curriculum. They report a higher workload at the end of a period, but because of a series of deadlines for assessments of a period, the workload remains feasible. The workload is about 35 hours a week. In the first year, the students have about 16 contact hours per week, and less in subsequent years. Because of the amount of group work, the workload experienced is quite high, but students reported that this meant learning to manage their time efficiently.

2.2.2 *Learning environment of the master's programme Business Administration*

For the learning environment of the master's programme, the didactic concept, the study load, and the study duration are discussed.

Didactic concept

The programme is based on the following didactic principles: linking academic teaching and research, theory and action-based learning, challenging and stimulating students, and small-scale forms of teaching.

- *Linking academic teaching and research:* the programme builds on the research programme Responsible Organization, which develops empirically testable theories and models for creating multiple societal values for organizations and constructs methods for elaborating and testing these theories and models. Students are increasingly involved in staff research projects. For their final thesis students may choose a topic from the list of research interests of faculty members. In the final phase of their master's programme, they experience the full cycle of a research project, from design to reporting.
- *Theory and action-based learning:* The programme includes theoretical debates, research developments and action-based learning. The latter involves small groups working on real problems, taking action and learning as individuals and as a team. The committee notes that students of some specializations are given real-life assignments from companies, for example.

- *Challenging and stimulating students:* Students are seen as active participants in their education and research processes. They are addressed as junior colleagues who are responsible for their own learning process. They are considered to be capable of conducting research and are challenged to contribute to the development of new academic knowledge in their final master's thesis. For example, students conduct interviews for a large research project about The New Way of Working in the health care sector, in which the staff of the SHRM specialization are cooperating with the St Radboud University Medical Centre.
- *Small-scale teaching:* Besides lectures, the programme offers various smaller-scale and interactive forms of teaching.

The committee studied the didactic concept and feels that it enables the students to develop their competences in a challenging way. The small-scale teaching, the theory and action-based learning, and links between academic teaching and research helps to stimulate and motivate students to take part in developing the field of management and organization, according to the committee.

Study load and study duration

In total, there are 155 contact hours in the first semester, including all lectures, tutorials, working groups, group feedback sessions and presentations. In the second semester there are at least 75 contact hours. Thesis work is performed first in small working groups supervised by a member of staff. Later on, individual supervision meetings are scheduled to ensure tailor-made student coaching and guidance. The committee discussed the study load with the students. They explained that they have fewer contact hours (about twelve hours per week), but that the master's programme is more intense than the bachelor's programme, with more group work.

According to the figures in the critical reflection, many students take longer than a year to finish (on average eighteen months). In general, this is due to the fact that students take more time than scheduled to finish their final theses. According to the critical reflection, two core reasons may account for this. The first is that students are taking on more part-time work due to economic pressures. The second is that students are engaged in extracurricular internships and academic work to enhance their qualifications.

2.3 Quality and quantity of staff

The programmes are taught by almost 50 core teaching staff and about 20 flexible staff members. All core teaching staff have PhDs and hold the position of assistant professor, associate professor or full professor, in which they combine teaching and research tasks. Research is linked to the Responsible Organization research programme of the Faculty's Institute for Management Research. The committee discussed the number of temporary staff. It wondered how the programme ensured that they use the same approach as the core teaching staff. It was explained that the temporary staff teach in smaller working groups and that staff members work in teams, with course coordinators from the core staff. The committee concludes that the temporary staff make a more multidisciplinary input possible and that they are well coached by the core staff.

In line with Nijmegen School of Management policy, teaching staff are encouraged to obtain the Cambridge Certificate Proficiency in English (CPE) to ensure fluency in English. Currently, 50% of staff members have obtained the CPE, and each year new staff members take and pass this exam. New staff members have to obtain a Basic University Teaching Certificate (Dutch abbreviation BKO). Senior staff are expected to obtain the Advanced

University Teaching Certificate (Dutch abbreviation UKO), which includes an evaluation of curriculum development activities and leadership skills. Of the core staff, 82% have obtained a teaching qualification: 12% have a BKO and 70% have a UKO (March 2013).

According to the critical reflection, the recent major reorganization of the Department, coupled with continuous pressure on the public sector in general and budget cuts in university education in particular, has had an impact on staff satisfaction. In a recent survey of Nijmegen School of Management staff, respondents from the Business Administration Department reported that they enjoy the variety and autonomy in their work, the social atmosphere and the social contacts. However, they also reported a high perceived workload in comparison with other departments in the Faculty, and unclear expectations. They also indicated that they are confronted with changes in the tasks they are asked to perform. As a result, the process of disseminating information to staff is streamlined. To clarify expectations, a set of selection, promotion and performance criteria was recently developed. The committee discussed these issues on workload with the staff. They confirmed that the workload is quite high but fairly distributed, with periods during the year reserved for doing research. According to the staff, it is a challenge to balance the immediate demands of teaching and responding to students and conducting research. The staff feels the workload will be lower in the coming years, because a lot of developments are now finished.

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

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

Students report that the teaching in the master's programme is sufficient in quantity and of good quality. All the lectures are good, staff members use their own research as a source for lectures and discuss their own research. The committee appreciates the teaching/research ratio of 60%/40%. This ratio helps staff with their research career.

2.4 Programme-specific quality assurance

Student satisfaction

After each course students can complete an evaluation form that enables them to give anonymous feedback on the course's content, structure and teaching staff. In addition, evaluation panels are organized, where students and staff discuss the content and organization of courses and possible improvements. Students also have input through the Educational Committee. Finally, every six weeks there is a consultation between the holder of the education portfolio and the student association Synergy. These consultations regularly produce action points (for example, that the student association will organize additional guest lectures by professional experts and alumni).

Lecturers respond to the student evaluations of their courses in the lecturer evaluation. The Educational Committee and the Professorial Consultation Meeting (Leerstoelhouders

Overleg – LO) examine the curriculum evaluations and decide whether any changes need to be made.

The committee discussed the quality assurance with students and staff members of the Educational Committee. The committee concludes that a sufficient quality assurance system is in place. The Educational Committee may be complimented for the way it performs its tasks. For example, it is working on extra evaluations of the students' experience when writing their bachelor's thesis, on top of the regular evaluations. The committee suggests speeding up the implementation of the changes proposed by the Educational Committee.

Staff satisfaction

The issue of staff satisfaction is on the agenda of the Management Team and the Professorial Consultation Meeting. The results are discussed in the Professorial Consultation Meeting. As described before, the workload continues to be a priority topic. Senior professors discuss the workload and satisfaction levels with their employees when necessary, but at very least once a year during the annual discussions, and where necessary they take appropriate measures, such as a sabbatical. The committee would like to emphasize that it perceived the staff satisfaction as very high, despite the reorganization and workload.

Considerations

According to the committee, the content and structure of the bachelor's and the master's programmes enable the students to achieve the intended learning outcomes. The staff is adequate for realising the programmes. The committee concluded on the evidence provided that the teaching staff is active in research. The staff is enthusiastic and supportive of the students. The programme-specific quality assurance is sufficient.

Bachelor programme Business Administration

The committee appreciates the clear translation of the characteristics from the profile of the programme into the curriculum. For example, it found that students receive high-level methodological training so that they are able to analyse and evaluate theoretical and practical organizational problems. However, the committee concluded that the amount of finance and accounting taught is low, especially in the *Business Administration* track.

The didactic concept that structures the programme is very good and supportive of the students' learning process, in the view of the committee. It studied the semester themes and the projects and concluded that they enhance the horizontal coherence of the curriculum. Vertical coherence within the programme is achieved by the positioning of the courses and by three 'learning paths'. Many courses use simulated or real-life situations so that students can experience in practice what they have learned in theory and reflect on it from the point of view of the theory.

In the opinion of the committee, the bachelor's programme Business Administration is a challenging and interesting programme of a high level, providing the students with a thorough education and preparing them well for a master study in Business Administration.

Master's programme Business Administration

The committee established that the master's programme enables the students to develop their competence in Business Administration on an advanced level and prepares them for continuing their studies in a PhD programme or obtaining a position in the labour market for which an advanced scientific education in business administration is required.

In the opinion of the committee, the master's programme is interesting and challenging. It provides a good balance between research and theory. The specializations connect their specific questions and themes to the broader field of Business Administration. Students have the possibility to shape the programme according to their own individual wishes and interests, by choosing one of the specializations.

The working methods and the set-up of courses do stimulate regular study and ensure that students master the material in an active way. The tutorials offer the opportunity to discuss and share ideas.

Conclusion

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

Master's programme Business Administration: the committee assesses Standard 2 as **good**.

Standard 3: Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Explanation:

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

Findings

For this standard, the assessment methods (3.1) and the achieved learning outcomes (3.2) of the *bachelor's programme Business Administration* and the *master's programme Business Administration* are discussed.

3.1 Assessment methods

The assessment methods are described separately for the bachelor's programme and for the master's programme. In addition, quality control and improvement are discussed.

3.1.1 Bachelor's programme Business Administration

Within the bachelor's programme, three main types of assessments are used: examinations, papers and assignments. Assessment by written examination is the most frequent form (approx. 36%). Assessment through papers, whether or not in combination with assignments, and assessment through an examination in combination with assignments account for 20%. In the *Business Administration* track, assessment is conducted somewhat more frequently using a combination of examination and assignments than in the *Business Economics* track.

Courses that mainly involve lectures are usually assessed by written examination. For courses that include a lot of seminars and tutorials, assignments and papers form part of the assessment, sometimes in combination with a written examination. Moreover, different types of questions are asked in written examinations, such as multiple choice questions, questions of application, argumentation questions, assignment or essay questions, and combinations of various question types.

There is a slight trend towards more assessment by written examinations and the use of multiple choice questions. A key reason for this is the sharp increase in the number of students in recent years.

The committee examined the learning assessment procedure and looked into a selection of assessments. It concludes that the assessments are adequately related to the programme. There is a variety of assessment forms and a good balance between individual and group assignments. The committee understands the choice for more assessment by written examinations and the use of multiple choice questions. However, it would like to advise the programme to monitor closely whether these examinations assess higher order skills like comprehension and application and not just knowledge.

3.1.2 Master's programme Business Administration

Within the master's programme, a variety of assessment methods are used, like written exams, written papers, assignments and oral presentations or combinations thereof. The committee examined the learning assessment procedure and looked into a selection of assessments. It concludes that the assessments are adequately related to the programme. There is a variety of assessment forms and a good balance between individual and group assignments.

3.1.3 Quality control and improvement

The course coordinators develop a dossier for each course. Every dossier contains a course description, the starting situation of the students, the place of the course in the programme, learning goals and an examination matrix. The aim of the dossiers is to make the structure of the curriculum and of assessment more transparent, and to provide the Programme Advisory Committee and the Board of Examiners with sufficient information to do their job properly. The information in the course dossiers is additionally used by the semester coordinators to prepare the semester reports, which establish those areas that need to be improved in the following academic year. The committee appreciates the use of course dossiers, which provide sufficient information about the assessment of the courses and contribute to a valid and reliable assessment. For example, the examination matrix in the course dossiers guarantees that the assessment matches the learning goals of a course.

The committee met with the Board of Examiners during the site visit and discussed the activities the Board carries out in regard to the quality assurance of the exams. It concludes that the Board performs its legal tasks properly. For example, it ascertained that the Board has started assessing a selection of assessments per semester, and improvements will be discussed if necessary. The Board also evaluates two randomly chosen bachelor's and master's theses per year for each specialization. The purpose of this evaluation is to gain an impression of the quality of the theses, to check whether the criteria are applied clearly and consistently, and to examine the reliability of evaluations by various staff members.

3.2 Achieved learning outcomes

The achieved learning outcomes are described separately for the bachelor's programme and for the master's programme. In addition, the assessment of the theses is discussed.

3.2.1 Bachelor's programme Business Administration

In the final stage of the programme, the learning outcomes are tested by means of the bachelor's thesis (12 EC). The most important learning goal is applying academic knowledge and research skills, focussing on business administration issues. This means that students do research on a relevant topic using appropriate scientific methods. In the process they go through the whole research cycle, from formulating a problem or question that can be investigated (objective and presentation of the question), which must be answered by the research, up to and including the formulation of the answer in the conclusion of the research report. A large part of the process takes place in tutorials, but each student writes their bachelor's thesis individually.

The committee assessed fifteen recent bachelor theses and established that they all met the requirements for graduation. On average, the theses are of adequate quality. The committee did not encounter theses that were unsatisfactory. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme. Some of them were of very high quality. Most of them have a strong methodological character, and appropriate research methods and techniques are used. However, in some theses there was insufficient consideration of the suitability of the research method, i.e. the rationale for using the selected method and its limitations. In addition, most of the theses lack an analysis of the use for business practice, in terms of implementation. More attention should be directed to the practical implications of the results. With this, the focus in the programme on intervention does not show from the recommendation sections in the theses.

The committee discovered that the theses did not routinely discuss research ethics nor were ethical guidelines (such as those used in scholarly associations) provided or used by students in planning their research. Both ethical compliance and student reflection need to be formalised according to the committee.

3.2.2 Master's programme Business Administration

The aim of the master's thesis project is for students to demonstrate that they are capable of conducting well-founded academic research on an academically relevant topic in business administration, and to do this fairly independently. They achieve this by showing that they are able to design and carry out a research project, write an academic report (master's thesis) about it, present the project, and defend the thesis in front of experts in the field.

The programme describes the following indicators as relevant for the academic level of a thesis: an adequate research question, social and academic relevance, the theoretical models and arguments applied, the research design and results, limitations related to the research, and recommendations for further research. 'Working independently' implies that students develop the required knowledge and skills to conduct proper academic research independently. Thus, the thesis is more than an individual paper. It is an expression of the student's academic capabilities. Although there is supervision, the student is responsible for the final result of the thesis.

A second internal examiner is always involved in evaluating and grading. After the supervisor has approved it, a thesis goes to the second examiner, who independently evaluates it. Only after the second examiner has also approved the thesis can it be defended in the final defence session. The defence has two components: a public presentation of the master's thesis and a closing debate between the two examiners and the candidate. Both components are part of the exam and are taken into account in the grading procedure. The final grade is determined jointly by both examiners after the thesis defence. Grading is done in accordance with the assessment form and judgment criteria.

The Business Administration Department is engaged in a continuous process of quality improvement of the educational programmes. Within that process, the Board of Examiners has initiated a series of staff discussions about the assessment of master's theses. Various examiners have assessed the same thesis and discussed the similarities and differences in their assessments. Staff members from several specializations have been brought together to discuss their assessment practices and their use of the criteria in the assessment form. The Board of Examiners signalled some discrepancies in the guidelines for master's thesis preparation and in the weighting procedures between the various specializations. In response, the programme coordinators have streamlined and harmonized the guidelines and grading

criteria into one uniform master's thesis handbook for 2011-2012, which is applied in all specializations. The master's thesis handbook explains the relationship between learning outcomes of the teaching programme and the testing and grading criteria for the master's thesis. Thesis assessment questions are also on the agenda in the monthly work consultations, prompting an on-going discussion among staff members about standards for the master's thesis.

The committee assessed fifteen recent master theses and established that they all met the requirements for graduation. On average, the theses are of sufficient quality. The committee did not encounter any theses that were unsatisfactory. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme. Most of them demonstrate a strong methodological character in terms of the research methods and techniques used. However, the rationale provided for the chosen approach was not always adequate. In addition, some theses which had the potential to consider practical implications lacked such an analysis.

3.2.3 Assessment of theses

An assessment form is used for assessing the bachelor's and master's theses. A key evaluation criterion is that the thesis must be consistent in its argumentation (the objective must be reached in the conclusion). It is also important that students explain their choices, support these choices with arguments and reflect on this (what do the conclusions mean in the light of the choices made, from a theoretical, methodological and empirical point of view?). These general criteria apply to every scientific research report, which makes the bachelor's thesis a good preparation for the master's thesis. In addition, the main body of the bachelor's thesis must not exceed 12,000 words (approx. 30 pages). The committee studied the assessment forms accompanying the assessed theses and discovered that there are large differences in the amount of written feedback. It feels that this is not appropriate; some students receive too little feedback on their work, and the way students receive feedback should be uniform. According to the committee, the current assessment form does not support consistency. It recommends revising the form and providing more guidelines and quality control on the assessment. On the form, every member of the assessment committee should be able to make his or her remarks independently. In addition, it needs to be made clear how the comments on every aspect of the assessment come together in the final grade. In summary, the listed criteria and overall mark were largely adequate, but the assessors' text to support them was often not sufficient in quantity, clarity or quality.

Considerations

The committee established that both the bachelor's and the master's programme have adequate assessment systems and assessment procedures. The assessment procedures are properly implemented in the programme. The committee appreciates the use of course dossiers, which provide sufficient information about the assessment of the courses and contribute to a valid and reliable assessment. The Board of Examiners performs its legal tasks, making proper use of available information like the course dossiers.

The committee assessed fifteen recent bachelor theses and fifteen master theses and established that they all met the requirements for graduation. On average, the theses are of sufficient quality. The committee did not encounter theses that were unsatisfactory. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme.

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

Conclusion

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

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

Appendices

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

Theo Verhallen (chair)

Theo M.M. Verhallen (1948) started his academic career at Tilburg University in The Netherlands as assistant and associate professor in Economic Psychology. In 1985 he moved to Unilever to become research director at Research International, international marketing research. In 1988 he also became research professor at TIAS, the new business school of Tilburg University. In 1991 he returned full time to academia as full professor of marketing and marketing research. In 2000 Verhallen became Dean of the Faculty of Economics and Business Administration, followed by the deanship of the Faculty of Social and Behavioral Sciences. In 2010 he founded TiSIL, the Tilburg Social Innovation Lab, coordinating this initiative for 4 universities in the Southern Netherlands. He is also research director of the TIASNimbas business school, teaching research methodology for master and PhD students. Verhallen published some 150 papers in international journals on diverse topics: behavioral economics, environmental issues, research methodology, innovation and strategy.

Hans van der Heijden

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

Lynette Harris

Lynette Harris is Emeritus Professor of HR and Professional Practice at Nottingham Business School. Prior to becoming an academic, she was a Personnel Director in both the public and private sector. Lynette is an active researcher and consultant to organisations and the author of texts and articles on contemporary human resourcing issues. In recent years she has conducted personal and commissioned research into talent management, dispute resolution, employee engagement, the impact of employment regulation and older workers. Lynette's particular interest lies in issues of organisational justice in the employment relationship which is reflected in her various dispute resolution roles. Since 1989 Lynette has been a national Acas arbitrator and mediator, she is a Deputy Chair of the UK's Central Arbitration Committee, an independent expert for equal pay litigation and a mediator for the Parades Commission in Northern Ireland.

Lynette co-edited and authored the second edition of *The Strategic Managing of Human Resources* published by Pearson Education, London (2010). Her professional activities include acting as a Quality Management Chair for the Chartered Institute of Personnel and Development and she plays an active role in the work of the Chartered Institute with the aim of strengthening the dialogues between practitioners and academics. In 2008 she was awarded the CIPD's distinguished badge of merit for her contribution to the profession.

Andrew Sturdy

Andrew Sturdy is Professor of Organizational Behaviour and Head of the Department of Management at the University of Bristol, UK. Previously, he held posts at the Universities of Bath, Melbourne, London and Warwick, where he was an Associate Dean at Warwick

Business School and responsible for a PhD programme of 150 students. He has worked with diverse organisations in research projects on management innovation. His particular expertise is on the organisation and use of management consultancy and the adoption of new management ideas. He is also an associate editor of the *Journal of Management Inquiry*.

Marjolein van der Aar

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

Appendix 2: Domain-specific framework of reference

19 December 2011

The Business discipline

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

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

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

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

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

The broad nature of business and management professions implies that many students soon find themselves working in jobs that make demands on know-how beyond their specialization. In this respect, it is imperative that BSc degree programmes provide their graduates with acquired academic, research and communicative skills to a basic standard. In addition, the learning outcomes need to be related to the admission requirements of at least one MSc degree programme and, where applicable, the professional sphere. Additionally, the MSc degree programmes provide graduates with academic, research and communicative skills to an advanced level, and graduates are able to link these learning outcomes to the world of work.

Aims, level and orientation of the degree programmes

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

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

Subject-specific skills

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

Students with a BSc degree in Business will have acquired the following skills:

- Reproduction and interpretation – graduates can reproduce conceptual and methodological principles of business, and can discuss them with colleagues.
- Analysis and explanation – graduates can analyse and explain phenomena and problems in various sub-disciplines of business using the conceptual and methodological principles of the disciplines.
- Graduates of an MSc degree programme in Business meet the following profile:
- Graduates are able to work independently, and can formulate relevant research questions themselves and draft a plan of action in justification. This includes sourcing and using relevant subject-specific literature, and plugging any gaps there may be in the knowledge required to answer the research question.
- Graduates are able to read and understand recent articles from journals and relevant sections of renowned academic publications and put their own research question in the context of existing literature.
- Graduates should also be able to analyse variations on existing models to some extent.

General skills

General academic skills

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

Research skills

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

Communication skills

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

Relationship with the professional sphere

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

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

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

Learning environment

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

Appendix 3: Intended learning outcomes

Qualifications and learning outcomes of the Bachelor's programme in Business Administration

Competency area: Subject content

Level: Knowledge (VK)

1. heeft kennis van de belangrijkste begrippen en theorieën op het terrein van de sociale en integrale bedrijfskunde.

Niveau: Application (VT)

2. kan beschikbare theorieën en concepten adequaat toepassen op bedrijfskundige vraagstukken;
3. kan bestaande theorieën en inzichten zodanig op bedrijfskundige problemen toepassen dat effectieve oplossingen worden gegenereerd;
4. is in staat om problemen in organisaties adequaat te diagnosticeren.

Niveau: Reflectie/oordeelsvermogen (VR)

5. is in staat om theorieën en concepten kritisch te beoordelen op validiteit en interne consistentie, alsmede in relatie met andere theorieën en vakgebieden;
6. is in staat om de wetenschappelijke en praktische toepasbaarheid van concepten en theorieën te beoordelen;
7. is in staat de implicaties te zien van theorieën voor de maatschappij.

Competentiegebied: Onderzoeks- en interventiemethodologie

Niveau: Kennis (OK)

8. heeft kennis van de belangrijkste concepten en technieken op het terrein van de sociaal wetenschappelijke onderzoeksmethodologie;
9. heeft kennis van de belangrijkste concepten en technieken op het terrein van de interventiemethodologie.

Niveau: Toepassing (OT)

10. is in staat een adequaat onderzoeksplan te schrijven (doel- en vraagstelling en het maken van beargumenteerde keuzes uit onderzoeksstrategie, dataverzamelmethode en analysetechnieken);
11. is in staat om een onderzoek (onder begeleiding) uit te voeren;
12. is in staat om, op basis van uitgevoerd onderzoek, een gerichte interventie te ontwerpen (c.q. aanbevelingen te doen) om praktijkproblemen op te lossen.

Niveau: Reflectie/oordeelsvermogen (OR)

13. is in staat om empirisch onderzoek kritisch te beoordelen op validiteit, consistentie en bruikbaarheid;
14. is in staat om implicaties van empirisch onderzoek aan te geven voor managementpraktijk en maatschappij.

Competentiegebied: Leercompetenties

Niveau: Kennis (LK)

15. heeft kennis van de wijze waarop men kan leren.

Niveau: Toepassing (LT)

16. kan inzichten met betrekking tot leren adequaat toepassen voor het eigen leerproces.

Niveau: Reflectie/oordeelsvermogen (LR)

17. is in staat het eigen leerproces kritisch te beoordelen en daardoor bij te sturen.

Competentiegebied: Sociaalcommunicatief

Niveau: Kennis (SK)

18. heeft kennis van de wijze waarop de resultaten van onderzoek schriftelijk gerapporteerd dienen te worden;
19. heeft kennis van de wijze waarop onderzoeksresultaten mondeling gerapporteerd dienen te worden;
20. heeft kennis van de wijzen waarop effectief met anderen kan worden samengewerkt.

Niveau: Toepassing (ST)

21. kan op adequate wijze schriftelijk rapporteren voor verschillende doelgroepen;
22. kan op adequate wijze mondeling rapporteren;
23. is in staat om effectief met anderen samen te werken.

Niveau: Reflectie/oordeelsvermogen (SR)

24. is in staat om schriftelijke en mondelinge presentaties constructief kritisch te beoordelen en, indien nodig, te verbeteren dan wel aanbevelingen te doen voor verbetering;
25. is in staat om de effectiviteit van samenwerking te beoordelen en, indien nodig, bij te sturen.

Qualifications and learning outcomes for the Master's programme in Business Administration

The combination of various competency areas and levels leads to the following final qualifications and learning outcomes for the student:

Knowledge of the field of study

- 1.1 Has mastered the most important concepts and theories within a sub-discipline of social and integrated business administration
- 1.2 Is capable of contributing to the development of academic knowledge in the field of Business Administration.

Application of the field of study

- 1.3 Can independently apply available theories and concepts to business administration issues
- 1.4 Can independently apply existing theories and insights to complex business administration problems in such a way that effective solutions are generated
- 1.5 Is capable of integrating the ethical and normative aspects of business administration thought and action in the academic work.

Reflection on the field of study

- 1.6 Is capable of independently and critically evaluating theories and concepts in terms of their validity and internal consistency, as well as in relation to other theories and fields of study
- 1.7 Is capable of independently ascertaining gaps in knowledge, can propose modifications and can assess their scope
- 1.8 Is capable of independently assessing the academic and practical applicability of concepts and theories
- 1.9 Is capable of seeing the implications of theories for society.

Knowledge of research and intervention methodology

- 2.1 Understands the most important concepts and techniques in social science research methodology.
- 2.2 Understands the most important concepts and techniques in intervention methodology.

Application of research and intervention methodology

- 2.3 Is capable of independently writing an adequate research plan (formulating a research aim and research question and making well-supported choices for the research strategy, data collection methods and analysis techniques)
- 2.4 Is capable of dealing with changes in the research process and can adequately adjust the research on this basis (iterative design)
- 2.5 Is capable of conducting independent research
- 2.6 Is capable of independently and adequately diagnosing complex problems in organizations
- 2.7 Is capable – based on the research that has been conducted – of independently designing a focused intervention (or making recommendations) to solve complex problems in practice, providing advice concerning the implementation of this solution and assessing this implementation
- 2.8 Is capable of adequately involving the social context within which the intervention must be conducted in the intervention research

2.9 Is capable of adequately researching the organization of interventions.

Reflection on research and intervention methodology

2.10 Is capable of critically reflecting on research methods and techniques and assessing their value

2.11 Is capable of assessing the academic value of business administration research

2.12 Is capable of indicating the implications of business administration research for management practice and for society.

Learning competencies, knowledge

3.1 Is capable of acquiring insight into the current developments and academic debates within a relevant subdiscipline of business administration.

Learning competencies, skills

3.2 Is capable of applying newly developed knowledge and insight to independently developed research questions within a relevant subdiscipline.

Learning competencies, reflection

3.3 Is capable of critically assessing his or her own learning process and adjusting this process accordingly

3.4 Is capable of critically reflecting on his or her own research process.

Social-communicative knowledge

4.1 Understands how the results of research should be reported in writing

4.2 Understands how research results should be reported verbally

4.3 Understands how to work together effectively with others.

Social-communicative skills

4.4 Can adequately report in writing about research and problem solutions to professional colleagues and other stakeholders

4.5 Can adequately report verbally about research and problem solutions to professional colleagues and other stakeholders

4.6 Is capable of working together effectively with others.

Social-communicative reflection

4.7 Is capable of assessing written and verbal presentations in a constructively critical fashion, and if necessary, improving them or making recommendations for improvement

4.8 Is capable of assessing the effectiveness of cooperation and, if necessary, adjusting this process

4.9 Is capable of engaging in debates about the field of study and its position in society.

Appendix 4: Overview of the curricula

Bachelor's programme (in Dutch)

Het bachelorprogramma omvat zes semesters. Er zijn twee trajecten mogelijk na semester 2.1: Bedrijfskunde en Business Economics. Met beide trajecten levert het programma na voltooiing de graad van Bachelor of Science in Business Administration / Bedrijfskunde op, mits de student is ingeschreven bij de opleiding Bedrijfskunde.

Het bachelorprogramma met het traject Bedrijfskunde

Semester 1.1: Thema: Inleiding bedrijfskunde

CODE	NAAM	EC	WERKVORM	TOETSING	TAAL
BIN117B	Academische vaardigheden	6	WG	werkstuk	NL
BCU194B	Economie van de managementwetenschappen	6	HC	werkstuk	NL
BPRA148A	Onderzoeks- en interventiemethodologie A	6	HC/WG	tentamen	NL
BIN001A	Inleiding in de bedrijfskunde 1	6	HC/WG	tentamen/opdrachten	NL
BIN002A	Inleiding in de bedrijfskunde 2	6	HC/WG	tentamen	NL

Semester 1.2: Thema: De lerende organisatie

CODE	NAAM	EC	WERKVORM	TOETSING	TAAL
BPRA153A	Onderzoeks- en interventiemethodologie B	6	HC/WC/PR	tentamen	NL
BIN118B	Filosofie van de managementwetenschappen	6	HC/WG	tentamen/werkstuk	NL
BCU168B	Accounting	6	HC	tentamen/opdrachten	NL
BCU007A	Organisatietheorie 1	6	HC	tentamen	NL
BPRO100A	Project 1: de lerende organisatie (onderzoeksontwerp)	6	WG	werkstuk	NL

Semester 2.1: Thema: Interne processen

CODE	NAAM	EC	WERKVORM	TOETSING	TAAL
BCU201A	Operations Management and Logistics	6		tentamen	EN
BCU008A	Strategisch human resource management	6	HC	tentamen/opdrachten	NL
BCU2020	Corporate finance	6		tentamen/werkstuk	EN
BPRA347	Kwalitatieve onderzoeksmethodologie	6	HC/WG	tentamen/werkstuk	NL
	Keuzevak	6			

Semester 2.2: Thema: Strategie en omgeving

CODE	NAAM	EC	WERKVORM	TOETSING	TAAL
BCU012	Strategie	6		tentamen/werkstuk	NL
BCU2008	Marketing	6		tentamen	EN
BPRA247	Kwantitatieve onderzoeksmethodologie	6	HC/WC	tentamen	NL
BCU324A	Organization Theory 2	6		tentamen	EN
BPRO344C	Project 2: management game	6	WG/PR	werkstuk	EN

Semester 3.1: Thema: Systeem en omgeving

CODE	NAAM	EC	WERKVORM	TOETSING	TAAL
BCU320	Organisatieontwerp	6		tentamen	NL
BCU321	Systeemtheorie	6		tentamen/werkstuk	NL
BCU322	Knowledge Management	6		tentamen/ werkstukken/game	EN
BCU019	Intervention Methodology	6	HC/WG	tentamen/ opdrachten	EN
BPRO370A	Project 3: systeem en omgeving	6		tentamen/portfolio	NL/EN*

*) Ter voorbereiding op de Engelstalige masters heeft de student de mogelijkheid de opdrachten (portfolio) in het Engels te schrijven om zo de Engelse taalvaardigheid te trainen.

Semester 3.2: Thema: De bachelorthesis

CODE	NAAM	EC	WERKVORM	TOETSING	TAAL
BPRO372	Bachelorthesis bedrijfskunde	12	WG	thesis	NL/EN*
	Keuzevak	6			
	Keuzevak	6			
	Keuzevak	6			

Het bachelorprogramma met het traject Bedrijfseconomie

Semester 1.1: Thema: Inleiding bedrijfskunde

CODE	NAAM	EC	WERKVORM	TOETSING	TAAL
BIN117B	Academische vaardigheden	6	HC/WG	werkstuk	NL
BCU194B	Economie van de managementwetenschappen	6	HC	werkstuk	NL
BPRA148A	Onderzoeks- en interventiemethodologie A	6	HC/WG	tentamen	NL
BIN001A	Inleiding in de bedrijfskunde 1	6	HC/WG	tentamen/opdrachten	NL
BIN002A	Inleiding in de bedrijfskunde 2	6	HC/WG	tentamen	NL

Semester 1.2: Thema: De lerende organisatie

CODE	NAAM	EC	WERKVORM	TOETSING	TAAL
BPRA153A	Onderzoeks- en interventiemethodologie B	6	HC/WC/PR	tentamen	NL
BIN118B	Filosofie van de managementwetenschappen	6	HC/WG	tentamen/werkstuk	NL
BCU168B	Accounting	6		tentamen/opdrachten	NL
BCU007A	Organisatietheorie 1	6	HC	tentamen	NL
BPRO100A	Project 1: de lerende organisatie (onderzoeksontwerp)	6	WG	werkstuk	NL

Semester 2.1: Thema: Interne processen

CODE	NAAM	EC	WERKVORM	TOETSING	TAAL
BCU201A	Operations Management and Logistics	6		tentamen	EN
BCU008A	Strategisch human resource management	6	HC	tentamen/opdrachten	NL
BCU2020	Corporate finance	6		tentamen/werkstuk	EN
BPRA347	Kwalitatieve onderzoeksmethodologie	6	HC/WG	tentamen/werkstuk	NL
	Keuzevak	6			

Semester 2.2

CODE	NAAM	EC	WERKVORM	TOETSING	TAAL
BCU012	Strategie	6		tentamen/werkstuk	NL
BCU2008	Marketing	6		tentamen	EN
BPRA247	Kwantitatieve onderzoeksmethodologie	6	HC/WC	tentamen	NL
BCU2016	Financial accounting en reporting	6		tentamen/werkstuk	EN
BPRO208	Project: Financial Instruments	6		werkstuk	EN

Semester 3.1

CODE	NAAM	EC	WERKVORM	TOETSING	TAAL
BCU320	Organisatieontwerp	6		tentamen	NL
BCU2004	Management accounting en control	6		tentamen/werkstuk	NL
	Keuzevak	6			
	Keuzevak	6			
	Keuzevak	6			

Semester 3.2

CODE	NAAM	EC	WERKVORM	TOETSING	TAAL
BIM303	Bachelorthesis bedrijfskunde	12		thesis	NL/EN*
BCU328	Voortgezet boekhouden	6		tentamen	NL
BCU3020	Topics in accounting & control	6		werkstuk	NL
BCU324A	Organization Theory 2	6		tentamen	EN

*) Ter voorbereiding op de Engelstalige masters heeft de student de mogelijkheid de bachelorthesis in het Engels te schrijven om zo de Engelse taalvaardigheid te trainen.

Onderzoeksstage

Studenten mogen, in overeenstemming met de door de examencommissie Bedrijfskunde vastgestelde stageregeling, twee keuzevakken van 6 EC vervangen door een (onderzoeks-)stage bij een aan het vakgebied verwante instelling of organisatie in binnen- of buitenland.

Master's programme

Curriculum of the Marketing programme

Semester 1: Course	EC	Type of Testing	Type of Teaching-activity	Block
Buying Behaviour	6	Written exam + assignment	Lectures + tutorials	1
Marketing Management	6	Written exam + assignment	Lectures + tutorials	1
Product Management	6	Written exam + assignment	Lectures + tutorials	2
Brand Management	6	Written exam + assignment	Lecture	2
Methodology in Marketing and Strategy Research	6	Written exam + assignment	Lectures	1 and 2
Semester 2: Course	EC	Type of Testing	Type of Teaching-activity	Block
Elective within the Business Administration Master's programme	6			3
Elective within the Business Administration Master's programme	6			3
Master's Thesis in Marketing	18	Assignment		3 and 4

Curriculum of the Strategy programme

Semester 1: Course	EC	Type of Testing	Type of Teaching-activity	Block
Strategic Change	6	Written exam + assignment	Lectures + tutorials	1
Corporate Strategy	6	Written exam + assignment	Lectures + tutorials	1
Strategic Decision Making	6	Written exam + assignment	Lectures + tutorials	2
International Business	6	Written exam + assignment	Lectures + tutorials	2
Methodology in Marketing and Strategy Research	6	Written exam + assignment		1 and 2
Semester 2: Course	EC	Type of Testing	Type of Teaching-activity	Block
Elective within the Business Administration Master's programme	6			3
Elective within the Business Administration Master's programme	6			3
Master's Thesis in Strategy	18	Assignment		3 and 4

Curriculum of the International Management programme

Semester 1 Course	EC	Type of Testing	Type of Teaching-activity	Block
Corporate Strategy	6	Written exam + assignment	Lectures + tutorials	1
Organizations and Society	6	Written exam	Lectures + tutorials	1
Global Corporate Communication	6	Assignment	Lectures	2
Elective within the Business Administration Master's programme	6			
Methodology (Strategy/Marketing/OD&D/SHRM)	6	Written exam + assignment		1 and 2
Semester 2 Course	EC	Type of Testing	Type of Teaching-activity	Block
Global Marketing	6	Written exam + assignment	Lectures	3
International Human Resource Management	6	Written exam	Lectures	3
Master's Thesis (Strategy/Marketing/OD&D/SHRM with a focus on International Management)	18	Assignment		4

Curriculum of the Business Analysis and Modelling programme

Semester 1 Course	EC	Type of Testing	Type of Teaching-activity	Block
Computer Simulation Models and Organizational Decision-making	6	Written exam + assignment	Lectures + tutorials	1
Group Model Building I	6	Written exam + assignment		1
Strategic Decision Making	6	Written exam + assignment	Lectures + tutorials	2
Group Model Building II	6	Written exam + assignment		2
Research Methodology	6	Written exam + assignment		1 and 2
Semester 2 Course	EC	Type of Testing	Type of Teaching-activity	Block
Elective within the Business Administration Master's programme	6			3
Elective within the Business Administration Master's programme	6			3
Master's Thesis in Business Analysis and Modelling	18	Assignment		3 and 4

Curriculum of the Organizational Design & Development programme

Semester 1 Course	EC	Type of Testing	Type of Teaching-activity	Block
Organizations and Society	6	Written exam + assignment	Lectures + tutorials	1
Intervention in Organizations	6	Written exam + assignment	Lectures + tutorials	1
Organization Design	6	Written exam + assignment	Lectures + tutorials	2
Organizational Change	6	Written exam + assignment	Lectures + tutorials	2
Organizational Research Methods	6	Written exam + assignment	Tutorials	1 and 2
Semester 2 Course	EC	Type of Testing	Type of Teaching-activity	Block
Elective within the Business Administration Master's programme	6			3
Elective within the Business Administration Master's programme	6			3
Master's Thesis in Organizational Design & Development	18	Assignment		3 and 4

Curriculum of the Strategic Human Resource Management programme

Semester 1 Course	EC	Type of Testing	Type of Teaching-activity	Block
A Critical Approach to Strategic HRM	6	Written exam + assignment	Lectures	1
Institutional Dynamics and Human Resource Management	6	Written exam	Lectures	1
HRM and the Flexible Workforce	6	Assignment	Lectures + tutorials	2
Diversity and Identity in Organizations	6	Written exam	Lectures	2
HRM Research and Methods	6	Written exam + assignment	Lectures	1 and 2
Semester 2 Course	EC	Type of Testing	Type of Teaching-activity	Block
Elective within the Business Administration Master's programme	6			3
Elective within the Business Administration Master's programme	6			3
Master's Thesis in Strategic Human Resource Management	18	Assignment		4

Appendix 5: Quantitative data regarding the programmes

Data on intake, transfers and graduates

Bachelor's programme

Cohort size and composition of Bachelor's programme

Cohort	VWO	HBO prop	HBO*	Foreign	Other**	Total
	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>
2004 – 2005	201	4	10	1	1	217
2005 – 2006	176	9	12	2	5	204
2006 – 2007	174	3	8	3	3	191
2007 – 2008	171	2	8	5	7	193
2008 – 2009	200	7	6	2	2	217
2009 – 2010	248	1	6	4	3	262
2010 – 2011	319	7	2	5	4	337

* excluding pre-Master's students

** category Other includes, among others, students with a WO-P diploma (university foundation year) and students with a VWO + HBO-P diploma

Source: ISIS Sept. 2011

First year intake Business Administration

Cohort	Total	Men	Women	
	<i>N</i>	%	%	
2004 - 2005	217	69	31	
2005 - 2006	204	70	30	
2006 - 2007	191	64	36	
2007 - 2008	193	66	34	
2008 - 2009	217	61	39	
2009 - 2010	262	65	35	
2010 - 2011	337	71	29	

Source: ISIS Sept. 2011

Total number of Bachelor's students enrolled

	Total	Men	Women
Year	<i>N</i>	<i>N</i>	<i>N</i>
2004 - 2005	1507	1007	500
2005 - 2006	1392	912	480
2006 - 2007	1069	673	396
2007 - 2008	984	581	403
2008 - 2009	955	569	386
2009 - 2010	1014	634	380
2010 - 2011	1159	725	434

Source: ISIS-DHZ/enrolment 1 October

Dropout rate among Bachelor's students

Cohort	Intake	after 1 yr	after 2 yrs	after 3 yrs	1st yr selectivity*
	<i>total intake</i>				
	<i>N</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
2004 - 2005	217	29	42	45	64
2005 - 2006	204	31	42	45	69
2006 - 2007	191	37	48	48	77
2007 - 2008	193	29	38	39	74
2008 - 2009	217	26	37	37	70
2009 - 2010	262	28	38		
2010 - 2011	337	31			

* 1st year selectivity is the number of students who drop out in the 1st year as a percentage of the total of those who drop out after 3 years.

Source: ISIS Sept. 2011

Completion rates of students who obtained the 'Propedeuse-in-2'

Cohort	Size	% of total cohort	Efficiency of Bachelor's program			
			after 3 yrs	after 4 yrs	after 5 yrs	after 6 yrs
			<i>VWO-intake</i>			
	N	%	%	%	%	%
2004 - 2005	110	55	20	55	85	95
2005 - 2006	97	55	20	48	77	
2006 - 2007	92	53	29	60		
2007 - 2008	108	63	31			
2008 - 2009	121	61				
2009 - 2010	157	63				
2010 - 2011						

* N.B. At Nijmegen School of Management, efficiency is calculated based on those who gained the 'P-in-2' (Source: ISIS Sept. 2011).

Master's programme

Numbers and origins of full-time student entering the Master's programme

Year	Own university	Other Dutch universities	HBO	Foreign students	Total
04/ 05	187	6	149	14	356
05/ 06	152	12	127	10	301
06/ 07	124	5	86	11	226
07/ 08	108	7	21	11	147
08/ 09	99	11	28	16	154
09/ 10	97	14	43	18	172
10/ 11	121	14	50	45	230

Source: ISIS (reference date: 1 March 2011)

Total number of enrolled Master's students by year

Year	Master's students		
	Total	Men	Women
04/ 05	571	387	184
05/ 06	750	494	256
06/ 07	616	416	200
07/ 08	522	327	195
08/ 09	412	241	171
09/ 10	372	215	157
10/ 11	445	263	182

Source: ISIS (reference date: 1 March 2011)

Time spent on the Master's programme by origin of education (full-time intake)

Graduation cohort	Own university		Other Dutch university		HBO		Foreign students	
	Finished absolute	Average Duration	Finished absolute	Average duration	Finished absolute	Average duration	Finished Absolute	Average duration
		in months		in months		in months		in months
04/ 05	173	17	6	11	143	15	11	21
05/ 06	142	20	11	18	120	18	7	21
06/ 07	117	20	5	17	80	15	10	23
07/ 08	105	19	6	15	16	17	8	12
08/ 09	93	19	10	13	27	18	11	20
09/ 10	86	17	12	18	32	17	16	12
10/ 11	11	10	4	9	5	9	6	10

Source: ISIS (reference date: 1 Sept. 2011)

Completion rates (counting from 1st exam passed)

Cohort	Inflow N	After 1 year %	After 1.5 years %	After 2 years %	After 2.5 years %	After 3 years %	After 3.5 years %
2005-2006	301	19%	53%	75%	84%	89%	91%
2006-2007	226	29%	56%	77%	86%	91%	92%
2007-2008	147	22%	52%	77%	86%	90%	92%
2008-2009	154	20%	52%	73%	88%	92%	n/a
2009-2010	172	20%	57%	83%	85%	n/a	n/a
2010-2011	230	11%*					

Teacher-student ratio achieved

Bachelor's programme

Staff-student ratios 1 and 2

Year	Total staff in FTE	Total number of students ¹	Staff-student ratio 1	Teaching staff in FTE	Corrected number of students	Staff-student ratio 2
2008-2009	32.68	859	26.29	19.61	653	33.3
2009-2010	32.13	918	28.75	19.28	711	36.88
2010-2011	33.05	1064	32.19	19.83	833	42.01

Source: ISIS/DHZ 1 Oct. 2011

Explanation of staff-student ratios:

There are various ways of calculating the staff-student ratio and we present two methods here. The staff-student ratio 1 is calculated by dividing the total number of FTEs for the Bachelor's programme by the number of students. This calculation method is in accordance with the NVAO definitions of March 2012. Bachelor's students who have a maximum of two courses still to complete and who have been admitted to the Master's are not counted, because they are actually studying in the Master's programme. The second calculation (Table 10) is based on the number of teaching hours of Bachelor's programme staff. The number of students is corrected by differentiating between regular students, pre-Master's students, HBO-minor students, Law and Management students, and students whose studies have suffered some delay. For example, a Law and Management student is counted only as 0.3 of a student, because a Law and Management student is allowed to take four years to gain 72 EC. This is an average of 18 EC per year, which is 30% of the 60 EC that a student can normally obtain in a year.

Master's programme

Staff: student ratio

Year	Staff hours FTE	Teaching hours FTE	First-year students	Delayed students*	Total students	Staff-student ratio 1	Staff-student ratio 2
2010-2011	19.2	11.5	230	215	445	15.34	25.61
2009-2010	15.6	9.35	172	200	372	14.87	24.81
2008-2009	14	8.4	154	258	412	16.53	27.55

*Delayed students are assumed to be equivalent to only 30% of a first-year student because they no longer take up the full number of staff teaching hours. Most students are delayed in

¹ This column includes only those students who are studying in the Bachelor's programme. Table 7 gives the total including the students who still have to gain a maximum of 12 EC in the Bachelor's programme, but who are already studying in the Master's programme. For the staff-student ratio, they are counted as Master's students.

the final stage of the Master's programme by writing their thesis. The thesis delivers 0.3 of the credits within the programme.

Explanation:

The programme calculates the staff:student ratio in two different ways. The first uses the VSNU definition. Under this definition the ratio in the Master's programme is calculated by taking the total number of staff hours and dividing it by the number of students. The second ratio divides the number of teaching hours by the number of students. We calculate both ratios separately for students in the first year of the course and for delayed students.

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

Bachelor's programme

Average number of contact hours per week, for each semester, 2010-2011²

<i>Year 1</i>		<i>Year 2</i>		<i>Year 3</i>	
semester 1.1	semester 1.2	semester 2.1	semester 2.2	semester 3.1	semester 3.2
16.0	12.1	10.3	Business Administration track		
			12.5	8.8	10
			Business Economics track		
			8.6	9	7.9

Master's programme

In total, there are 155 contact hours in the first semester, including all lectures, tutorials, working groups, group feedback sessions and presentations. In the second semester there are at least 75 contact hours.

² The average number of contact hours per week is calculated by adding up the hours timetabled for all activities in which students and teaching staff are in direct contact (lectures, seminars and tutorials), and dividing the total by 16 – the number of weeks of teaching in each semester.

Appendix 6: Programme of the site visit

Sunday 13 January 2013

17.00-19.00	Preparatory meeting of committee and study of documents
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Monday 14 January 2013

8.30-9.30	Study of documents	
9.30- 10.30	First meeting with management	Prof. dr. Yvonne Benschop, Coördinator accreditatie Dr. Eric Jacobs, BA-coördinator 2008-2012 Dr. Hubert Korzilius, MT, Portefeuillehouder Onderwijs Prof. dr. Hans van Kranenburg, Sectievoorzitter Dr. Anna van der Vleuten, Vice-decaan Onderwijs
10.30-11.30	Meeting with students	Diederik van Eggelen, BA 1 (IBA) Ozcan Köylü, BA 3 Vivian van Poppel, BA 2 Geert van Rijt, BA 4/ Synergy (Vz) Karien Burg, MA SHRM/ R&M Sjoerd Janssen, MA Strategy/ WO pm Marly te Selle, MA ODD Lana Slonimska, MA Marketing Bart Vreeman, MA ODD/ Synergy
11.30-12.30	Meeting with staff	Dr. Inge Bleijenbergh, Methoden Drs. Joost Bücker, SHRM Dr. Paul Ligthart, Strategie Prof. dr. Allard van Riel, Marketing, Vice-decaan Onderzoek Dr. Roel Schouteten, BA-coördinator Prof. dr. Jac Vennix, Methoden Dr. Cosmina Voinea, Strategie Dr. Dirk Vriens, ODD
12.30-13.15	Lunch	
13.15-13.45	Meeting with educational committee	Dr. Marcel van Birgelen, Docentlid OLC Dr. Andreas Grössler, Docentlid OLC Prof. dr. Paul Hendriks, Voorzitter OLC Drs. Paul Moors, Ambtelijk secretaris OLC Iris Claus, Studentlid OLC Fleur van den Elzen, Studentlid OLC Lisa van Neerbos, Studentlid OLC Richard Vermeeren, Studentlid OLC Ilya Verschuren, Studentlid OLC

13.45-14.30	Meeting with board of examiners/ study advisor	Prof. dr. Ad van Deemen, Voorzitter examencie Prof. dr. Hans Doorewaard, Docentlid examencie Dr. Paul Driessen, Docentlid examencie Dr. Pascale Peters, Docentlid examencie Drs. Anne Fleur Thomeer, Ambtelijk secretaris examencie Remke Friesen, Studied adviseur Master Ir. Lucas Meijssen, Studied adviseur Bachelor
14.30-15.00	Meeting with alumni and members advisory council	Drs. Frank van Hoek, RA, Raad van Advies Drs. Barbara de Jongh, Raad van Advies Drs. Marcel de Rooij, Raad van Advies (Vz) Laura Berger MSc MA, Alumna Bedrijfskunde RU Nienke Evers MSc, Alumna Bedrijfskunde RU Jesper Hanssen MSc, Alumnus Bedrijfskunde RU Joke Leenders MSc, Alumna Bedrijfskunde RU Martijn Scheepers MSc, Alumnus Bedrijfskunde RU Ralf Smits MSc, Alumnus Bedrijfskunde RU Thekla Wesche MSc, Alumna Bedrijfskunde RU
15.00-16.00	Preparation final meeting with programme management	
16.00-16.45	Second meeting with management	Prof. dr. Yvonne Benschop, Coördinator accreditatie Prof. dr. Beate van der Heijden, MT, Portefeuillehouder Onderzoek Prof. dr. ir. Rob van der Heijden, Decaan Dr. Eric Jacobs, BA-coördinator 2008-2012 Dr. Hubert Korzilius, MT, Portefeuillehouder Onderwijs Prof. dr. Hans van Kranenburg, Sectievoorzitter Bedrijfskunde Dr. Anna van der Vleuten, Vice-decaan Onderwijs
16.45-18.45	Internal meeting committee, establishing conclusions	
18.45-19.00	Oral presentation of preliminary findings	

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:

3023745
3056848
0812870
0825670
3008746
0802441
3027449
0708577
3014061
0800902
0648302
3039536
3058565
0812234
3021688

Master:

0519715
0501778
0617075
0613509
0414905
4006607
4091124
3047431
4167368
0223603
4010949
3050122
4089073
3050521
4167244

During the site visit, the committee studied, among other things, the following documents (in Dutch):

Jaarverslag	2009	2010	2011
Opleidingsjaarverslag	2009-2010	2010-2011	
Alumni-onderzoek	2011		
Werkgeversonderzoek	2011		
Semesterverslag 2.1	2010-2011		
Semesterrapport EMSD en BAM	2011-2012		
Evaluatie Bachelorthesis	2010-2011		
Verslagen Examencommissie	2011	2012	
Verslagen Raad van Advies	2010	2011	2012
Verslagen Opleidingscommissie	2010	2011	2012
Voorlichtingsmateriaal			
Stageregeling	2012-2013		
Guidelines Masterthesis	2011-2012		
Onderwijs- en Examenregeling (BA en MA)	2009-2010	2010-2011	2012-2013
Per semester en per vak de gebruikte boeken en readers			
Cursusdossiers Bachelor:			
<i>Inleiding in de Bedrijfskunde 1</i>	<i>BA 1</i>		
<i>Project Lerende Organisatie</i>	<i>BA 1</i>		
<i>Operationeel Management en Logistiek</i>	<i>BA 2</i>		
<i>Kwantitatieve Onderzoeksmethodologie</i>	<i>BA 2</i>		
<i>Systeemtheorie</i>	<i>BA 3</i>		
<i>Bachelorthesis</i>	<i>BA 3</i>		
Cursusdossiers Master:			
<i>Account Management</i>			
<i>Knowledge and Learning in Organizations</i>			
<i>A Critical Approach to Strategic HRM</i>			
<i>Brand Management</i>			
<i>Methodology in Marketing and Strategy Research</i>			
<i>Strategic Decision Making</i>			
<i>Human Resource Management and the Flexible Workforce</i>			

In addition, the committee had access to course information on Blackboard.

Appendix 8: Declarations of independence



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Théo Verschell

HOME ADDRESS:

Sportlaan 35 5071 CB Udenhout

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

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

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

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

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

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

PLACE: Utrecht DATE: 14/12/12

SIGNATURE: Théo Verschell



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

JANS VAN DER HEIJDEN

HOME ADDRESS:

WEGLEA AVENUE, GILBERTO, GUYANA

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

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

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

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

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

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

PLACE: _____ WEGLEA DATE: _____ 14/12/12

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Lynette Harris

HOME ADDRESS:

780, Wollaton Road, Nottingham NG8
2AP. UK

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

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

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

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

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

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

PLACE:

WIRECHT

DATE:

14.12.2012

SIGNATURE:

Q367



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: ANDREW STURDY

HOME ADDRESS: 14 ROSEBERY TERRACE, BRISTOL BS8 1DP,
UK

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

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

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

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

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

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

PLACE: BRISTOL DATE: 10/1/13

SIGNATURE: [Handwritten Signature]

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Marjolien van der Aar

HOME ADDRESS:

Leidschennisstraat 27-3, 1017 RG Amsterdam

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

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

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

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

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

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

PLACE: Utrecht

DATE: 14-12-2012

SIGNATURE:





DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Linda van der Grijpspaarde

HOME ADDRESS:

Opwiederweg 150 Oppingedam

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

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

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

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

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

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

PLACE: Utrecht DATE: 14 December 2012

SIGNATURE: