

Positief oordeel over de kwaliteit van de opleiding wo-bachelor Accountancy & Controlling van de University of Curaçao Dr. Moises da Costa Gomez

Gegevens

datum	Naam instelling	: University of Curaçao Dr. Moises da Costa Gomez
31 augustus 2018	Naam opleiding	: wo-bachelor Accountancy & Controlling (180 EC)
onderwerp	Datum aanvraag	: 12 februari 2018
Oordeel	Variant opleiding	: voltijd
wo-bachelor Accountancy & Controlling van de University of Curaçao Dr. Moises da Costa Gomez (006459)	Locaties opleiding	: Willemstad
	Datum goedkeuren panel	: 23 oktober 2017
	Datum locatiebezoek	: 28, 29 en 30 november 2017
	Datum visitatierapport	: 29 januari 2018
uw kenmerk	Beoordelingskader	
79/2018 UoC	Beoordelingskader voor de uitgebreide opleidingsbeoordeling van de NVAO (Strct. 2016, nr. 69458).	
ons kenmerk		
NVAO/20182563/LL		

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Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden. Het visitatierapport geeft de bevindingen en overwegingen weer van het panel over de bachelor Accountancy & Controlling van de University of Curaçao Dr. Moises da Costa Gomez.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

Intended learning outcomes

The bachelor's program Accounting and Controlling has a double orientation, focusing on both accounting and controlling. Accounting addresses financial information for external stakeholders, while controlling primarily concentrates on management and financial information for internal stakeholders. The panel ascertained that the formulated intended learning outcomes sufficiently focus on both perspectives, address relevant skills, are appropriate in terms of content and orientation and have been aligned with the Dublin descriptors. The intended outcomes are also sufficiently geared to the expectations of professional organizations, such as the 'Commissie Eindtermen Accountantsopleiding'

Pagina 2 van 10 (CEA) and 'Vereniging van Register Controllers' (VRC), the needs of the local and international professional field, the academic discipline and they adhere to international requirements. They are regularly updated, have been benchmarked against similar programs in the Netherlands and the United States and allow for a good connection to further education in both the Netherlands and the region. Upon completion, bachelor graduates should be able to continue their studies at master's level or to embark on a professional career at entry level as junior accountants or controller.

Curriculum

The bachelor's program in Accountancy and Controlling encompasses 180 EC, spread evenly over a three-year full time program. Courses on knowledge acquisition are scheduled evenly over the three years, guaranteeing sufficient attention to the discipline. The panel studied the program's educational philosophy and ascertained that the program has formulated a didactical concept that revolves around an active student attitude towards their studies, a curriculum that is both diverse in its contents and in the ways in which it is delivered to students and that is rooted in a profound knowledge base at the required bachelor's level.

The panel reviewed the used literature that forms the backbone of the academic orientation of the program. Some used text books and models seems slightly outdated, yet were balanced by sufficiently up to date articles. Hence, the panel concluded that the course material was in general of good quality for a bachelor's program in Accountancy and Controlling, yet asks the program to pay attention to the continuous need to update its basic materials, such as text books. For ambitious students, the program also offers an honors program allowing students to add depth to their existing studies or to combine bachelor degrees. Students were enthusiastic about this program and the opportunities it offered for further studies, naming it as one of the reasons for studying at the UoC.

The curriculum is founded on three appropriate content areas or pillars: Business Administration, Accountancy and Controlling. In addition, students receive courses in the supporting fields of mathematics, statistics and ICT. Scientific methods and techniques, academic skills and academic attitudes are also part of the program's curriculum as well as social and professional skills. Courses include by and large sufficiently up to date academic literature and theory in combination with professional insights and appropriate case studies. As a result, the program's combined academic and professional orientation is balanced, with academic knowledge naturally feeding the professional practice. The panel is also satisfied that the program pays sufficient attention to the development of its curriculum contents. It advises the program to research jointly with the master's program Accountancy whether data analytics, big data, IT and statistics could be further incorporated in the curriculum's contents in anticipation of a developing need in the professional field, without losing the connection to the CEA requirements. This would also allow for a more distinctive profile for the program.

The curriculum's content is presented in learning lines formulated around the program's didactical concept of explore, execute and change. In Year 1, students explore the domain and gain basic knowledge of the content and needed skills. In Year 2, the courses allow for a more profound knowledge acquisition, allowing students to understand theoretical concepts in the domain. Finally, in Year 3 students learn in which ways they can change practice by implementing the theoretical concepts that they have earlier explored to improve and change the accountancy and controlling mechanisms. In this way, the defined learning

Pagina 3 van 10 lines build up skills and knowledge to an increasing level of complexity, allowing students to progress to a higher achievement in an progressively independent manner over the run of the degree program. Course work and assessment method sufficiently support students during their individual learning trajectories.

The curriculum includes a learning trajectory on relevant professional and academic skills such as academic writing, presenting and public speaking, self-management (including planning and shaping the own learning process) and collaboration. Also, ample attention is paid to the development of scientific research skills. The panel further suggests to pay some additional attention to more advanced academic skills such as reflection, critical thinking and the differences between a professional and academic attitude. Furthermore, training regarding students' knowledge of the rules regarding academic integrity could be fortified to avoid accidental plagiarism by students. The bachelor thesis trajectory is currently under revision, allowing for further opportunities for students to hone their scientific research and academic writing skills. The panel is enthusiastic about the suggested improvements, which would further strengthen the academic orientation of the program.

The panel also identified an opportunity for the program to make the integration of theory and practice more visible in the third-year internship at a local accountancy firm. Currently, the interaction between theory and practice is not explicit in the internship's brief. The panel advises the program to redesign the internship's course objectives to include reflection. This would further structure the internship and would bring out the desired (and experienced) intermarriage between theory and practice, bearing witness to a theoretically informed professional attitude.

Intake

The panel ascertained that entry requirements tie in with the qualifications of incoming students. Entry requirements are formally described in the program's Education and Examination regulation (OER). The bachelor's program is open to students who have obtained a Dutch vwo-diploma, who met the requirements in one year for a propaedeutic diploma of an adjacent bachelor degree in Applied Sciences or who have followed an equivalent of either those degrees obtained in another country. In these last cases, the Bachelor Examinations Committee (BEC) considers the candidate's profile and may set additional entry requirements, which are also monitored before unconditional admission to the program is granted. The panel has some concerns about admission numbers in relation to the program's long term viability. The panel is satisfied with the Faculty's current efforts and the awareness demonstrated to challenges related to diversifying the student intake. The panel recommends updating the information on the program on the UoC website and reaching out to the program's professional networks: alumni could potentially be used as ambassadors to actively attract prospective students.

Staff

The bachelor's program is served by a small team of dedicated staff members, existing out of two main categories: faculty members and guest lectures. Guest lecturers could either be local teachers from the profession or overseas guest lecturers with specialized knowledge of the field. The overseas guest lecturers are on site at UoC at a regular basis and students have direct access to their expertise. This covenant positively influences the bachelor's program embedment in an academic community with a suitable academic teaching-learning environment. Students are, by and large, content with the quality of the staff members and praise their engagement and dedication to their study progress. In addition, the bachelor's

Pagina 4 van 10 program benefits from the strategic alliance between the Rijksuniversiteit Groningen (RUG) and the UoC for its associated master's program Accountancy as expertise is widely shared between the two programs. For example, some of the RUG professors are also employed as guest lectures for the bachelor's program.

The panel took note of the efforts of the program's management to raise the academic profile of its faculty over the last six years and acknowledges the progress made. Nevertheless, local staff members' research initiatives have not yet resulted in a sufficiently qualified local faculty. The low numbers of doctorate holders amongst local staff members is seen as an impediment – both for the viability of the program as for students' access to experienced researchers. To sustain the academic level of the current program, it is therefore of crucial importance that a structural solution for the quality of the faculty is found to guarantee the academic orientation of the program in the future and to secure the program's viability. The panel received confirmation that the current employment period of the overseas staff members will be assessed and structurally extended where required. The panel urges the Faculty of Social Sciences and Economics to take responsibility for the further professionalization of the program's faculty. Formal annual performance reviews with formulated measurable goals combined with the obtainment of teaching qualifications by staff members are seen as the building blocks for further professionalization of staff members. Regularly updated policies regarding the demands and expectations could hereby be helpful and should be shared with all staff members involved, including guest lecturers.

To strengthen the academic profile of the program and the community, the panel suggests to set measureable goals for all staff members (local, overseas and guest lecturers) which contribute to the further establishment of a local academic community. These goals should be individualized and take staff members' current commitments and contribution to research and teaching into account and could be part of an integrated staff development policy and performance system. Suggestions for these measurable goals to aid the development of the programs' academic profile are: 1. obtainable publication goals that aid staff members enrolled in PhD programs to make progress; 2. obtainable publication goals for doctorate holders; 3. obtainable goals regarding community initiatives that contribute towards creating a vibrant local academic community.

In addition, teaching qualifications need attention as staff's current educational qualifications are unsatisfactory. For staff members, the 'Programma Academische Kwalificaties Onderwijs' (PAK-education) trajectory or an international equivalent should be within reach – at least two-third of all permanent staff should be able to finish their teaching training in the next two years. The teaching skills of guest lecturers should also be addressed in due time. Attention for teaching qualifications should not negatively influence research time for those enrolled in PhD-trajectories. Hence, hiring new faculty or increasing staff members' current appointments should be considered as many staff members indicated to feel already overwhelmed by their work load.

Tutoring

The panel investigated the program's tutoring system and the provision of information. It found a system that functioned at two levels: at an informal level and at a formal level. At an informal level, tutoring and information provision seems to function well. Students are very positive about the help and support they receive from individual staff members and praise the open and informal atmosphere between teachers and students. The panel compliments

Pagina 5 van 10 both staff and students for their flexibility at informal level. This highly personal tutoring system is, however, not mirrored by an equally strong formal system. In the panel's view, this creates a vacuum: the needs of students who fail to progress within the current teaching-learning environment are neither documented nor mapped. It is therefore impossible for the program's management to know whether it would be capable to anticipate these struggling students' needs with changes. In addition, the provision of information on organizational matters could be improved, especially at formal level. The panel's findings results in an unsatisfactory assessment of the program's tutoring arrangements and information systems in place. The panel encourages the programs to create a formalized tutoring or mentoring system, and to map the needs of struggling students. Where appropriate, changes to the program may be implemented to meet their needs – either intellectually or practically. To this end, all stakeholders – including those in the field – need to be involved.

Communication during the thesis trajectories as part of the tutoring system is also considered by the panel as of crucial importance, as often bachelor students are in employment while working on their theses. The panel ascertained that this matter has the attention of the program's management teams and that solutions are sought to protect students during the thesis trajectory.

Facilities

The panel reviewed the accommodation and research infrastructure of the UoC and concluded that these are sufficient for the realization of the curriculum for the bachelor's program. The library staff make the most of limited financial means and is committed to helping students to achieve maximum access to the necessary study resources. The panel encourages the library to keep updating their collection of text books. To counter the problem of access to relevant accounting data sets for teaching and research purposes, the panel strongly advises the program to invest in the creation of a local database in collaboration with the local accountancy offices, potentially with the support of other universities. Over the years, this would build an increasingly relevant local data set for research and teaching purposes. In addition, the panel recommends exploring whether current agreements with Dutch universities could translate in further data access. The UoC's building program has created a satisfactory learning environment with access to suitable lecture halls, sufficient individual and group study space and with good and reliable internet access. The panel noted that the new UoC buildings were tailored to providing access for students with an impairment. It was informed by the management that faculty may request accessible rooms through the facilities department, if required. Policies are in place to support students with either physical disabilities at institutional level and all necessary facilities are accessible for students with disabilities for both programs. The university is in some aspects still developing and implementing policies for students with physical and visual impairments or dyslexia at program level. The panel encourages the UoC to continue its present efforts towards creating a fully inclusive study environment.

Quality assurance

The panel established that the program's stakeholders are increasingly involved in the evaluation of the program and that the program's management acts upon suggestions of improvement. Staff, students and the professional field are involved in periodic evaluation sessions and indicated that their input, given orally and through anonymous surveys, resulted in demonstrable measures of improvement. The panel established that feedback is collected in formal and informal ways and that a growing awareness of the necessity of

Pagina 6 van 10 documentation of taken measures has been established. This also means that information regarding the program's quality is increasingly accessible for relevant stakeholders and the programs' target groups.

The panel concluded that mechanisms to establish a reliable quality assurance system have significantly evolved over the period of assessment at UoC. The panel was presented with evidence of a quickly emerging quality culture at institutional, faculty and program level. The panel encourages the program's management and the DQA to continue their efforts. It advises the DQA and the program to set a limited number of attainable and measurable goals regarding further improvements that would make further progress with the establishment of a quality culture at program level easily demonstrable. Attention should be paid in the coming years to a full successful run of the Plan-Do-Check-Act cycle regarding implemented changes to work towards the establishment of a fully integrated quality culture at program level in a checked and balanced manner. The panel wants to emphasize that with a developing quality culture, an increasing need for reliable and accurate information arises to bear witness to further development at program level.

Assessment

The panel ascertained that the bachelor's program has an adequate student assessment system in place at a satisfying level. The panel concluded that examinations and tests are of the appropriate bachelor's level, and that clear answer models were provided to allow for the alignment of marking standards and a reliable assessment of course work. Tests and examinations support the students' own learning processes at a satisfactory level and are sufficiently varied. Students are adequately informed about assessment methods and confirmed to feel satisfied with the levels of transparency of the current system of assessment. The panel encourages the program to consider adding reflection as part of the assessment of students' internship reports as this could help students in the development of their professional skills and in their awareness of personal challenges.

The panel ascertained that the marking of theses was fair and properly aligned, yet noticed that the thesis assessment was often not fully transparent. The panel advises the program to pay more specific attention to the didactic role of feedback in relation to assessment and to the transparency of assessment for students. The correct use of thesis assessment forms by staff members should therefore be a target for UoC examiners, monitored by the BEC. Although minutes and notes demonstrated that the BEC has not always been fully in control over the period of assessment, the documentation also demonstrated a rapid professionalization in the last two years. The BEC's main tasks seem to have been exercised properly in the last one-and-a-half years and the panel is confident that with the resolution of the BEC's responsibilities versus those of the dean's, matters will continue to improve. The panel verified that the BEC has a sufficient awareness of the status of their actions in relation to the demands posed by the NVAO framework, the need for documentation of their measures and the importance of their task in the achievement of the program's learning outcomes and the assurance of degrees. The quality of interim and final examinations is sufficiently safeguarded by the BEC. The panel therefore concludes that the BEC is currently in control of its tasks and is therefore positive about the student assessment system in place.

Achievement level

The panel ascertained that graduates of the program achieve the intended learning outcomes at a satisfying level and, in individual cases, at a good level. Graduates

Pagina 7 van 10 demonstrated to have an appropriate grasp of theoretical knowledge, demonstrated to be able to appropriately structure their research, posing relevant questions and making use of suitable literature and research methods. Although used literature and data sets were sometimes hampered by the limited resources available at the UoC, these limitations did not negatively influence graduates' ability to perform at the appropriate bachelor's level. They showed ample creativity in their approach and sufficiently reflected on the limitations of the outcomes of their research. Differences in achievement level were appropriately reflected in the designated marks. Representatives of the field are content with the performance of graduates in the professional field. According to the panel, graduates of the bachelor's program are also sufficiently prepared for further study in a master's degree and therefore rules positively regarding the final achievement level.

Conclusion

The panel ruled that Standard 6 (Staff) and 8 (Tutoring) are currently unsatisfactory at the bachelor's program in Accountancy and Controlling. The panel is confident that the program will be able to implement the necessary changes to correct this situation within a period of two years, as the first steps towards improvements have already been taken by the program and as it considers all other standards as of a satisfactory level. According to the assessment rules of the NVAO framework of extensive program assessments, the program therefore receives a final assessment of satisfactory for the program as a whole. Attention to the further professionalization of staff and to their contribution to the building of a vibrant academic community to create a suitable teaching-learning environment is of crucial importance for the program's long term viability, just as the need for a structural solution for the quality of the faculty to guarantee the academic orientation of the program in the future. It is hereby also important that a formal tutoring system is in place to guarantee full knowledge of students' needs and struggles in order to correctly anticipate upon these.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel en vraagt de opleiding om de geconstateerde zorgen met betrekking tot de kwaliteit van het personeel en de begeleiding en informatievoorziening mee te nemen in het hersteltraject van de masteropleiding, daar waar deze zorgen raken aan die van de masteropleiding.

Omdat ook in de vorige beoordeling deze kwestie naar voren kwam, wijst de NVAO er op dat bij de volgende beoordeling dit opgelost dient te zijn.

Voorts verwijst de NVAO naar het gesprek dat zij op 3 juli 2018 voerde met de rector en de kwaliteitsfunctionaris van de universiteit. Daar kwam aan bod dat nodig is om de kwetsbaarheid van de academische kwalificaties van de staf in algemene zin aan te pakken en wat de universiteit op dit punt aan maatregelen neemt.

Pagina 8 van 10 **Oordeel**

De NVAO heeft de Rector Magnificus van de University of Curacao Dr. Moises da Costa Gomez te Willemstad in de gelegenheid gesteld zijn zienswijze op het voornemen tot oordeel van 3 augustus 2018 naar voren te brengen. Bij e-mail van 15 augustus 2018 heeft de instelling laten weten geen opmerkingen te hebben.

Op grond van het voorgaande komt de NVAO tot een positief oordeel over de wo-bachelor Accountancy & Controlling (180 EC; variant: voltijd; locatie: Willemstad) van de University of Curaçao Dr. Moises da Costa Gomez te Willemstad, Curaçao. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit oordeel treedt in werking op 31 augustus 2018 en is van kracht tot en met 30 augustus 2024.

Den Haag, 31 augustus 2018

De NVAO
Voor deze:

A handwritten signature in blue ink, consisting of a large, stylized loop followed by a horizontal line that extends to the right and then curves back down to the left, crossing the loop.

R.P. Zevenbergen
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Standaard	Oordeel
Beoogde leerresultaten <i>Standaard 1: De beoogde leerresultaten passen bij het niveau en de oriëntatie van de opleiding en zijn afgestemd op de verwachtingen van het beroepenveld en het vakgebied en op internationale eisen.</i>	Voldoende
Programma – Oriëntatie <i>Standaard 2: Het programma maakt het mogelijk om passende (professionele of academische) onderzoeks- en beroepsvaardigheden te realiseren.</i>	Voldoende
Programma – Inhoud <i>Standaard 3: De inhoud van het programma biedt studenten de mogelijkheid om de beoogde leerresultaten te bereiken</i>	Voldoende
Programma – Leeromgeving <i>Standaard 4 : De vormgeving van het programma zet aan tot studeren en biedt studenten de mogelijkheid om de beoogde leerresultaten te bereiken.</i>	Voldoende
	Voldoende
Instroom <i>Standaard 5 : Het programma sluit aan bij de kwalificaties van de instromende studenten.</i>	Voldoende
Personeel <i>Standaard 6 : Het docententeam is gekwalificeerd voor de inhoudelijke en onderwijskundige realisatie van het programma en de omvang ervan is toereikend</i>	Onvoldoende
Voorzieningen <i>Standaard 7 : De huisvesting en de materiële voorzieningen zijn toereikend voor de realisatie van het programma.</i>	Voldoende
Begeleiding <i>Standaard 8 : De studiebegeleiding en de informatievoorziening aan studenten bevorderen de studievoortgang en sluiten aan bij de behoefte van studenten.</i>	Onvoldoende
Kwaliteitszorg <i>Standaard 9 : De opleiding kent een expliciete en breed gedragen kwaliteitszorg, bevordert de kwaliteitscultuur en is gericht op ontwikkeling.</i>	Voldoende
Toetsing <i>Standaard 10 : De opleiding beschikt over een adequaat systeem van toetsing.</i>	Voldoende
Gerealiseerde leerresultaten <i>Standaard 11 : De opleiding toont aan dat de beoogde leerresultaten worden gerealiseerd.</i>	Voldoende
Eindoordeel	Voldoende

- Prof. dr. L. (Leen) Paape RA RO CIA, professor of Corporate Governance and former dean of Nyenrode Business University [chair];
- Prof. dr. E. (Erik) Peek, professor of Business Analysis and Valuation at the Rotterdam School of Management of the Erasmus University Rotterdam;
- R. (Rocher) Cyrus CPA, CGMA, Managing Director Global International Management, LLC and Partner Becker CPA Live Classes Dutch Caribbean & Suriname;
- S. (Stephanie) Hofstetter, master's student Accountancy at the University of Groningen [student member].

Het panel werd ondersteund door dr. Els Schröder, secretaris (geregistreerd).