

## Besluit **Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-bachelor Personeelwetenschappen van de Universiteit van Tilburg**

	<b>Gegevens</b>	
<b>datum</b>	15 juli 2013	Naam instelling : Universiteit van Tilburg
<b>onderwerp</b>	Besluit accreditatie wo-bachelor Personeelwetenschappen van de Universiteit van Tilburg (001354)	Naam opleiding : wo-bachelor Personeelwetenschappen (180 ECTS) Datum aanvraag : 27 december 2012 Variant opleiding : voltijd Locatie opleiding : Tilburg
<b>uw kenmerk</b>	213.5821	Datum goedkeuren panel : 22 mei 2012
<b>ons kenmerk</b>	NVAO/20132057/SL	Datum locatiebezoeken : 5 en 6 september 2012 Datum visitatierapport : 10 december 2012
<b>bijlagen</b>	3	Instellingstoets kwaliteitszorg : ja, positief besluit van 3 april 2013

### **Beoordelingskader**

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).

### **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.

Samenvatting bevindingen en overwegingen van het panel.

*Standard 1: Intended learning outcomes*

The bachelor's programme Personeelwetenschappen (PEW) is a research-oriented programme that operates in the highly multidisciplinary field of organisation studies. Within this field, the subfield of human resources specifically focuses on the relationship between employer and employee. The PEW programme distinguishes itself from similar programmes in the field by studying the multifaceted concept of employment relationships from a social sciences perspective. The committee considers the dual focus on individual well-being and corporate performance a unique attribute of the programme.

Whereas the programme has a clear vision of its own position within the wider field of organisation studies, a well-thought-out overview of the entire field seems to be lacking. The very concise domain-specific framework of reference, which was put together by the programmes participating in the cluster assignment, clearly illustrates this. The committee would have preferred to see a more intelligent formulation of what is common to the programmes in organisational studies at the VU University Amsterdam and Tilburg University.

The PEW programme presents itself as an intrinsically academic programme that puts a strong emphasis on analysis and empiricism. This research-oriented character is clearly reflected in the intended learning outcomes, which have been formulated in line with the Dublin descriptors. While the intended learning outcomes contain little reference to the application of academic knowledge and skills within professional practice, the committee found that the programme does clearly value the opinions of the professional field. Contacts between the programme and the field are maintained mainly via the recently established People Management Centre.

*Standard 2: teaching-learning environment*

The three-year bachelor's programme is cumulative in character: each year builds on the knowledge that the students have gained in the previous one. After a recent programme revision, the first year of study is shared with the bachelor's programme Organisatiewetenschappen and is designed as a broad introduction to the field of 'people-work-organisation'. The second and third years of the programme are more in-depth and focus on specific HR issues. According to the committee, the courses that make up the curriculum are a fair representation of the contents that one could expect in a HRS programme. Also, enough attention is paid to academic skills. Most courses use a functional mix of work forms, although there are a few courses that rely on lectures only. The curriculum as a whole covers the entire range of intended learning outcomes specified under Standard 1.

Currently, the bachelor's programme is being revised in order to better reflect the new educational vision of the Tilburg School of Social and Behavioral Sciences (TSB). Since 'Active and Intensive Learning' is central to this vision, the bachelor's programme is now incorporating more 'active learning' components into its curriculum. These are thought to stimulate a more proactive attitude on the part of students. When compared to the curriculum of the master's programme, the bachelor's curriculum seems slightly less coherent and well thought out. The workload of the bachelor's programme (around 25 hours a week) is on the low side and should be increased.

Pagina 3 van 7 In terms of internationalization, the committee found that this is mainly interpreted (understandably) as the encouragement of 'student mobility', both inbound and outbound. To attract international students at the bachelor's level, the School is considering establishing a broad English-taught bachelor's programme titled 'The Human Side of Business'. Outbound student mobility has always been problematic for the programme and continues to be so. The committee hopes that the measures taken to change students' attitudes will cause more students to consider an international exchange. More formalized international contacts, for example in the form of double degree programmes with foreign universities, might also create an extra incentive for students.

After studying the quantitative data on intake and returns, the committee sees no reason for concern. The intake of students is substantial and consistent, and the completion rates are adequate. The flow of students from the bachelor's programme to the master's programme is good. The homogeneity of the student population is significant, as it mainly consists of top-stream secondary school graduates from the southern part of the Netherlands. Attracting a more diverse student population could help to augment proactivity amongst students.

The seventeen staff members of the Department of Human Resource Studies are only partly responsible for the teaching in the bachelor's curriculum; staff members of other departments provide a substantial part of the courses. Generally, the staff involved seems well equipped to teach the courses, and students describe their lecturers as easily approachable and enthusiastic. However, the number of lecturers without a PhD is quite high.

### *Standard 3: Assessment and achieved learning outcomes*

The system of assessment as a whole was found to be adequate, though some aspects could and should be improved. While the Board of Examiners (BoE) has begun to explore its new role as the guardian of the achievement of the intended learning outcomes, the committee finds that it still has quite a long way to go. Randomized checking of examinations and theses produced at TSB, against a common standard, should become a regular responsibility of the BoE. Also, the forms used to assess bachelor's theses should be improved in order to allow external assessment of the circumstances under which the grade was awarded. The current forms require assessors to tick boxes rather than provide detailed comments on which aspects of the thesis were satisfactory and which were not.

The sample of bachelor's theses assessed by the committee clearly shows that the graduates achieve the required level. Generally speaking, the committee's marks were in line with the original grades, although it did observe some conservative marking (marks awarded by supervisors were lower than those given by the committee members), especially in the highest segment. Another point that the committee wants to stress is that, regardless of the implementation of thesis circles and group work, the role of the individual student should always be clearly recognizable in the thesis, which was not the case in one of the theses that the committee studied.

The position of bachelor's graduates on the labourmarket is at the moment unclear, mostly because the overwhelming majority of students enrol in master's programmes before starting their career. Should this situation change in the future, which is not unlikely given the expected changes in the financing of higher education, the committee hopes that the programme management will be prepared.

De NVAO onderschrijft de opmerkingen van het panel over:

- de Examencommissie, die haar nieuwe, proactieve rol, op basis van de Wet versterking besturing, nog veel sterker moet oppakken.
- de beoordelingsformulieren van de thesis, dat gedetailleerd inhoudelijk commentaar mogelijk moet maken.
- het academisch personeel in de bacheloropleiding. Het percentage gepromoveerde docenten zou moeten worden verhoogd.

#### **Bestuurlijke afspraak**

Het panel is van mening dat de examencommissie een proactieve houding dient aan te nemen om te voldoen aan haar wettelijke taken en verantwoordelijkheden. De examencommissie dient een stevige grip te krijgen op de kwaliteitsborging van de toetsing. Aldus komt de examencommissie in haar rol conform de WHW, artikel 7.12 t/m 7.12c en 18.7. Hiertoe hebben de Universiteit Tilburg en de NVAO een bestuurlijke afspraak gemaakt.

De opleidingen zullen de rol van de examencommissie conform de WHW verruimen en zullen de NVAO op de hoogte stellen van de gemaakte vorderingen door uiterlijk 1 april 2015 het jaarverslag van de examencommissie van studiejaar 2013-2014 toe te sturen.

#### **Besluit**

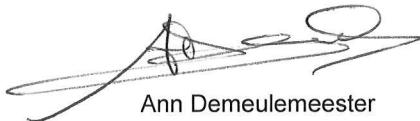
Ingevolge het bepaalde in artikel 5a.10, tweede lid, van de WHW heeft de NVAO het college van bestuur van de Universiteit van Tilburg te Tilburg in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 23 april 2013 naar voren te brengen. Bij e-mail van 6 juni 2013 heeft de instelling gereageerd op het voornemen tot besluit. Dit heeft geleid tot enkele aanpassingen in het besluit.

De NVAO besluit accreditatie te verlenen aan de wo-bachelor Personeelwetenschappen (180 ECTS; variant: voltijd; locatie: Tilburg) van de Universiteit van Tilburg te Tilburg. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 1 januari 2014 en is van kracht tot en met 31 december 2019.

Den Haag, 15 juli 2013

Nederlands-Vlaamse Accreditatieorganisatie



Ann Demeulemeester  
(vicevoorzitter)

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.

Onderwerp	Standaard	Beoordeling door het panel <i>voltijd</i>
<b>1. Beoogde eindkwalificaties</b>	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	V
<b>2. Onderwijsleeromgeving</b>	Het programma, het personeel en de opleidings specifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	V
<b>3. Toetsing en gerealiseerde eindkwalificaties</b>	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	V
<b>Eindoordeel</b>		V

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E). Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Cijfers gebaseerd op studiejaar 2010/2011

**Tabel 1: Uitval na 1 jaar.**

Cohort	2006	2007	2008	2009
Rendement na 1 jaar	31%	21%	36%	28%
Rendement na 2 jaar	31%	21%	38%	
Rendement na 3 jaar	31%	26%		

**Tabel 2: Rendement\* (vwo-instroom).**

Cohort	2006	2007
Rendement na 3 jaar	24%	39%
Rendement na 4 jaar	94%	

\*Het gaat hier om post bindend studieadvies cijfers

**Tabel 3: Rendement\* (totale instroom).**

Cohort	2006	2007
Rendement na 3 jaar	27%	38%
Rendement na 4 jaar	89%	

\*Het gaat hier om post bindend studieadvies cijfers

**Tabel 4: Docentkwaliteit.**

Graad	MA	PhD*	BKO
Percentage	100%	71%	-

\*De docenten zonder PhD zijn promovendi

**Tabel 5: Docent-studentratio.**

Ratio	1:33*
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\*het betreft de docent-studentratio voor de bachelor- en masteropleiding gezamenlijk

**Tabel 6: Contacturen.**

Studiejaar	1	2	3
Contacturen	340	268	148

- Prof Arndt Sorge, Honorary Professor, Faculty of Economics and Social Science, University of Potsdam, Germany (chair);
- Prof Nelson Phillips, Professor of Strategy and Organizational Behaviour, Imperial College Business School, London, UK;
- Prof Ray Reagans, Associate Professor, Sloan School of Management, Massachusetts Institute of Technology, Cambridge MA, USA;
- Prof Hans Doorewaard, Professor of Organisational Development, Nijmegen School of Management, Radboud University Nijmegen, the Netherlands;
- Prof Patriek Flood, Professor of Organisational Behaviour, Dublin City University, Ireland;
- Gerdine Tiemens, BSc, student MSc programme 'Beleid, Communicatie en Organisatie' (BCO), VU University Amsterdam.

Het panel werd ondersteund door dr. Floor Meijer secretaris (gecertificeerd).