

Business Administration

**Faculty of Economics and Business,
the University of Amsterdam**

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

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

Project number: Q367

© 2013 QANU

Text and numerical material from this publication may be reproduced in print, by photocopying or by any other means with the permission of QANU if the source is mentioned.

CONTENTS

Report on the Bachelor's programme in Economics and Business and the Master's programme in Business Studies of the University of Amsterdam.....	5
Administrative data regarding the programmes.....	5
Administrative data regarding the institution.....	6
Quantitative data regarding the programmes.....	6
Composition of the assessment committee	6
Working method of the assessment committee	6
Summary judgement	9
Summary judgement	9
Description of the standards from the Assessment framework for limited programme assessments	14
Appendices	33
Appendix 1: Curricula vitae of the members of the assessment committee	35
Appendix 2: Domain-specific framework of reference	37
Appendix 3: Intended learning outcomes	41
Appendix 4: Overview of the curricula.....	47
Appendix 5: Quantitative data regarding the programmes.....	51
Appendix 6: Programme of the site visit	55
Appendix 7: Theses and documents studied by the committee.....	59
Appendix 8: Declarations of independence	63

This report was finalized on 27 May 2013

Report on the Bachelor's programme in Economics and Business and the Master's programme in Business Studies of the University of Amsterdam

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

Administrative data regarding the programmes

Bachelor's programme Economics and Business

Name of the programme:	Economics and Business
CROHO number:	50905
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Tracks:	Accountancy & Control Business Studies Economics Economics and Finance Finance
Location:	Amsterdam
Mode of study:	full time
Expiration of accreditation:	31-12-2013

Master's programme Business Studies

Name of the programme:	Business Studies
CROHO number:	60902
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Tracks:	Strategy track Marketing track Leading and Managing People track International Management track Entrepreneurship and Innovation track.
Location:	Amsterdam
Mode of study:	full time
Expiration of accreditation:	31-12-2013

The visit of the assessment committee Business Administration to the Faculty of Economics and Business of the the University of Amsterdam took place on 21 February 2013.

Administrative data regarding the institution

Name of the institution:	the University of Amsterdam
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	applied (pending)

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 in Economics and Business and the Master's programme in Business Studies 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. dr. E.J.J. (Hans) Schenk, Professor of Economics, Utrecht University;
- M. (Marjolein) van der Aar, student of Master's programme Business Administration, Vrije Universiteit Amsterdam.

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

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

Working method of the assessment committee

Preparation

The assessment of the *Bachelor's programme in Economics and Business* and the *Master's programme in Business Studies* of the University of Amsterdam 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 advance of the assessment, a self-assessment report was prepared by the programme management. This report was sent to QANU and forwarded to the committee members after

a check by the secretary of the committee to ensure that the information provided was complete. The committee prepared for the site visit by studying the self-assessment report and a number of bachelor's and master's theses. The secretary selected fifteen theses randomly per programme from a list of all graduates of the last two years. The following stratification was used: five theses for each programme with low grades (6-6.5), five theses with average grades (7-7.5) 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 UvA, 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 considered satisfactory.

Site visit

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

The committee visited the programme on 21 February 2013. It organised a preparatory meeting the evening before the site visit. The programme of the site visit was developed by the committee's secretary in consultation with the chair and the programme management. The committee interviewed students, teachers and alumni, the programme management and representatives of the Faculty Board and the Examination Board, and the student and teacher members of the Programme Committee. The committee interviewed the alumni after the preparatory meeting on 20 February. An open consultation hour was scheduled and announced (but no one took advantage of it).

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

Report

The secretary wrote a draft report based on the findings of the committee. The draft report was amended by the committee members. After approval of the draft report by the committee, it was sent to the Faculty of Economics and Business for a check of the facts. The comments by the Faculty of Economics and Business were discussed in the committee. *This discussion resulted in some changes in the report, and subsequently the committee approved the final report.*

The assessment was performed according to the NVAO (Accreditation Organisation of the Netherlands and Flanders) framework for limited programme assessment (20 November 2011). In this framework a four-point scale is prescribed for both the general assessment and the 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 Economics and Business* and the *Master's programme in Business Studies* of the University of Amsterdam. The committee studied the information available and discussed the programmes 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, the committee assesses the *Bachelor's programme in Economics and Business* and the *Master's programme in Business Studies* as satisfactory.

Bachelor's programme in Economics and Business

Standard 1: Intended learning outcomes

The *Bachelor's programme in Economics and Business* (Dutch name 'Economie en Bedrijfskunde') is a multidisciplinary academic bachelor, aimed at achieving an academic way of thinking and acting within the broad disciplines of economics and business. The programme is unique in the Netherlands: very few other programmes cover the fields of economics and business. The committee appreciates the combination of the two broad fields in this programme, which allows students to become acquainted with courses in business, business economics, and economics, and so are able to discover which of the fields addresses their primary interests. In addition, after completing the study programme, students will have acquired specialised knowledge of one of the following five tracks: *Accountancy & Control*, *Business Studies*, *Economics*, *Economics and Finance* and *Finance*.

Because of the broad focus of the programme, it necessarily covers only parts of the subject-specific knowledge described in the subject-specific reference framework. The committee finds this acceptable.

The aims of the programme are translated into intended learning outcomes. The latter are categorized into outcomes regarding knowledge, skills, and attitude. According to the committee, the intended learning outcomes are well described in terms of level and orientation and are sufficiently different per track.

Standard 2: Teaching-learning environment

The three-year bachelor's programme is offered exclusively as a full-time programme of 180 EC. For non-Dutch speaking students, the Faculty of Economics and Business offers the possibility to study the bachelor's programme in English.

The academic year consists of two semesters of 20 weeks each. In each semester, there are two blocks of eight weeks, and one block of four weeks. Within the eight-week blocks, there is room for two courses. In a four-week block, one course is offered.

The committee believes that the content and structure of the bachelor's programme enables students to achieve the intended learning outcomes. The amount of research and methodology in the programme is sufficient and adequately builds up to the writing of the bachelor's thesis. The content of the courses fits the focus on business and economics of the first year. For example, the programme provides for a strong background in mathematics and statistics. From the second year, students have the possibility to shape the programme according to their own individual wishes and interests by choosing one of the tracks.

All courses have a mixed delivery mode, consisting of lectures and tutorials. The lectures are given to larger groups of students. In addition, students also meet every week with a lecturer in smaller tutorial groups of up to 40 students. These lectures and tutorial groups provide the structure of the programme, and in the committee's view this structure is satisfactory and supports the students' learning process.

Staff numbers are adequate to implement the programme. The committee observed that the teaching staff is involved in research. They are enthusiastic and supportive of students. However, the proportion of staff members without a PhD is too large in the view of the committee to ensure a research focus in the somewhat longer run.

Standard 3: Assessment and achieved learning outcomes

At the course level, the assessment of learning takes place through exams, papers, presentations, and homework assignments. As a rule, all courses in the bachelor programme have some form of mid-term assessment. In the bigger courses, e.g. in the first year, this is a mid-term exam. Courses in the second and third years may use homework assignments, presentations, or group or individual papers instead of a written exam. All courses conclude with a written exam, except for some of those focusing on academic and research skills. The final assessment may be based on a written case or a final assignment involving quantitative or qualitative analysis of data. The committee feels that the assessments are adequately related to the programme. There is a variety of assessment forms and a good balance between individual and group assignments.

In the final stage of the programme, the learning outcomes are tested by means of the bachelor's thesis. The committee assessed fifteen recent theses and established that they all met the requirements for graduation. They were judged to be of adequate quality. The committee did not encounter theses that were unsatisfactory. The theses illustrated that the students have achieved the intended learning outcomes as formulated by the programme. Some of the theses were of very high quality.

The committee concludes that the current assessment marking form is inadequate. It does not support consistency, it is too general, and the secondary marks do not logically lead to the final grade. The situation is exacerbated by the lack of any written tutor comments, which would provide the rationale for the grade awarded and developmental feedback to the student.

The committee recommends a revision of the assessment form, and preparing better guidelines for quality control of assessment. In addition, it recommends that introducing a second assessor.

All exams are submitted to the Board of Examiners, which periodically reviews individual ones. Furthermore, the Board looks into exams with irregular results relative to other years or other courses (i.e., either very low or very high passing grades). The committee welcomes the review of individual exams by the Board of Examiners and by colleagues. The Board of Examiners gave a good impression of the progress being made and the agenda that had been set.

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

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

Master's programme Business Studies

Standard 1: Intended learning outcomes

The master's programme provides knowledge of and insight into issues concerning business administration. This means that the graduate is capable of analysing business issues from multiple perspectives, is able to critically examine the chosen solutions in theory and practice, and is able to develop alternative, well-founded solutions. Detailed knowledge at a high academic level is combined with empirical research and its application. After successfully completing the study programme, students will have acquired specialised knowledge of one track and, in addition, extensive knowledge of a selection of related fields in business studies.

In the master's programme, students specialize in one of the following five tracks: *Strategy, Marketing, Leading and Managing People, International Management* and *Entrepreneurship and Innovation*. The five tracks are related to major fields in Business Studies and consist of areas that the programme is able to offer based on the capacity of the sections.

The aims of the programme are translated into intended learning outcomes. The latter are categorized into outcomes regarding knowledge, skills, and attitude. According to the committee, the intended learning outcomes are well described in terms of level and orientation and sufficiently different per track.

Standard 2: Teaching-learning environment

According to the committee, the master's programme enables the students to develop their competences in business administration on an advanced level and prepares them for progression to a doctorate or for competing in the labour market for positions that require an advanced scientific education in business administration. Students have the possibility to shape the programme according to their own individual wishes and interests by choosing one of the tracks.

The programme consists of two semesters of 20 weeks each. In the first semester, there are two periods of eight weeks, and one block of four weeks. In the first period of the first semester, students follow two foundational 'Theories of ...' courses of two different tracks. In the second period of eight weeks, students follow two compulsory master's core courses in the chosen track. In the third period, students receive an introduction to the thesis. In the second semester, students work on their thesis. In addition, they participate in two research workshops and follow two elective courses.

According to the committee, the programme provides a sufficient degree of methodology and preparation for the master's thesis. It notes that the process of writing the thesis has become more structured in the past few years. This encourages more students to finish their master's thesis in time.

The master's programme provides a good balance between research and theory. There is a strong link with the professional field, mainly in the second semester. Guest lecturers are invited to give talks, and lecturers use case studies in the core courses. Some of the electives are designed and taught in collaboration with the business community.

The staff is sufficient in number to realise the delivery of the programmes. The committee notes that the teaching staff is also involved in research. They came across as enthusiastic and supportive of the students.

Standard 3: Assessment and achieved learning outcomes

Within the master's programme, a variety of assessment methods is 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 methods and a good balance between individual and group assignments.

The committee assessed fifteen recent master's theses and confirmed that they all met the requirements for graduation. The theses are of adequate quality. The committee did not encounter theses that were unsatisfactory on the whole. They illustrate that the students have achieved the intended learning outcomes as formulated by the programme. However, the committee feels that many students are not critical about their choice of research method; the rationale for the chosen approach is often missing.

The committee concludes that the marking form currently in use is inadequate. It does not support consistency, it is too general, and the secondary marks do not logically lead to the final grade. The committee recommends revising the assessment forms and developing better guidelines to ensure quality control of the assessment.

All exams are submitted to the Board of Examiners, which periodically reviews individual exams. Furthermore, the Board looks into exams with irregular results compared to other years or other courses (for example, either very low or very high passing grades). The committee welcomes the review of individual exams by the Board of Examiners and by colleagues. The Board gave a good impression of the progress being made and the agenda that had been set.

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

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

General conclusion **satisfactory**

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

Date: 27 May 2013



Prof. dr. Th. M. M. Verhallen



drs. L. van der Grijspaarde

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

Standard 1: Intended learning outcomes

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

Explanation:

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

Findings

For this standard, the domain-specific requirements are described (1.1). After that, the profile of the 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 the Radboud University Nijmegen, University of Amsterdam, VU University Amsterdam, Tilburg University and the Open Universiteit. The subject-specific reference framework is presented in appendix 2.

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

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

1.2 Profile of the programmes

Bachelor's programme Economics and Business

The *Bachelor's programme in Economics and Business* (Dutch name of the programme: '*Economie en Bedrijfskunde*') is a multidisciplinary academic bachelor, aiming to achieve an academic way of thinking and operating within the broad disciplines of economics and business. Students acquire knowledge of the academic literature in the fields of economics and business and receive training in methods and skills to apply this knowledge. Students study organisations with respect to their internal processes and their interaction with the environment, as well as the way the markets operate in which these organisations are active. The programme is unique in the Netherlands: not many programmes combine these two fields. Its broad nature

is a choice made to accommodate students who are interested in the functioning of organisations and markets, but are as yet unsure where their main interest lies.

In the second year of the bachelor's programme, students start specialising by choosing one of the five tracks:

- The *Accountancy & Control track* focuses on generating, evaluating and interpreting financial information regarding organisational performance. It consists of courses on reporting to external parties (financial accounting), reporting to internal parties (management accounting), and ensuring the quality of the information that is reported (auditing and accounting information systems).
- The *Business Studies track* aims to provide insights into and knowledge about managing the internal processes of organisations in relation to their environment. The aim is to understand how the various activities within an organisation contribute to achieving the organisation's goals, and how these activities may be managed to increase this contribution.
- The *Economics track* has an economic core and addresses specialized topics and subjects, like microeconomics, macroeconomics, labour economics and public economics. It is also a field that uses advanced mathematical and statistical techniques.
- The *Economics and Finance track*: to accommodate students with a specific interest in the combination of economics and finance, a track is available which overlaps with the Economics track for the entire second year. Content-wise, this track is identical to the *Economics track* (except for one compulsory course in Public Economics which is replaced by Advanced Corporate Finance); however, the electives are all pre-specified, and there is no room for a minor or a semester abroad. The programme exists to ensure that non-Dutch students can follow a track with a substantial finance component. The Finance & Organisation variant contains two Dutch language courses on business law and property law. By offering this specific track, non-Dutch students have a structured finance-oriented programme.
- The *Finance track* aims to provide knowledge about the way businesses make financial decisions in both national and international contexts. It provides a broad framework to understand financing at the smaller level (venture finance), using financial markets, and even newer less traditional sources of large financing (private equity).

The committee appreciates the combination of the two broad fields of economics and business in the bachelor's programme, which allows students to get acquainted with courses in business, business economics, and economics, and so are able to discover which of the fields they are primarily interested in. Bachelor students told the committee that the broad focus of the first year was an important reason to choose this programme. Because of the broad focus, it necessarily covers only parts of the subject-specific knowledge described in the subject-specific reference framework. The committee considers this acceptable.

As described in the self-assessment report, the aim of the bachelor's programme is to be an international, research-driven bachelor's programme. The committee discussed the aim of being research-driven with the management, students and staff. It discovered that the programme does not really distinguish itself from other academic bachelor's programmes in the Netherlands with a focus on research. An academic bachelor implies (almost by definition) that the programme offers a certain level of research training. It was made clear to the committee that the programme wishes to distinguish itself from universities of applied science (HBO), especially in their profiling for international students. The committee suggests reviewing this research-led aspect to clarify that this is an academic programme, and to emphasise that the programme is structured around academic research.

Master's programme Business Studies

According to the self-assessment report, the master's programme provides knowledge of and insight into issues concerning business administration. This means that the graduate is capable of analysing business issues from multiple perspectives, can criticise the chosen solutions in theory and practice, and is able to develop alternative, well-founded solutions. Detailed knowledge at a high academic level is combined with empirical research and the application of this research. After successfully completing the study programme, students will have acquired specialised knowledge of one track and, in addition, extensive knowledge of a selection of related fields in business studies.

In the master's programme, students specialize by choosing one of the following five tracks:

- The *Strategy track*: The purpose of this track is to develop the knowledge and skills that students will need to deal with the fundamental, complex and often unstructured problems that firms and their general managers face.
- The *Marketing track*: This track exposes students to areas such as advertising, sales, channel/distribution management, marketing strategy and marketing innovations.
- The *Leading and Managing People track*: This track is concerned with the complex questions raised in balancing high performance and the well-being, safety and personal ambitions of the people that make up the organisation. It focuses on the complexities of leading and managing people in the current dynamic and international business environment.
- The *International Management track*: This track focuses on the strategic management and organisation of multinational enterprises, taking into account both their internal characteristics and the different national environments in which they operate.
- The *Entrepreneurship and Innovation track*: This track aims at developing interest in entrepreneurship and innovation as a career option as well as an academic discipline. In this track, Entrepreneurship and Innovation Management is viewed as a process of opportunity searching, creation and execution.

The committee studied the focus of the five tracks and concludes that they are related to major fields in Business Studies and consist of areas that the programme is able to offer based on the capacity of the sections. It notes that the programme distinguishes itself from other programmes by providing a relatively unique *Entrepreneurship and Innovation track*. It suggests developing this niche further in the profile of the programme as the University of Amsterdam has a long tradition in entrepreneurship and making a link to UvA's strategic plan, in which corporate social responsibility and innovation are mentioned as one of the three objectives.

The committee welcomes the introduction of two new tracks in the coming academic year: *Financial Management* and *Entrepreneurship and Management in the Creative Industry*. It believes that these new tracks are well aligned with the needs of the local economy in and around the capital.

1.3 Intended learning outcomes of the programmes

The aims of the *Bachelor's programme in Economics and Business* are translated into intended learning outcomes (appendix 3). The latter are categorized into outcomes regarding knowledge, skills, and attitude.

Three general knowledge-related learning outcomes are described. In addition, each track has seven to eleven specific knowledge-related learning outcomes.

The eight skills-related outcomes include the ability to critically evaluate theories and scientific research, to conduct applied or theoretical scientific research, and to report findings verbally as well as in writing.

The four attitude-related learning outcomes reflect that graduates are expected to have developed a multidisciplinary attitude, and to be able to work independently as well as in a team context. They also need to be aware of the wider societal context they operate in and the consequences of business and economic behaviour on this society.

The aims of the *Master's programme in Business Studies* are translated into intended learning outcomes as well (appendix 3). Similar to the intended learning outcomes of the bachelor's programme, they are categorized into outcomes regarding knowledge, skills, and attitude.

For both programmes, the knowledge-related intended learning outcomes are divided into four levels: preparatory knowledge (level A), basic knowledge (level B), extensive knowledge (level C) and specialised knowledge (level D). The programmes explained that courses with extensive and specialised knowledge include more recent developments in the field as well as a more critical perspective by showing the contingencies and limits of the different theories. According to the self-assessment report, the bachelor's programme is aiming at level B and level C. The master's programme is directed at acquiring specialised knowledge (level D).

The committee believes the learning outcomes of both programmes are clearly specified. They are well described in terms of level and orientation, with separate outcomes per track. The committee appreciates the distinction between four levels of substantive knowledge.

Considerations

The committee believes that the bachelor's programme aims to offer students a thorough, up-to-date education in the field of Business Administration and Economics. The master's programme trains the students to become independent academics in one of the tracks.

The committee appreciates the combination of the two broad fields of economics and business in the bachelor's programme, which allows students to get acquainted with courses in business, business economics, and economics, and so enable to discover which of the fields they are primarily interested in. In addition, after completing the study programme, students will have acquired extensive knowledge of one particular track.

The five tracks of the master's programme are related to major fields in Business Studies and consist of areas that the programme is able to offer based on the capacity of the sections.

According to the committee, the intended learning outcomes are well described in terms of level and orientation and differ sufficiently per track.

Conclusion

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

Master's programme Business Studies: the committee assesses Standard 1 as **satisfactory**.

Standard 2: Teaching-learning environment

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

Explanation:

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

Findings

The contents (2.1), the learning environment (2.2), the quantity and quality of the staff (2.3) and the programme-specific quality assurance (2.4) of the *Bachelor's programme in Economics and Business* and of the *Master's programme in Business Studies* are discussed below.

2.1 Contents of the programmes

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

2.1.1 Curriculum of the Bachelor's programme Economics and Business

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

Structure of the curriculum

The bachelor programme was redesigned in the 2011-2012 academic year. This redesign coincided with the introduction of a new academic calendar following the '8-8-4'-schedule, which was mandated by the Executive Board of the University of Amsterdam. This means that the academic year consists of two semesters of twenty weeks. In each semester, there are two blocks of eight weeks, and one block of four weeks. Within the eight-week blocks, there is room for two courses. In the four-week block, one course is offered. All courses have an equal study load of 6 EC.

The committee is positive about the redesign of the programme. It expects that timetabling no more than two courses per week will have a positive effect on study success. The students told the committee that they appreciated the redesign. Together with mid-term assessments, the structure encourages them to start studying early.

First year

In the broad first year, students follow courses on business topics (organisation and management, marketing and strategy), business economics topics (accounting, finance, tax), and economics topics (micro-economics, macro-economics), mathematics and statistics, and general academic skills. Additionally, an academic and study skills mentorship runs parallel to the scheduled courses in the first semester. The first year provides the basis on which the tracks build in the second and third years, while giving students an introduction to each of the tracks.

The committee examined the study materials of the first-year courses and confirmed that the content fits the focus on business and economics. Notably, the programme provides a strong background in mathematics and statistics.

The committee recommends adding content relating to organisational behaviour / human resource management. In its view these subjects are currently under-represented in the programme's compulsory curriculum. If students avoid electives that cover these subjects, they are able to graduate with very little knowledge about organisational behaviour.

The committee discussed the absence of a compulsory course on ethics in the bachelor's programme with the management. Management explained that there is a popular elective on business ethics, taken by approximately 160 students. In the master's programme, ethics is a compulsory element. Although the committee prefers to see a compulsory course on ethics, it is satisfied with the current situation. It notes that bachelor students are not required to engage in primary data collection for their thesis. If students are going to do primary research, they will need to be aware of the ethical issues their proposed research raises and address them. Should primary data collection become mandatory in the future, the committee recommends including ethics as a core part of the programme to ensure that students contact and treat respondents correctly.

Tracks

After the common first year, students choose one of the five tracks, as described in the section on the profile of the programme: the *Accountancy & Control track*, the *Business Studies track*, the *Economics track*, the *Economics and Finance track* and the *Finance track*.

The second year consists of compulsory courses for all tracks. Within the tracks, there are no further specializations.

The five tracks link into four master's programmes offered by the Faculty of Economics and Business: *Accountancy & Control*, *Business Economics*, *Business Studies*, and *Economics*.

According to the committee, the programme offers students a choice of well-defined tracks. It is clear to the committee that through the introduction of tracks, it is easier for students to pick a set of courses that match their interest, rather than having to sort through many electives. It felt that the structure of different starting points for the tracks is complicated. However, students assured the committee this is explained well during the early stages of the programme. In addition, students feel prepared for the choice of one of the tracks, because the subjects of all tracks are covered in the first year, and orientation meetings are held for every track.

Students reported that they would like to see more guest lectures in the bachelor's programme. The committee is of the opinion that the link with practice is adequate, but can be improved. It advises the programme to monitor the links with the professional practice in the programme, for example guest lectures or case studies from companies.

Scientific research

The committee was interested to see whether the amount of research and methodology in the programme is sufficient and properly builds up to the writing of the bachelor's thesis. It became clear to the committee that the bachelor's programme is sufficiently research-driven. 60 EC of the programme is allocated to the training of academic skills. Students explained to the committee that in the first year, they had to apply the academic skills learned in courses that were offered in the same period.

Electives, minors, study abroad, internship

In the third year of the bachelor's programme, there is some space for electives (18 EC).

Other than the *Economics and Finance track*, all tracks offer the students the opportunity to take a 30 EC semester abroad or for a minor. In the 2011-2012 academic year, 121 students went abroad.

It is possible for students to do an internship, but this must always be combined with the bachelor's thesis. Thus, the internship organisation will function as the source of empirical material for the thesis. Students cannot do an internship consisting only of practical work for credits.

The committee noted that if students go abroad or do an internship, they will miss third-year core courses. The management of the programme explained that as a consequence of the chosen new structure, there is less room for electives, and choosing to go abroad or an internship means that courses will be skipped. Some courses, for example the Econometrics course for the *Economics track*, are mandatory. The committee feels that it is unwelcome for students to miss core courses and advises the programme to monitor closely whether individual students do meet the intended learning outcomes of the programme when going abroad.

Language

In the first year, the programme is offered in Dutch. In the second year, some courses are taught in English. The last year is offered completely in English.

For non-Dutch-speaking students, the Faculty of Economics and Business offers the possibility to follow an English language programme within the bachelor's programme. This is done by scheduling both Dutch and English language classes of courses in the first year, and scheduling courses that are (also) delivered in English in the second and third years. There is very little difference in the content of courses: they share the same materials, examinations, and learning goals.

The committee appreciates the possibility for non-Dutch-speaking students to follow all courses in English. From the meeting with students, the committee discovered that for some students this is the reason to choose this programme, even if they do speak Dutch.

2.1.2 Curriculum of the Master's programme Business Studies

Appendix 4 provides an overview of the curriculum of the 60 EC master's programme. The programme is taught in English. The programme has been redesigned in recent years, in order to improve the academic skills and its professional relevance for the students.

Structure of the programme

The academic year consists of two semesters that are each subdivided according to the uniform 8-8-4 system (as described in the section on the bachelor's programme). Every course comprises 6 EC.

As described before, the programme offers five tracks: the *Strategy track*, the *Marketing track*, the *Leading and Managing People track*, the *International Management track* and the *Entrepreneurship and Innovation track*.

At the start of the programme, students follow two foundational 'theories of ...' courses of two different tracks. Students who are still unsure about their choice for a track have a little more time to decide, while in the meantime the introduction to a second track contributes to their orientation in more disciplines. In the second period of eight weeks, students follow two

compulsory core courses in the chosen track. In the third period (four weeks), students receive an introduction to the thesis, including an overview of appropriate research methods (2 EC) and writing their thesis research proposal (4 EC).

According to the self-assessment report, the focus in the first semester is on providing a sound understanding of the main theories and core concepts in the chosen area of specialisation and on preparing the master's thesis. The 'theories of ...' courses consist of lectures providing the basic knowledge and concepts that are common for the core courses in the subsequent track. They also serve to bring students from diverse programmes and universities to the same level of knowledge. The core courses in the second block are a mixture of lectures and tutorials and provide specialist knowledge in the field. They also provide insight into on-going research, and the lecturers will give suggestions to the students for potential research topics for thesis work.

In the first period of the second semester (eight weeks), students start with their thesis work from the first day. They will take the full semester to finish it. During this process, they will participate in two research workshops of 1 EC each in this period, which will help them to set up the research for their thesis. The individual supervisor will help to select the most relevant workshops for their type of research. In the second period of eight weeks, students participate in one of the two available workshops on data analysis and reporting (1 EC), depending on whether they have a more quantitative or qualitative research design. In the first and second periods, the students follow two elective courses. In the last period of four weeks, the students finish their thesis.

The committee is positive about the structure of the master's programme. It provides students with specialisation in the chosen track and leaves room for some electives. By choosing a track and selecting electives, the study programme can be tailored to the individual interests and talents of students. The programme provides a sufficient degree of methodology and preparation for the thesis. By structuring the writing of the master's thesis better, students are encouraged to finish on time. The committee heard from the students that they appreciate this increase in structuring.

Electives

As described above, students may choose two electives from a variety of options. The electives function to broaden the students' scope and enable them to approach business issues from different disciplinary angles. The programme includes electives on topics like business and sustainability, branding, retail marketing and consultancy that are open to students from all tracks so they will learn to discuss issues with students from other disciplines. Some of these electives are designed and taught in collaboration with the business community, like courses in Branding (with input from l'Oreal) and Retail Strategy and Retail Marketing (with input from the Stichting Anton Dreesmann). Students with a preference for more theoretical courses have a choice of several other electives or may opt to join an extra core course from another track.

Link to the professional field

Guest lecturers are invited, and lectures use case studies in the core courses. The committee discovered that the students are positive about the quantity of guest lectures and core courses in the master's programme. In addition, the relation with the practice of business is apparent in the electives. The electives are of a more applied nature than the core courses.

Starting in September 2013, all master students - together with the executive students - will start the programme with a series of lectures from business managers.

The committee concludes that there is a strong link with the professional field in the programme, mainly in the second semester. It welcomes the introduction of the new lectures, which will provide an overview of topical business issues in the areas of the study programme.

2.1.3 Correspondence between the intended learning outcomes and the programmes

The committee examined how the various components of the bachelor's and master's programme contribute to the intended learning outcomes. It studied the matrices that are included in the self-assessment reports, setting out the components of the programmes linked to the intended learning outcomes. In addition, it examined the study material of the different courses. It has some reservations regarding the translation of the intended learning outcomes of the programmes into the actual programs of study.

The committee concludes that, in general, both programmes offer students the possibility to achieve the necessary knowledge and skills. However, it notes that there is a lack of connection between all intended learning outcomes and the programmes. For example, the last accreditation committee discovered in 2007 that 'the goal of communicating with non-specialists' of the bachelor's programme was not operationalized. According to the committee, this is still not the case. Also, the intended learning outcome 'the ability to communicate effectively with people working in organisations in other disciplines' is not linked to one of the curriculum components. The committee advises the programme to look for possibilities to teach and assess this element in the programme, should the programme wish to uphold this intended learning outcome.

The committee noticed that in the matrices included in the self-assessment reports, the programmes do not have a consistent approach for addressing the intended learning outcomes regarding knowledge, skills, and attitude. For example, each programme allocates the attitude-related learning outcomes to a different part. The self-assessment report of the bachelor's programme explains that attitude-related learning outcomes cannot be attributed to single courses. At the same time, for the master's programme, the attitude-related learning outcomes are allocated to many of the courses (too many). According to the committee, this does not provide a clear picture. It advises the programmes to provide matrices that specify where the different learning outcomes are explicitly taught and also assessed.

The knowledge outcomes are identified at four levels: preparatory knowledge (level A), basic knowledge (level B), extensive knowledge (level C) and specialised knowledge (level D). The committee appreciates the distinction of four levels of knowledge outcomes. However, it wishes to see these levels reflected in the educational goals described for each course. At the moment, the educational goals are diverse, and there is a lack of alignment between a diverse set of educational goals and the intended learning outcomes. The committee advises rewriting the educational goals, so they define what the students are expected to be able to do upon completion of the course. With that, the educational goals further guide the design of the course, e.g. the choices in assessment and teaching methods and student activities. It is important to ensure the alignment between the educational goals, the assessment techniques and criteria, and the teaching methods because it makes the overall learning experience of the students more transparent.

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 Economics and Business

For the learning environment, the didactic concept, the tutoring and study advice are covered, along with the study load, the study duration and the dropouts.

Didactic approach

All courses contain lectures and tutorials. The lectures are given to large groups of students. In addition, students meet every week in smaller tutorial groups taught by a lecturer. In these tutorial groups, various interactive work forms are used, e.g. doing exercises and cases, discussing academic papers and theories, presentations by students or role playing. Courses have a mid-term exam, with some type of examination to be done after three weeks (such as a mid-term exam or homework assignments) that counts towards the final grade. Typically, students are assigned to groups of three to four participants for the various assignments in the tutorials.

The set-up with smaller tutorial groups is applied throughout the Bachelor's programme, including the first-year courses, which implies that these courses include up to 22 working groups. According to the self-assessment report, a benefit of this structure is that it facilitates scheduling English language groups in addition to Dutch language groups for the same course.

The committee discussed the set-up with lectures and tutorials in the different meetings and feels that this format enables students to develop their competences. First-year students told the committee that they were surprised by the way the structure with relatively small groups gives them the feeling of an intimate environment, because they started with 800 other students. For example, students had lectures on mathematics with 60 other students, and tutorials with 20 other students. Nevertheless, the committee discovered that the number of students in some tutorials can rise to 50. It has concerns about such a large number of students in a single tutorial group and advises the programme to address the issue of the size of the tutorials.

Tutoring and study advice

The committee discussed the way students are counselled during the bachelor's programme. It discovered that the students' progress is monitored closely and that students are invited for a talk by the student counsellor when their progress lags behind. Students get help and receive clear signals as to whether their progress is sufficient to be allowed to continue studying after the first year.

In the first semester, an academic and study skills mentorate runs parallel to the scheduled courses. The lecturers of this mentorate work together with the counsellors.

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. The committee is positive about the active role of the counsellors and the lecturers in the mentorate.

Study load, study duration and dropouts

The committee discussed the study load with students. According to them, with the new structure and the mid-term exams, the study load is spread evenly over the curriculum. Students study between twenty to thirty hours per week (including contact hours).

The committee studied the data on the drop-out rate in the self-assessment report and asked during the site visit for an analysis of the drop-out rate in the first year. According to this data, the committee concludes that the drop-out rate is substantial and not decreasing, with over 50% of the students of the 2007-08 intake leaving the programme. However, according to the data, the programme increasingly succeeds in concentrating drop-out in the first semester of the first year. This means that students drop out earlier and therefore lose less time in a programme they do not intend to finish. In this respect, the selection function of the first year does work out. Unfortunately, the drop-out rate is still high. The committee noted the actions the programme has taken and has planned to reduce the drop-out rate. For example, the programme will redesign the Mathematics and Statistics courses and implement measures to encourage students to study regularly. Together with a compulsory welcome week for all students, the committee thinks the drop-out rate will reduce in the coming years.

According to the data in the self-assessment report, the graduation rates of students do improve consistently, both in total and per year: more students graduate, and they do so earlier (appendix 5). The four-year graduation rate increased to 60% in 2011-2012. However, the committee agrees with the programme management that this needs to be improved further. The new curriculum is expected to contribute to this.

2.2.2 Learning environment of the Master's programme Business Studies

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

Didactic approach

The theory courses of the different tracks are taught using lectures. Other courses are taught with lectures and tutorials. Some courses work with group business cases or case studies. Students reported that they had to read many articles and write papers to achieve an in-depth knowledge on subjects. The committee is positive about the didactic approach of the master's programme. Students develop their competences in a challenging and interactive way.

Study load and study duration

From the data in the self-assessment report, the committee noted that although more than 90% of the students finish the programme, it takes the average student a long time to get there. In 2010, only 30% of the students graduated after one year and 80%, after two years.

The committee discussed the study load with students. According to them, with the new structure and the mid-term exams, the study load is spread evenly over the curriculum. Students study about twenty to thirty hours per week (contact hours included), but substantially more to achieve high grades.

Similar to the bachelor's programme, the structure of the new curriculum is expected to contribute to more students graduating after one year.

2.3 Quality and quantity of staff

The committee studied the information provided on the teaching staff and discussed the quality and quantity of staff in the meetings. The majority of the teaching is provided by the

staff of the Amsterdam Business School, in particular by members of the International Strategy and Marketing and HRM and Organisational Behaviour sections. In addition, staff members of General Economics and Quantitative Economics sections teach research skills.

The teaching staff is expected to have a formal teaching qualification ('Basiskwalificatie Onderwijs' or BKO). The research staff is expected to contribute to teaching and research equally. The committee discussed the didactic training of staff. At the moment, only 10% of staff has the BKO, but the management stated that before the end of this academic year, all staff will have obtained it. The coordinators of the bachelor courses are supported in acquiring the senior qualification. The committee appreciates the attention paid to the didactic training of staff, but noted that PhD students—who contribute substantially to teaching—currently do not receive any didactic training at all. The committee encourages the intention of the programme management to start training the PhD students in the near future.

The committee concludes that the teaching staff is involved in current research. However, it noted that many teachers in the bachelor's programme do not have PhDs (the so-called 'adjuncts'). It is concerned that the academic level of the programme is not guaranteed as a result. The management of the programme explained to the committee that students do receive a substantial amount of teaching from staff with PhDs. Although most tutorials are led by persons without a PhD, and students can receive extra training from student assistants, most of the courses are coordinated by a staff member with a PhD. They teach the lectures as well. Students reported to the committee that they are positive about the level of teaching by professors and assistants. This positive opinion is also reflected in the results of the course evaluations. Notwithstanding this, the committee welcomes the faculty's policy to make the group of adjuncts smaller in favour of the group of staff members with PhDs.

In 2007, the previous accreditation committee concluded that the lecturer autonomy in teaching was very large. The present committee arrives at the same conclusion. For example, it noted in its meeting with staff and management that staff respond to questions primarily from the viewpoint of their own track or course, and not from the viewpoint of a common programme- or faculty-wide policy or structure. This leaves the committee with the impression that the staff do not know exactly how things are organised at the programme level or how this translates into their own course. Despite a more structured curriculum and increasing demands on intensified course delivery, the autonomy of staff is still extensive. Management agreed with the committee that there is still some way to go to standardize procedures and ensure that the staff operates in a uniform and consistent way.

Students reported to the committee that it is relatively simple to contact the staff. Appointments can easily be made, and in general, the staff responds adequately to questions from students. Sometimes students are redirected to student assistants. The staff is supportive; students have the feeling that staff 'want you to do well'.

2.4 Programme-specific quality assurance

The committee studied the information provided on the programme-specific quality assurance and discussed it in the meetings. Student feedback is obtained through various channels. First-year students may participate in focus groups that meet a number of times per block. Relevant issues are discussed with course coordinators and teaching directors. Furthermore, students can visit faculty student counsellors to discuss study-related problems, in addition to the support available at the university level, which aims more at personal rather than study issues. The feedback from the counsellors on recurring issues helps in spotting

problems with courses, instructors and the overall curriculum. For example, this feedback has provided extra support for the reduction of electives and tracks, and for introducing a larger number of mandatory courses within the tracks. Input from study advisors and individual students was also relevant in the redesign of the methodology courses in the Business Studies programme: here, the message was that these courses were not aligned with students' knowledge, and not always with the other courses either.

In addition, all courses are formally evaluated every time they are delivered through questionnaires, which are completed by students together with the written exam. The results of the evaluations are shared with the Educational Committee ('Opleidingscommissie') and the Faculty Student Council. If the response rate is above 50%, the evaluations are also made available for all students on Blackboard. If student satisfaction is too low, course coordinators indicate in an action plan how they intend to adjust their course. The action plan must be approved by the programme director.

The committee concludes that the programme ensures quality through several types of evaluation and management information. The outcomes of the evaluations constitute the basis for measures for improvement, for example via action plans for a poorly evaluated course. However, according to the committee, the programmes are not sufficiently self-reflective. For example, and notably in the self-assessment reports, little reflection is given on the quality of the programmes. The committee believes this to be inadequate and advises the programmes to expand on the reflective session in future reports, with the assistance of student evaluations and management information.

The professional field is actively involved in the programmes' internal quality assurance, for example through the advisory board. The committee advises the programmes to stay more in touch with the alumni and to provide an alumni platform.

Considerations

According to the committee, the content and structure of the bachelor's and the master's programme enable the students to achieve the intended learning outcomes. However, the educational goals of the courses are diverse and are sometimes difficult to link to the intended learning outcomes.

The didactic approach, with lectures and tutorials, structures the programmes and is supportive for the students' learning process in the committee's view. The programme-specific quality assurance is adequate.

Staff are adequate in number and quality to realise the programmes. The committee concludes that the teaching staff is involved in current research. They come across as enthusiastic and supportive of the students. Nevertheless, according to the committee the share of staff who does not have a doctorate is too large.

Bachelor's programme Economics and Business

The amount of research and methodology taught in the programme is sufficient and properly builds up to the writing of the bachelor's theses. The content of the courses fits the focus on business and economics of the first year.

The students' progress is monitored closely. They are invited for a talk by the student counsellor when their progress lags behind. They also receive specific signals about whether their progress is sufficient to be allowed to continue studying after the first year.

Master's programme Business Studies

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

In the committee's opinion, the master's programme provides a good balance between research and theory. There is a strong link with the professional field, mostly in the second semester.

The tracks connect their specialized issues 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 tracks.

Conclusion

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

Master's programme Business Studies: the committee assesses Standard 2 as **satisfactory**.

Standard 3: Assessment and achieved learning outcomes

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

Explanation:

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

Findings

For this standard, the assessment methods (3.1) and the achieved learning outcomes (3.2) of the *Bachelor's programme in Economics and Business* and the *Master's programme in Business Studies* are covered.

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 Economics and Business

At the course level, the assessment of learning takes place through exams, papers, presentations, and homework assignments. As a rule, all courses in the bachelor's programme have some type of mid-term assessment. In the large courses, e.g. in the first year, this is in the form of a mid-term exam. Courses in the second and third years may use homework assignments, presentations, or group or individual papers instead of a written exam. All courses finish with a written exam, except for some of those focusing on academic and research skills. The latter's final assessment may be based on a written case, or a final assignment involving the quantitative or qualitative analysis of data. For instance, in the Econometrics course students work with real datasets to show that they have mastered certain econometric techniques. In addition, they have to pass a final, written exam.

The committee examined the learning assessment procedure and looked at a selection of assessments. It concluded 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 is positive about the introduction of mid-term exams in addition to the final examination of a course. This seems to activate students to study more meticulously.

Since the redesign of the programme, only one re-sit is scheduled per exam per year. The committee appreciates the reduction of re-sits, because it encourages students to pass the exams the first time they are offered.

Students reported that in the first year, many exams consist of mainly multiple-choice questions. The committee understands the rationale for this in courses with a large number of students. However, it advises monitoring closely to see if these examinations assess the educational goals set for these courses. For example, do the questions assess comprehension and application along with knowledge? Because the educational goals do not always describe clearly what students are expected to be able to do upon completion of the course, the committee feels that multiple-choice exams may not always address the right level of comprehension.

3.1.2 Master's programme Business Studies

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

3.1.3 Quality control and improvement

The University of Amsterdam is in the process of implementing a formal test policy. Part of this involves submitting all exams to the Board of Examiners, which periodically reviews individual exams. Furthermore, the Board of Examiners inspects exams with unusual results relative to other years or other courses (either very low or very high passing grades).

Since most courses have several hundred students, exams may be drawn up by multiple examiners, or the coordinator can ask other staff members to assess the quality of the exam. In such cases, the marking of exams is also carried out by multiple examiners. This offers the possibility to discuss marginal passing cases.

Exam questions may be stored centrally within the section that is responsible for a course. For instance, the Industrial Organisation Group has an exam question database. Exam questions are therefore continuously checked and improved.

The committee met with the Board of Examiners during the site visit and discussed the activities the Board carries out with regard to the quality assurance of the exams. The committee concludes that the Board is adjusting well to its new legal responsibilities. The committee welcomes the review of individual exams by the Board and by colleagues. The Board gave a good impression of the progress being made and the agenda that has been set.

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 covered.

3.2.1 Bachelor's programme Economics and Business

The bachelor programme finishes with an individual thesis of 12 EC. The programme has decided to view the thesis as an academic paper in which a research question is developed and answered through a literature review. Additionally, the thesis may contain an empirical component, but this is not compulsory.

According to the self-assessment report, students need to show with the thesis that they are capable of developing a relevant research question, find literature on this topic, and integrate their findings towards answering their research question.

For all tracks, the theses are written as the students progress through seminars. This means that the thesis process starts with a number of introductory sessions, and that there are strict deadlines for finishing it. Depending on the student numbers in the tracks, supervision may partly be organized in group sessions. Alternatively, the seminar meetings may be used to discuss assignments and receive feedback. However, there is always individual supervision of each student in the thesis process. The committee discussed the seminars with students and is positive about their structure, with group sessions, strict deadlines, and individual and group feedback.

The committee assessed fifteen recent bachelor's theses and established that they all met the requirements for graduation. 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. Two of the top-scoring theses were assessed as excellent by the committee. They are worthy of publication according to the committee. The lower-graded theses sometimes lacked a rationale for the chosen methods and lacked sufficient referencing and use of literature.

The programme describes in the self-assessment report that it wants to emphasise 'a high academic level and empirical research' and wants to distinguish itself from other bachelor's programmes in Business Studies that focus on managerial skills. Students need to show that they have indeed acquired a high academic level and mastered the intended learning outcomes on doing empirical research (for example: 'the ability to carry out applied or theoretical academic research in which problems are analysed and possible solutions are developed'). However, the committee feels that the strong research focus that the programme aims for is not reflected in the design and goals of the bachelor's thesis. By conducting a literature review, the learning outcome of carrying out academic research will not be sufficiently achieved unless the student can demonstrate a level of proficiency equivalent to a review paper. The committee advises the programme to match its goals to the students' final products, for example by redesigning the bachelor's thesis or clarifying where else to assess academic research skills.

3.2.2 Master's programme Business Studies

Starting in 2012, the thesis process was redesigned to improve the quality of the theses further and to reduce the delay that students often experience when writing their thesis. Now, students all start writing their proposal on the same date and are also expected to finish their thesis at the same time, i.e., six months later. The writing of the research proposal, which used to be a separate course, is now integrated and placed under the supervision of lecturers

within the scope of the track. Students enrol in a selection of workshops, tailored to the design of their research methods. A few months later, they follow a workshop to help analyse the results of their study. One of the goals of this structure is that students will appreciate the programme as a collective, one-year programme. The programme has therefore also broken with the tradition of monthly graduation ceremonies. It is now expected that all students will graduate at the same time in one large-scale ceremony at a prestigious location. The committee is not able to assess if the expected effects will be achieved because of the recent start of the new structure. However, it welcomes the new set-up and believes it will help students to structure their dissertation process and work more consistently.

The committee assessed fifteen recent master's theses and established that they all met the requirements for graduation. It did not encounter theses that were unsatisfactory. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme. However, the committee feels that many students are not critical enough about their choice of research methods; the rationale for method choice is often missing. In one case, the statistical methods were not well suited to answering the stated hypotheses. The committee wondered if there were limits for the number of pages (some exceed 150 pages). It advises setting clear criteria for the size of the thesis.

3.2.3 Assessment of theses

In 2007, the previous accreditation committee recommended adding a second assessor for the bachelor's thesis. The present committee notes with disappointment that the programme did not act on this recommendation. The bachelor's theses continue to be assessed by one examiner. In the self-assessment report, the programme gives the following explanation: 'The thesis process has been improved by introducing a thesis seminar in all tracks. This seminar serves to make sure students know what is expected of a thesis, in addition to helping them off to a good start. Having said that, the bachelor's thesis is a difficult component of the programme, in light of the fact that most students continue with a master's programme in which they will have to write an empirically based thesis. Increasing the importance of the bachelor's thesis risks turning it into a 'light' version of the master's thesis.' The committee discussed this view with the programme management and the Board of Examiners. It concluded that the management does not appear to see the bachelor's thesis as an end product of the programme, given that most students continue studying in a master's programme. In addition, the programme feels that the quality of the thesis is partly assured by the introduction of the seminar. The committee is not necessarily convinced by these arguments. It strongly suggests adding a second assessor, who checks the quality of the students' work independently. The quality of the assessment is not assured with only one assessor.

A marking form is used for assessing the bachelor's and master's theses. The committee studied the marking forms accompanying the assessed theses and notes that most of them do not provide any form of written feedback. It discussed this issue with the programme management and examiners. The management explained that the way students receive feedback and the amount of feedback differ between supervisors. Some students receive oral feedback or feedback by e-mail. During the writing process, the students receive feedback on draft versions of the thesis in several individual sessions. The committee is positive about the individual feedback sessions, but regards the lack of final feedback to be inadequate; all students must receive written feedback on their final work and the way students receive their feedback should be uniform. In particular, the committee feels that bachelor students need developmental written feedback when they go on to master's programmes.

The committee discovered that the secondary marks on the five criteria of the assessment form do not logically lead to the final grade on the theses. Sometimes there seems to be no logical connection between the secondary marks and the final grade. There are no guidelines available for assessing these criteria, apart from a generic assessment grid. In addition, the criteria are too generic to link sufficiently to the intended learning outcomes.

The committee concludes that the current assessment form is inadequate. It does not support consistency, it is too general, and the secondary marks do not logically lead to the final grade. The committee recommends revising the marking forms and providing more guidelines and quality control of the assessment. It emphasises that every member of the assessment panel should be able to make his or her remarks independently on the form. In addition, it needs to be made clear how the comments on every aspect of the assessment come together in the final grade. Finally, at the programme level, clear guidelines need to be developed and communicated regarding the procedures and assessment (criteria) of the theses.

Considerations

The committee assessed fifteen recent bachelor's theses and fifteen master's theses and established that they all met the requirements for graduation. It did not encounter theses that were unsatisfactory. The theses illustrate that the students have achieved the intended learning outcomes as formulated by the programme.

The committee established that both the bachelor's and the master's programme have adequate assessment systems and assessment procedures. The assessment procedures are sufficiently implemented in the programme. Nevertheless, the committee believes that the current marking form for assessing theses is inadequate. It does not support consistency, it is too general, and the secondary marks do not logically lead to the final grade. The committee recommends revision of the marking form and the development of clear assessment guidelines to ensure better quality control of the assessment. With respect to the assessment of the bachelor's theses, the committee would like to reiterate a previous recommendation, i.e., to implement a second assessor to ensure transparent and reliable grading.

Conclusion

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

Master's programme Business Studies: 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 went 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 has published some 150 papers in international journals on diverse topics: behavioral economics, environmental issues, research methodology, innovation and strategy.

Hans van der Heijden

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

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.

Hans Schenk

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

Marjolein van der Aar

Bsc. Marjolein van der Aar is a Master student of Business Administration with the specialization Strategy & Organization at the Vrije Universiteit Amsterdam. As part of her Bachelor in Business Administration at the Vrije Universiteit Amsterdam, she studied abroad for a semester at the 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 organisations with respect to their internal processes as well as their interaction with their environment. Due to its broad nature, a precise definition of business as an academic discipline is difficult to give. Academic Business programmes emphasize research, analysis and reflection and do not offer specialized professional training.

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

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

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

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

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

Aims, level and orientation of the degree programmes

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

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

Subject-specific skills

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

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

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

General skills

General academic skills

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

Research skills

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

Communication skills

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

Relationship with the professional sphere

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

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

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

Learning environment

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

Appendix 3: Intended learning outcomes

Bachelor's programme

Aim of the programme

The programme is aimed at developing an academic level of professional and intellectual ability. Students acquire knowledge of the scientific literature in the field of economics and business and receive training in the methods and skills to apply this knowledge. Students are thus prepared for professions that put this knowledge into practice.

Broadly speaking, economics is the study of institutions and processes in relation to the use and distribution of scarce, alternatively applicable resources. There are five specialisations within the programme, each focusing on different partial aspects of these general problem areas. The Economics specialisation focuses primarily on general economics subjects, concentrating on the theory and practice of allocation through markets and government institutions. The specialisations Accountancy & Control and Finance & Organisation focus primarily on business economics subjects and examine the performance of businesses based on economic theory, both internally and in the context in which they operate. The specialisation Economics & Finance deals with both general economic and business economic subjects. The specialisation Business Studies deals with business operations in the private and public sector and seeks to achieve an overall and interdisciplinary approach to addressing complex business problems.

All graduates must combine a broad introductory knowledge of economics and business with core knowledge of the various areas of study within one of the five listed specialisations. The knowledge-related exit qualifications are therefore partially differentiated according to the specialisation chosen by the student.

Exit qualifications

There are three categories of exit qualifications:

1. Knowledge
2. Skills
3. Attitude.

Knowledge-related exit qualifications

The course provides knowledge and insight into both national and international economic and management issues. This entails that the graduate is able to analyse such issues on the basis of theoretical concepts and to be critical with respect to solutions chosen for problems in theory and practice, and has acquired experience in proposing solutions of his/her own.

A distinction is drawn between three levels of substantive knowledge:

1. level A: introductory knowledge

This concerns knowledge of the basic concepts, standard theories and general insights into economics in the broadest sense. It also includes orientation to the various specialisations and related subject areas;

2. level B: core knowledge

This involves acquiring core knowledge of the various subject areas of the specialisation and of the most important lines of thought within a subject area. This will often involve a closer study of practical examples;

3. level C: extended knowledge

At this level, core knowledge is further developed and supplemented by knowledge of alternative perspectives within the subject area. The student is also taught how to apply this knowledge at an academic level.

After successfully completing the course, students will have acquired the following knowledge:

- a. level-A knowledge of consumer and producer theory, the operation of market forces, macro-economic processes and relationships, financial and management accounting, design and leadership of business organisations, marketing and strategy, and finance;
- b. level-A knowledge of the principles of mathematics and statistics, required for each of the separate specialisations;
- c. level-A knowledge of general principles of philosophy of science and of methodological assessment criteria within economics in a broad sense.

Furthermore, depending on the chosen specialisation:

Specialisation Accountancy & Control

- d. level-B knowledge of the manner in which decisions are taken in organisations on investment and finance;
 - e. level-B knowledge of economic organisation theory, competition issues and industrial organisation;
 - f. level-B knowledge of the manner in which financial transactions are recorded in organisations;
 - g. level-B knowledge of private law, specifically property law;
 - h. level-B knowledge of the manner in which financial information and reports can support management;
- level-B knowledge of the most commonly used statistical methods within business economics;
- j. level-C knowledge on auditing, financial reporting, and management accounting & control.

Specialisation Business Studies:

- d. level-B knowledge of the management of organisations, human behaviour in organisations, as well as the manner in which organisations determine and implement their strategy;
- e. level-B knowledge of the nature, objectives and effects of marketing activities in organisations;
- f. level-B knowledge of the manner in which decisions are taken in organisations on investment and finance;
- g. level-B knowledge of the contribution of information and ICT to the way organisations operate and innovate, and how this contribution is managed;
- h. level-B knowledge of the manner in which the management of organisations can be supported through financial insights and reports;
- i. level-C knowledge of at least two of the four subject areas Human Resource Management, Marketing Management, Strategy and Organisation, and Information Management in relation to focusing ('strategy'), organising ('design') and implementing ('execution') of an organisation's activities;
- j. level-B knowledge of insights from other areas of study that enable the student to broaden his knowledge of organisations, to increase his understanding of situations, and to communicate about it from various perspectives;

- k. level-B knowledge of the most commonly used research methods and organisational change methods within business administration.

Specialisations Economics and Economics and Finance:

- d. level-B knowledge of Micro-economics, in particular the operation of market forces in a mixed economic system;
- e. level-B knowledge of macro-economic issues and the analysis methods applied;
- f. level-B knowledge of the manner in which funds are assigned through the budget mechanism, the manner in which government decisions are made, and the influence of the government on economic decisions made by individuals;
- g. level-B knowledge of the role of money and credit, and of monetary and financial institutions in the economy;
- h. level-B knowledge of international trade theory and politics, exchange rates, international financial traffic and international economic institutions;
- i. level-B knowledge of economic organisation theory, competition issues and industrial organisation.
- j. level-B knowledge of the manner in which decisions are taken in organisations on investment and finance;
- k. level-B knowledge of econometric research methods, particularly regression analysis;
- l. level-B knowledge of mathematical techniques most commonly applied in general economics;
- m. level-B knowledge of game theory and relevant applications thereof in the area of study.
- n. level-C knowledge of at least two of the following subject areas: macro-economics, micro-economics, international economic relations, public sector economics, monetary economics and financial institutions, industrial organisation, corporate finance, investment and portfolio theory.

Specialisation Finance & Organisation:

- d. level-B knowledge of the manner in which decisions are taken in organisations on investment and finance;
- e. level-B knowledge of economic organisation theory, competition issues and industrial organisation;
- f. level-B knowledge of private law, specifically property law and corporate law;
- g. level-B knowledge of the manner in which financial information and reports can support management;
- h. level-B knowledge of the role of money and credit, and of monetary and financial institutions in the economy
- i. level-B knowledge of the most commonly used statistical methods within business economics;
- j. level-B knowledge of econometric research methods, particularly regression analysis;
- k. level-B knowledge of game theory and relevant applications thereof in the area of study;
- l. level-C knowledge of investment and portfolio theory, corporate finance, and organisational economics.

Skills-related exit qualifications

- a. the ability to critically assess theories from various sub-disciplinary backgrounds, and to combine these to solve problems in the field of economics and/or business administration;
- b. the ability to critically assess the soundness and relevance of academic research;
- c. the ability to carry out applied or theoretical academic research, in which problems are analysed and possible solutions are developed;

- d. the ability to use modern ICT resources for source research, data processing, oral and written reporting;
- e. the ability to construe and manage new information at an academic level;
- f. the ability to develop new knowledge as part of a team;
- g. the ability to report clearly and concisely, both orally and in writing;
- h. the ability to communicate effectively with people working in organisations in other disciplines.

Attitude-related exit qualifications

- a. a multi-disciplinary attitude, demonstrated by an awareness that social issues can also be approached from a non-primary (business) economic perspective;
- b. the capacity both to function independently and to cooperate constructively within a team;
- c. an awareness of the crucial role people play in the way organisations operate and change;
- d. an understanding of the social context within which the practice of economics and business administration takes place.

Master's programme

The knowledge-related exit qualifications are:

K1. knowledge of the essential elements of strategic issues in relation to the (market, sector and international) environment of organisations, and to the internal structural, cultural, financial-economic, information technological and process characteristics (Strategy track).

K2. knowledge of the theories of and approaches to international management, the central issue being the way in which organisations deal with globalisation issues (culture, politics); which strategies, structures and control mechanisms are implemented by multinational organisations and how successes can be explained (International Management track);

K3. knowledge of the theories of and approaches to leadership, Human Resources Management and labour relations at organisation level in relation to their cultural and social context (Leading and Managing People track).

K4. knowledge of and insight into the functioning, objectives, investigation and analyses techniques of marketing in relation to the various kinds of organisation (profit and not-for-profit), and their relationship with the social, strategic, economic and organisational context (Marketing track);

K5. knowledge of and insight into the objectives, function and effects of typical marketing instruments (marketing mix, customer relationship management) and how these may differ among markets (consumer market, business market) and fields of application (retail market, service sector) (Marketing track);

K6. knowledge of issues, theories and management approaches in the field of entrepreneurship and innovation management, including the process of opportunity searching, -creation and -execution, new venture creation and corporate entrepreneurship (Entrepreneurship and Innovation track).

K7. knowledge of the theories of and approaches to (strategic) change, entrepreneurship and innovation, the internal and external socio-political force fields in which these occur and

the roles of different disciplines and functional specialisations in the international business context (all degree programmes).

K8. specialised knowledge of organisational structures and the design of market-oriented primary processes, coordination and control mechanisms as well the structures of chain and cooperative relationships with other organisations (all degree programmes).

The skills-related exit qualifications are:

- S1. the ability to evaluate and analyse business issues critically; graduates are able to analyse these issues and propose creative approaches to solving the related problems;
- S2. the ability to evaluate and analyse tangible business issues critically in individual organisations; graduates are able to 'read' and interpret these organisations and their complex relationships with customers and other stakeholders, and to propose suitable approaches to finding solutions for practical issues;
- S3. the ability to develop and conduct research of an academic nature independently, including formulating a hypothesis, finding and processing the necessary sources of research and systematically collecting, interpreting and analysing relevant practical information; this research can either take the form of theory formation or verification, or be in the form of applied research;
- S4. the ability to report clearly and concisely, both orally and in writing, about research at the academic level, and to advise organisations on the basis of this research;
- S5. the ability to communicate effectively with people employed in other disciplines within organisations.

The attitude-related exit qualifications are:

- A1. an attitude of constructive cooperation within a (multidisciplinary) team;
- A2. an active attitude towards learning and research, stemming from a belief that learning never stops, also when it comes to business-related issues;
- A3. the realisation that people, and the way in which they function in a socio-economic-political context, play a crucial role in the successful operation of (business) organisations;
- A4. the realisation that the reality of an organisation's operations is never one-sided, because, depending on the chosen perspective, the comprehension of issues and causes may shift; this demands an open attitude towards different outlooks (from various disciplines);
- A5. an understanding of the international, social, cultural and ethical environment in which business studies are done.

Appendix 4: Overview of the curricula

Bachelor's programme

First semester			Second semester		
Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Mathematics & Statistics 1 L 6 / T 2	Accounting L 4 / T 2	Fiscal Economics (Academic English) and Skills L 2 / T 4	Mathematics & Statistics 2 L 6 / T 2	Finance L 4 / T 2	Research project L 3 / T 6
Marketing and Strategy L 2 / T 2	Micro-economics L 3 / T 3		Organisation and Management L 2 / T 2	Macroeconomics L 4 / T 2	
Academic and study skills T 2					

Schedule of common first year including contact hours per week. (L= lecture hours per week, T= tutorial hours per week). All courses have an equal study load of 6 EC.

Accountancy & Control

<i>First semester</i>			<i>Second semester</i>		
<i>Block 1</i>	<i>Block 2</i>	<i>Block 3</i>	<i>Block 4</i>	<i>Block 5</i>	<i>Block 6</i>
<i>Second year</i>					
Intermediate Statistics L 4 / T 2	Finance L 3 / T 2	Economic Methodology L 4 / T 4	Property Law L 4 / T 2	Intermediate Financial Accounting 2 L 4 / T 2	Research practicum AC/FE T 6
Economics of Markets & Organisations L 3 / T 3	Intermediate Financial Accounting 1 L 4 / T 2		Management Accounting Intermediate L 4 / T 2	Internal Accounting Control 1 L 3 / T 3	
<i>Third year</i>					
Elective	Elective	Elective	Financial Statement Analysis L 3 / T 2	Management Accounting Advanced L 4 / T 2	Thesis
Elective	Elective		Auditing L 3 / T 2	Thesis plus Seminar	

Schedule of second and third year in the Accountancy & Control track.

Business Studies

<i>First semester</i>			<i>Second semester</i>		
<i>Block 1</i>	<i>Block 2</i>	<i>Block 3</i>	<i>Block 4</i>	<i>Block 5</i>	<i>Block 6</i>
<i>Second year</i>					
Strategic Management L 2 / T 2	Finance L 3 / T 2	Project 1 Academic Writing and Literature L 2 / T 4	Management Accounting Intermediate L 4 / T 2	Organizational Psychology L 2 / T 2	Project 2 Qualitative Research T 4
MR 1 Introduction L 2 / T 2	Marketing L 2 / T 2		MR 2 Quantitative Methods L 2 / T 2	Operations and Process Management L 2 / T 2	
<i>Third year</i>					
Human Resource Management L 2 / T 2	Information Management L 2 / T 2	Project 3 Quantitative Research L 4	Marketing Management L 2 / T 4	Elective or Internship	Thesis
Elective	Elective		Strategy and Organisation L 2 / T 2	Thesis plus Seminar	

Schedule of second and third year in the Business Studies track.

Economics

<i>First semester</i>			<i>Second semester</i>		
<i>Block 1</i>	<i>Block 2</i>	<i>Block 3</i>	<i>Block 4</i>	<i>Block 5</i>	<i>Block 6</i>
<i>Second year</i>					
Advanced Statistics L 4 / T 2	Finance L 3 / T 2	Economic Methodology L 4 / T 4	Micro-economics L 3 / T 3	Macro-economics L 3 / T 3	Game Theory L 4 / T 8
Economics of Markets & Organisations L 3 / T 3	Money and Banking L 3 / T 3		Mathematical Economics L 3 / T 3	International Money L 3 / T 5	
<i>Third year</i>					
Public Economics L 3 / T 3	Industrial organisation L 2 / T 2	Monetary and Fiscal Policy L 6 / T 6	Elective	Elective or Internship	Thesis
Econometrics L 2 / T 4	International Trade and Investment L 3 / T 3		Elective	Thesis plus Seminar	

Schedule of second and third year in the Economics track.

Economics & Finance

<i>First semester</i>			<i>Second semester</i>		
<i>Block 1</i>	<i>Block 2</i>	<i>Block 3</i>	<i>Block 4</i>	<i>Block 5</i>	<i>Block 6</i>
<i>Third year</i>					
Advanced Corporate Finance L 3 / T 2	Restricted elective	Monetary and Fiscal Policy L 6 / T 6	Investment and Portfolio Theory 1 L 3 / T 3	Investment and Portfolio Theory 2 L 3 / T 3	Thesis
Econometrics L 2 / T 4	Restricted elective		Management Accounting Intermediate L 4 / T 2	Thesis plus Seminar	

Third year in the Economics & Finance track (the second year is identical to the second year in the Economics track).

Finance & Organisation

<i>First semester</i>			<i>Second semester</i>		
<i>Block 1</i>	<i>Block 2</i>	<i>Block 3</i>	<i>Block 4</i>	<i>Block 5</i>	<i>Block 6</i>
<i>Second year</i>					
Advanced Statistics L 4 / T 2	Finance L 3 / T 2	Economic Methodology L 4 / T 4	Investment and Portfolio Theory 1 L 3 / T 3	Investment and Portfolio Theory 2 L 3 / T 3	Game Theory L 4 / T 8
Economics of Markets & Organisations L 3 / T 3	Money and Banking L 3 / T 3		Management Accounting Intermediate L 4 / T 2	International Money L 3 / T 5	
<i>Third year</i>					
Advanced Corporate Finance L 3 / T 2	Organizational Economics L 3 / T 3	Business Law L 4 / T 2	Property Law L 4 / T 2	Elective or Internship	Thesis
Econometrics L 2 / T 4	Restricted Elective		Elective	Thesis plus Seminar	

Schedule of second and third year in the Finance & Organisation track.

Master's programme

Structure of the MSc Business Studies

<i>First semester</i>			<i>Second semester</i>		
<i>Period 1</i>	<i>Period 2</i>	<i>Period 3</i>	<i>Period 4</i>	<i>Period 5</i>	<i>Period 6</i>
Master's theory course in the chosen track	Compulsory Master's core course in the chosen track	Introduction to the Thesis	Elective course	Elective course	Master's Thesis
Master's theory course in other track	Compulsory Master's core course in the chosen track	Thesis Research Proposal	2 Methods Workshops (design)	1 Methods Workshop (analysis)	
			Master's Thesis		

Appendix 5: Quantitative data regarding the programmes

Data on intake, transfers and graduates

Bachelor's programme

Jaar	Cohortomvang met vooropleidingscategorie					Totaal
	VWO	HBO prop	HBO*	Buitenland	Overig	
02/ 03	231	7	6	38	29	311
03/ 04	292	15	8	35	29	379
04/ 05	335	11	8	29	25	408
05/ 06	343	19	138	31	38	569
06/ 07	421	11	145	30	53	660
07/ 08	476	19	182	28	68	773
08/ 09	494	15	193	34	123	859
09/ 10	599	14	219	40	105	977

Cohortomvang en samenstelling Bachelor.

	voorkomen 1			Totaal		
	Totaal	Mannen	Vrouwen	Totaal	Mannen	Vrouwen
02/ 03	311	72	28	393	69	31
03/ 04	379	69	31	443	69	31
04/ 05	408	70	30	471	68	32
05/ 06	569	69	31	637	69	31
06/ 07	660	71	29	732	70	30
07/ 08	773	69	31	871	69	31
08/ 09	859	69	31	961	68	32
09/ 10	977	67	33	1,091	65	35

Instroom naar geslacht.

Cohort	Vertrek Bachelorstudenten bij de opleiding				
	Omvang cohort	na 1 jaar	na 2 jaar	na 3 jaar	Selectiviteit van 1e jaar
02/ 03	231	33	37	39	86
03/ 04	292	35	47	48	72
04/ 05	335	37	44	47	79
05/ 06	343	39	45	48	81
06/ 07	421	48	51	53	91
07/ 08	476	46	50	*52	*89
08/ 09	494	42	*46		
09/ 10	599	*50			

Uitval Bachelorstudenten.

Cohort	Omvang	% van	Bachelorrendement van herinschrijvers					hoop /inst
			na 3 jaar	na 4 jaar	na 5 jaar	na 6 jaar	> 6 jaar	
	herins.	totale cohort						> 6 jaar
02/ 03	154	67	8	31	55	68	76	78
03/ 04	191	65	7	29	49	65	70	71
04/ 05	211	63	14	34	65	74		
05/ 06	208	61	14	47	68			
06/ 07	218	52	19	49				
07/ 08	257	54	22					
08/ 09	286	58						
09/ 10	297	50						

Bachelorrendement van herinschrijvers.

	Ingeschrevenen		
	Totaal	mannen	vrouwen
02/ 03	1,427	1,057	370
03/ 04	1,562	1,109	453
04/ 05	1,647	1,160	487
05/ 06	1,757	1,234	523
06/ 07	1,963	1,368	595
07/ 08	2,139	1,473	666
08/ 09	2,378	1,620	758
09/ 10	2,648	1,779	869
10/ 11	2,575	1,698	877

Totaal ingeschreven studenten in de opleiding per jaar.

Cohort	Enrolment	Dropped out after year 1	Dropped out after year 2	Dropped out after year 3	Selectivity year 1
02/ 03	231	33	37	39	86
03/ 04	292	35	47	48	72
04/ 05	335	37	44	47	79
05/ 06	343	39	45	48	81
06/ 07	421	48	51	53	91
07/ 08	476	46	50	*52	*89
08/ 09	494	42	*46		
09/ 10	599	*50			

Dropout rates in percentage of the yearly enrolment. Numbers with * are provisional

Cohort	Re-enrolled	3 years	4 years	5 years	6 years	> 6 years
02/ 03	154	8	31	55	68	76
03/ 04	191	7	29	49	65	70
04/ 05	211	14	34	65	74	
05/ 06	208	14	47	68		
06/ 07	218	19	49			
07/ 08	257	22				
08/ 09	286					
09/ 10	297					

Graduation rates of re-enrolled students.

Master's programme

Progression rates MSc in Business Studies.

	2006	2007	2008	2009	2010	2011
Intake	99	176	243	411	601	297
% Graduation. after 1 year	41%	51%	39%	24%	32%	37%
% Graduation after 2 years	83%	82%	73%	74%	79%	n.a.
% Graduation after 3 years	89%	90%	88%	88%	n.a.	n.a.
% Graduation after 4 years	90%	92%	91%	n.a.	n.a.	n.a.

Actual study periods for the MSc in Business Studies

Graduation year	Own University		Other Dutch Universities		HBO		International	
	Graduates abs	Study period nr of months	Graduates abs	Study period nr of months	Graduates abs	Study period nr of months	Graduates abs	Study period nr of months
03/04	2	8						
04/05	7	11	2	23	7	23		
05/06	21	16	4	22	23	26		
06/07	55	10	5	18	33	34	7	13
07/08	89	9	9	18	15	30	31	12
08/09	109	11	5	21	8	24	42	13
09/10	134	13	13	18	2	13	49	14

Teacher-student ratio achieved

The programmes are not able to calculate programme-specific student-staff ratios. The student-staff ratio for all programmes in the Faculty of Economics and Business is 1:22.

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

Bachelor's programme

First year: 12 hours per week

Second and third year: 10 hours per week

Master's programme

Contact hours per student

module	Number	ECTS	typical amount of student contact hours	typical group size
“theories of” courses	2	6	18-24	60-120
core courses	2	6	18-24	35
elective courses	2	6	18-24	30-60
introduction to the thesis	1	2	8	90-120
thesis proposal	1	4	6	15-30
research methods workshops	3	1	6	30
thesis	1	15	5	

Appendix 6: Programme of the site visit

Wednesday 20 February 2013

17.00-19.00	Preparatory meeting of committee and study of documents
-------------	---

19:00- 19.30	Alumni
	Jeroen Sakkers, MSc
	Marella van Beerschoten, MSc
	Bram Kuijken, MSc
	Joren Verkade, MSc
	Julia Koster, MSc
	Eugène Hoogstad, MSc

Thursday 21 February 2013

08.30 - 09.30	Programme management	
	Dr. Sander van Triest	Director Graduate School of Business / Co-Director College of Economics and Business
	Dr. Mark van der Veen	Programme Director MSc Business Studies
	Drs. Ellen de Jong	Coordinator first year BSc Economics and Business
	Dr. Liang Zou	Track coordinator Finance and Organisation, BSc Economics and Business
	Dr. Frank Belschak	Track coordinator Business Studies, BSc Economics and Business
	Prof. dr. Randolph Sloof	Full Professor and former Director College of E&B. He replaces the track coordinator Economics of the BSc E&B

09.30 - 09.45	Meeting Committee
---------------	--------------------------

09.45 - 10.45	Students	
	Julia Groen	Student first year BSc Economics and Business
	Esmee Stoutenberg	Student first year BSc Economics and Business
	Lune Dunning	Student third year BSc Economics and Business, Finance and Economics Track
	Nihal Albayrak	Student third year BSc Economics and Business, Accountancy and Control Track
	Alexandra Fulea	Student second year BSc Economics and Business , Business Studies Track
	Egor Gorshkov, BSc	Student MSc Business Studies
	Tom Knijff, BSc	Student MSc Business Studies

10.45 - 11.45	Faculty	
	Dr. Jan-Willem Stoelhorst	Associate Professor (Amsterdam Business School, Strategy & Marketing Section)
	Dr. Silvia Dominguez Martinez	Assistant Professor (Amsterdam School of Economics, Markets and Organisations Section)
	Dr. Rafael Matta	Assistant Professor (Amsterdam Business School,

		Finance Section)
	Dr. Ann Keegan	Associate Professor (Amsterdam Business School, HRM & OB Section)
	Dr. Frank Verbeeten	Associate Professor (Amsterdam Business School, Accounting Section)
	Dr. Zacharias Zautner	Associate Professor (Amsterdam Business School, Finance Section)
	Prof. dr. Joep Sonnemans	Full Professor (Amsterdam School of Economics, Experimental & Political Economics Section)
	Dr. Tsvi Vinig	Associate Professor (Amsterdam Business School, Department Business Studies)

11.45 - 12.30	Lunch and Consultation hour	
---------------	------------------------------------	--

12.30 - 13.00	Programme Committee Economics and Business (OC E&B)	
	Drs. Roger Pruppers	Chair (lecturer Amsterdam Business School, Strategy and Marketing Section)
	Dr. Sander Onderstal	Member (Associate Professor Amsterdam School of Economics, Markets and Organisations Section)
	Drs. Ton Gruijters	Member (Lecturer Amsterdam Business Studies, Department of Business Studies)
	Roos van den Bold	Student Member
	Jessica Wagenvoord	Student Member
	Willemijn Jongbloed	Student Member

13.00 - 13.45	Examinations Board	
	Prof. dr. Randolph Sloof	Vice-chair (Full professor Amsterdam School of Economics, Markets and Organisations Section)
	Dr. Joris Marée	Member (Lecturer Amsterdam School of Economics, Mathematical Economics and Mathematics Section)
	Carry van Langelaar, MA	Secretary
	Drs. Eveline Dekkers	Student Counsellor

13.45 - 14.45	Break and meeting Committee	
---------------	------------------------------------	--

14.45 - 15.30	Dean and Programme management	
	Prof. dr. Han van Dissel	Dean Faculty of Economics and Business
	Dr. Sander van Triest	Director Graduate School of Business / Co-Director College of Economics and Business
	Dr. Mark van der Veen	Programme Director MSc Business Studies / MSc Management Studies
	Drs. Ellen de Jong	Coordinator first year BSc Economics and Business
	Dr. Liang Zou	Track coordinator Finance and Organisation, BSc Economics and Business
	Dr. Frank Belschak	Track coordinator Business Studies, BSc Economics and Business
	Prof. dr. Randolph Sloof	Full Professor and former Director College E&B. He replaces the track coordinator Economics of the BSc E&B

15.30 - 17.45	Internal meeting committee, establishing conclusions	
---------------	---	--

17.45 - 18.00	Oral presentation of preliminary findings	Committee, Dean Faculty of Economics and Business and Programme management
---------------	--	--

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's programme:

5912903
5923638
5912776
5947324
5911230
5648890
6122094
6068731
6158064
6145817
6140688
6053580
6076351
6140653
6045006

Master's programme:

5772575
297607
10064648
5893429
6144187
10003941
10002921
6209084
10227377
474401
6150837
6015786
5782317
10225145
10054049

During the site visit, the committee studied, among other things, the following documents:

1. Annual Reports

- Annual Report Faculty of Economics and Business, 2011.
- Annual Reports College of Economics and Business, 2010-2011 and 2011-2012.
- Annual Reports Graduate School of Business, 2010-2011 and 2011-2012.
- Annual Reports Examination Boards, 2010-2011 and 2011-2012.
- Annual Reports Programme Committee (OC-EB), 2010-2011 and 2011-2012.

2. Policy documents

- *Studiesucces* at the University of Amsterdam.
- Plan of approach *Studiesucces* at the Faculty of Economics and Business (and summary).
- Manual Quality Assurance Faculty of Economics and Business.
- An Eye for talent (strategic plan University of Amsterdam).
- Core agreements (*afspraken covenant*) between the Faculty of Economics and the University of Amsterdam.
- *Kader toetsbeleid* University of Amsterdam.
- *Betrekken alumni en werkveld bij de kwaliteitszorg*.

3. Teaching evaluations

- Evaluation (2011-2012) of all teaching evaluations of the FEB and the MSc Business Studies.
- Grading grids BSc thesis and MSc thesis.
- Manuel BSc thesis.
- Teaching evaluations of selected courses that are representative for the BSc Economics and Business and the MSc Business Studies.
- Plan for actions.
- Exams, model answers and marked exams of selected courses that are representative for the BSc Economics and Business and the MSc Business Studies.

4. Surveys

- Elsevier survey, 2001 and 2012
- BSE survey, 2001 and 2012
- Keuzegids Hoger Onderwijs, 2012
- WO-monitor MSc Business Studies, 2012
- Staff survey UvA (Medewerkersmonitor), 2012

5. Course materials

- Blackboard (available on: <https://blackboard.ic.uva.nl/webapps/login/>).
- UvA course catalogue (available on: <http://studiegids.uva.nl/sgs/WebSite>).
- List of all course descriptions of the FEB (2012-2013).
- Teaching and Examination Regulations MSc programmes.
- Teaching and Examination Regulations BSc programmes.
- Course materials of the following courses: Mathematics and Statistics 1 &2 and Accounting (first year BSc Economics and Business); Economics of Markets and Organizations, Organisatie Psychologie, Strategisch Management and Internal Accounting Control 1 (second year BSc Economics and Business); Financial Statement Analysis, Human Resource Management and Advanced Corporate Finance (third year BSc Economics and Business); Consumer Behaviour, Strategic Organisation, Business and Sustainability and Theories of International Management (MSc Business Studies).

6. Brochures

- Brochure BSc Economics and Economics
- Brochures MSc programmes at the FEB
- Flyers for students (e.g. student counselling; checklist and tips for first-year student et cetera).

During the site visit, the committee asked for and received the following information:

- Analysis of the drop out in the first year Economics & Business
- Bindend Studie Advies verslag 2011-2012
- Statistical information exchange students FEB, 2007-2012
- Website information on entry requirements for the BSc in Economics and Business (English-taught)
- Applications numbers for the BSc in Economics and Business (English-taught) 2012-2013

Appendix 8: Declarations of independence



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Thes Verhulst

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:

Thes Verhulst



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Hans van der Meijden

HOME ADDRESS:

Weg 1 Avenue Gunderikse Gunderikse

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:

Hans van der Meijden



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: E. J. J. Schenk

HOME ADDRESS: 288 MATHEUSERLAAN
3021 HI ROTTERDAM
THE NETHERLANDS

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

SEE APPENDIX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE APPENDIX

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

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

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, 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: UTRECHT DATE: 14 DEC 2012

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, 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: UTRECHT DATE: 14.12.2012

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Marijolein van der Aar

HOME ADDRESS:

Leidschansstraat 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:

Appendix 8b

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

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