



The Hague University of Applied Sciences

Master of Business Administration

Academy of Masters & Professional Courses

Re-assessment

Summary

In November 2016 the re-assessment of the Master of Business Administration (MBA) of the Academy for Masters & Professional Courses of The Hague University of Applied Sciences took place. The original assessment of the MBA took place in June 2014. Although most standards of the full study programme assessment were then assessed as satisfactory, the assessment on three standards were unsatisfactory and led to an overall assessment unsatisfactory. This conclusion concerned the full time and two part time variants (English and Dutch).

After an improvement period an audit panel from NQA re-visited the MBA degree programme on 1 November 2016 to assess the quality of the three standards: *orientation of the curriculum* (Standard 2), *improvement measures* (Standard 14) and *assessment and learning outcomes* (Standard 16)¹.

Pertaining to Standard 2 (orientation of the curriculum) the panel noticed that several improvements had been introduced in the curriculum. The programme has implemented vertical learning lines to safeguard the coherence between courses. The Vertical Learning Line on Business Research Methods clearly safeguards the development of research and analysis skills. In the Vertical Learning Line Personal and Professional Development students are challenged to critical thinking. The programme has also introduced a Module - Foundations of Business Analysis (Statistics) in the second phase of the curriculum. In this module students gain an in-depth knowledge of statistics.

Furthermore, the programme has made the masters level explicit in the courses in test matrices. For each course it has implemented a test matrix. Also the Thesis Manual has been rigorously changed; an assessment rubric listing specific criteria for grading and scoring academic papers and projects was introduced. The rubric is part of this manual. Through the test matrices the programme shows that all learning goals are covered in courses, and the master's level and the coherence between courses are safeguarded.

Based on the scrutiny of documents the panel is positive about the research level and assesses this sufficient for a MBA degree programme. The panel is overall impressed with the changes that have been made, and has some suggestions for further improvement; the MBA could give further attention to validity and reliability, and to a balance between quantitative and qualitative research methods. The panel also concludes that the programme safeguards the level and coherence of content sufficiently.

The panel assesses Standard 2 for all three variants of the MBA as **satisfactory**.

With regard to quality assurance, Standard 14 (improvement measures), the panel notes that several committees work according a plan-do-check-act-cycle, as shown in a flow chart by THUAS MBA. The panel specifically thinks that the position and functioning of the Examination Board has strongly improved. Evaluation outcomes are analysed and used to further improve the

¹ These standards concern the *Full Study Programme Assessment Framework for the higher education system of the NVAO*, 22 November 2011.

curriculum, the functioning of lecturers, and are presented to students on Blackboard. The quality as a whole is ensured by the annual publication of the Quality Year Report.

The three variants of the programme have been assessed as **satisfactory** on Standard 14.

Pertaining to Standard 16 (assessment and learning outcomes) the panel concludes that several changes have been made.

To improve and safeguard the quality of assessment, the programme has introduced an Assessment Plan, and a new Thesis Manual. The programme is now working with test matrices in every course and a rubric in the assessment of the thesis that is included in the Thesis Manual. Furthermore staff calibrate on a regular base about testing and assessment. Every test is double checked (four eyes principle); the Test Committee pre checks every test on standard criteria, and analyses results afterwards. The position and way of working of the Examination Board have strongly improved. The cooperation with the Advisory Board could be strengthened.

To assess the achieved learning outcomes the panel selected fifteen theses from the last two years. The panel is positive about the results. The panel is of the opinion that the changes in the curriculum have paid off. Based on the theses and the assessment forms that go with it, the panel has some suggestions for the degree programme to further improve. But overall the panel is satisfied about the quality achieved. Therefore, the panel assesses Standard 16 as **satisfactory**.

Overall the audit panel is satisfied with the results; the current curriculum, the quality of safeguarding the quality (of testing and exams), and the overall quality of the theses. Also, the panel thinks that the new management has involved all staff well to realize better results. The positive assessment on the quality of three standards leads to the overall assessment **satisfactory** of the MBA degree programme.

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Introduction

This report presents the outcome of the re-assessment of the MBA degree programme offered by The Hague University of Applied Sciences (THUAS).

Reason and process

After the full assessment on 26 and 27 June 2014 the NQA audit panel assessed Standard 2 (orientation of the curriculum), 14 (improvement measures) and 16 (assessment and learning outcomes) as unsatisfactory. Although all other standards were judged satisfactory, this led to an overall assessment unsatisfactory. After this the study programme submitted an improvement plan on 29 April 2015. The audit panel agreed on this improvement plan. Therefore, NVAO decided to grant the study programme a so called 'improvement period' (letter NVAO of 6 August 2015): the MBA can apply for re-accreditation until 30 January 2017.

The Academy for Masters & Professional Courses of The Hague University of Applied Sciences asked NQA to execute the necessary re-assessment that took place on 1 November 2016.

Method

The re-assessment concerned the three standards 2, 14 and 16 of the *Full Study Programme Assessment Frameworks for the higher education system* (NVAO, 22 November 2011).

Prior to the re-assessment the audit panel studied several documents, including graduation theses of recently graduated students. On 1 November 2016 the panel re-visited the study programme in The Hague and held discussions with alumni and students of the three variants, lecturers, thesis supervisors and members of various committees (Examination Board, Test Committee and Curriculum Committee), and the programme management. All information enabled the panel to reach a deliberate assessment of the specific standards.

The assessment was conducted by (almost) the same audit panel that originally assessed the programme in June 2014 and agreed with the improvement plan (2015). The panel was convened in consultation with THUAS and prior to the site visit approved by NVAO.

The audit panel for this re-assessment consisted of:

- Ms E. Walker MBA (chairperson, representative discipline)
- Mr dr. A.C.J.M. Olsthoorn (representative discipline)
- Mr L.H. Broekhuizen MBA (representative discipline)
- Mr A.O. Olusile BSc (student member)

Ms. M. Snel BHRM & BEd, NQA-auditor, acted as secretary of the panel.

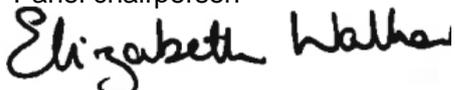
All the information given by the programme (oral and written) enabled the panel to execute a deliberate judgement. In the first chapter basic data of the study programme are presented, as well as a short outline of the characteristics of the MBA at THUAS. In the second chapter the findings, considerations and conclusions concerning the three standards 2, 14 and 16 are

presented. In the last chapter a general conclusion is given of the quality regarding the MBA programme.

The panel declares that the assessment of the study programme was carried out independently.

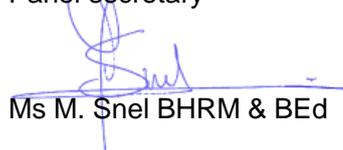
Utrecht, 7 December 2016

Panel chairperson

A handwritten signature in blue ink that reads "Elizabeth Walker". The signature is written in a cursive style.

Ms E. Walker MBA

Panel secretary

A handwritten signature in blue ink that reads "Ms M. Snel". The signature is written in a cursive style.

Ms M. Snel BHRM & BEd

1 Basic data of the study programme

Administrative data

<i>Administrative data of the study programme</i>	
Name study programme as in CROHO	Master of Business Administration (MBA)
Orientation and level study programme	Hbo-master
Grade	MBA
Number of study credits	60 EC
Graduation courses / 'tracks'	n/a
Location	The Hague, The Netherlands
Variants	Full time English Part time Dutch Part time English
Language used	English (PT and FT) Dutch (PT)
Registration number in CROHO	70024

<i>Administrative institutional data</i>	
Name institute	The Hague University of Applied Sciences (THUAS)
Data institutional contactperson	Mr drs. A.J. Pellenbarg
E-mail address for copy of application	a.j.pellenbarg@hhs.nl
Status institute	Funded (Master programmes not funded)
Result institute audit	--

Short outline of the study programme

The MBA offers a full time and part time variant in English and a part time variant in Dutch. See schedule below:

Name programme	MBA full time	MBA part time	MBA part time
<i>Parameters:</i>			
<i>start programme</i>	September	September	February
<i>language</i>	English	English	Dutch
<i>length</i>	12 months	23 months	23 months
<i>number of EC</i>	60	60	60

The English-language MBA is one of three English-language professional masters offered at THUAS, provided by the Academy of Masters & Professional Courses (M&PC).

The Dutch MBA variant is one of five Dutch-language professional masters at the Academy.

The English variants have eighteen lecturers, the Dutch variant fourteen. The programme has four PhD staff members and three lecturers are preparing for their PhD.

The amount of incoming student is considered stable. In the last two years each year about forty students enrolled the MBA degree programme.

For the re-assessment the panel has studied documents regarding the three variants of the MBA programme. The findings, considerations and conclusions for the three following standards concern all three variants.

2 Re-assessment

Standard 2 Orientation of the curriculum

The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.

In this chapter the audit panel describes the findings, considerations and conclusions on the orientation of the curriculum. The study programme receives the assessment **satisfactory** for this standard.

Findings

In 2014 the NQA panel noted it was in general positive about the content of the MBA curriculum. The panel noticed a deepening of knowledge in the course of the programme and literature was up to date. The panel also found a lack of attention for the development of research and analysis skills. In 2014, this was a big concern to the panel.

In November 2016 the panel studied the courses of the three variants. The panel notes that the MBA has made some substantial changes.

In the curriculum the programme has introduced three Vertical Learning Lines (see appendix 4 for an overview of the curriculum). One learning line concerns Business Research Methods, in which in eight three-hour sessions all aspects of business research are dealt with. According to the panel this safeguards the build up of research and analysis skills of students in the course of the programme.

Furthermore, the programme has introduced a Module - Foundations of Business Analysis (Statistics) in the second phase of the curriculum, so students gain an in-depth knowledge of statistics. In the Vertical Learning Line Personal and Professional Development students are challenged to critical thinking.

Based on the study of the theses the panel has selected (see also standard 16), the panel can confirm that the changes in the curriculum concerning the attention for research and analysis have been fruitful. The panel concludes that the level of research and analysis skills in the theses is satisfactory. To further improve the quality, the panel suggests more attention could be given to validity and reliability, and to a better balance between quantitative and qualitative research methods. Specifically, the attention paid to that quantitative analysis could be better in terms of statistical importance and the ability to draw conclusions based on limited sample sizes.

To strongly embed the masters level and the coherence between courses (and content), the MBA has defined the masters level for every course, according to Bloom's Taxonomy Level 3-6 and the European Qualification Framework (level 7). The panel notes these levels are worked out in the course material, in test matrices. Every course manual contains a test matrix. A test matrix

and an extra rubric for the Thesis Project is included in the new Thesis Manual² (see also standard 16).

The panel notes that through these test matrices the programme shows that all learning goals are covered in courses.

Considerations and conclusion

Based on the scrutiny of documents the panel concludes that the curriculum shows proper attention to research and analysis skills. The panel is specifically positive about the Vertical Learning Line on Business Research Methods and the way this learning line safeguards the development of research and analysis skills of students. Based on the study of the theses the panel concluded that these changes actually have led to better results; a more in-depth knowledge of research.

The panel also concludes that the MBA has made the masters level explicit and visible in the course manuals, through test matrices. By doing so, the MBA programme has shown that learning goals (including the master level) in the curriculum and coherence between courses are safeguarded.

Overall the panel concludes that the attention paid to the research skills has strongly improved. This applies to the three variants. The panel assesses the level of and the attention to these skills as satisfactory. For further development, the panel suggests the MBA could give more specific attention to validity and reliability, and a more in-depth understanding of statistics.

Based on above mentioned considerations the audit panel assesses Standard 2 as **satisfactory**.

² *Master Thesis Manual MBA 2015-2016*

Standard 14 Improvement measures

The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets.

In this chapter the audit panel describes the findings, considerations and conclusions on improvement measures. The study programme receives the assessment **satisfactory** for this standard.

Findings

In 2014 the panel concluded that the MBA had a large number of plans but no real evidence of a complete plan-do-check-act-cycle. The panel also noticed that most committees were relatively new and had little time to influence operations. The panel had no clear sight on how the different bodies link together to ensure the quality of the programme. In general, internal and transparent communication within the MBA organization were a concern to the panel.

During the re-assessment the MBA presented a more robust system of quality assurance. A Dutch manual for quality assurance serves as a document that describes the objectives and the system of quality assurance in general (*Handboek Kwaliteitszorg MPC definitief, december 2013*). The MBA programme showed a renewed formal way of communication within THUAS MBA in a flow chart. In this flow chart the different relevant committees and stakeholders of the MBA are presented. The process includes both student feedback and lecturer assessment. The panel is positive about the system of quality assurance that shows how different bodies link together. Compared with the audit in 2014, the panel also notes that the MBA uses stronger evaluations forms, e.g. the Student Evaluation Form serves as a good example.

The panel has studied the minutes of the several committees; of the Advisory Board, the Curriculum Committee, and the Programme Council. Based on the scrutiny of these documents, and on the interviews the panel held with representatives of these committees, and with representatives of the Examination Board and Test Committee, the panel is very impressed by the system of quality assurance within THUAS MBA. The panel understands that the MBA wants quality assurance to be part of everybody's DNA, and that it is work in progress. The panel is specifically impressed by the functioning of the Examination Board that monitors the quality of exams according to proper criteria. It meets on a regular basis, and discusses relevant cases (see also standard 16). For example, the Examination Board screens and appoints all supervisors and assessors. All supervisors and assessors are entered into the *Register of supervisors and assessors of the Academy of M&PC*, as shown to the panel during the re-visit. The panel is also positive about the way evaluation outcomes are embedded in the quality assurance system. The panel notes that evaluation outcomes are analysed and used to further improve the content of the curriculum. Results are published on Blackboard. Student evaluation outcomes are also used to evaluate the performance of lecturers. Formally, the MBA management has annual performance reviews and appraisals with lecturers. Student evaluations, together with peer and self assessments of the lecturers, are used as input for these meetings. According to the panel, this is a positive change.

Finally, the communication of the formal quality cycle as a whole is ensured by the publication of the *Annual Year Report*.

With regard to the Advisory Board the panel recommends that the MBA should look at meeting more often. Perhaps alumni could be used in developing the programme, possible via the advisory board.

Considerations and conclusion

The panel is positive about the changes that have been made in the organization to assure an embedded system of quality assurance with involvement of all relevant stakeholders. The panel concludes that THUAS MBA now has a formal way of quality assurance besides the informal procedures they maintain.

Based on the scrutiny of documents and the interviews held, the panel also concludes that the quality system as a whole shows a stronger assurance in continuously safeguarding the quality of the degree programme. Most important, the panel notes that committees communicate coherently with each other and from a shared point of view on quality and quality assurance.

The panel is specifically positive about the functioning of the Examination Board. It has an internal scrutiny and safeguards that all the important issues in the organization can be addressed. With regard to the Advisory Board, some effort could be made to further involve this committee.

Overall the panel concludes that THUAS MBA has a clear formal quality cycle. The further embedding of quality thinking in everybody's DNA is work in progress. To gain this, commitment is needed, and the panel feels that everybody involved is very committed.

Based on above mentioned considerations the audit panel assesses Standard 14 as **satisfactory**.

Standard 16 Assessment and learning outcomes

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

In this chapter the audit panel describes the findings, considerations and conclusions on the assessment system and the achieved learning outcomes. The study programme receives the assessment **satisfactory** for this standard.

Findings

In 2014 the panel had serious concerns about the master's level of some exams. Furthermore, the panel initially assessed three theses unsatisfactory, where THUAS MBA assessed them satisfactory. Although theses of August 2014 showed improvement, the panel concluded that overall the theses demonstrated too little depth for a master's programme; specifically the research skills were a point of concern.

Pertaining to the level of exams, the panel notes that the MBA has made some substantial changes to improve the quality of the exams.

To improve and safeguard the quality of assessment, the programme has introduced an Assessment Plan, and a new Thesis Manual. The programme is now working with test matrices in every course and an assessment rubric in the assessment of the Thesis Project that is included in the Master Thesis Manual (2016-2017). Furthermore, staff calibrate on a regular base about testing and assessment. Every test is double checked (four eyes principle); the Test Committee pre checks every test on standard criteria, and analyses results afterwards.

The position and way of working of the Examination Board has also strongly improved (see also standard 14). The Examination Board had a leading role in improving the master's level, and safeguarding this in the curriculum (all three variants). The Board formally monitors the master level in the courses and exams, and also rewrote the Thesis Manual. Furthermore, the Board was leading in rewriting the research line in the curriculum that was a collective process, as stated by the lecturers.

The panel has studied a selection of tests and confirms that the quality is satisfactory. An overview shows that the programme uses a larger variety of assessment forms than before. The panel finds that the variety fits the course content and is sufficient.

To assess the achieved learning outcomes, the panel selected fifteen theses from an overview of all graduates of the last two years. These theses represent all three variants and a range of sufficient and good results.

Overall the panel is positive about the quality these theses represent. According to the panel, the level of in-depth research meets general criteria for a professional master's level. The panel is also positive about the wide range of management models the theses represent.

With the exception of only one thesis, the panel declares that the theses represent the MBA level. The panel notes the wide range of thesis subjects and suggests that the programme ensures that

they are more focused on Business Administration with clear and appropriate conclusions for the business or subject matter of research. The one thesis the panel thinks does not meet the criteria for a master's level, is a thesis that was graded barely sufficient and took the lecturers involved a lot of guidance and effort. The reason was that the particular student did not follow the renewed programme and was, as a consequence of that, not as well prepared as other students. Based on the study of the theses, the panel has some suggestions for the MBA to further improve the research in the curriculum (see standard 2). Overall, the panel feels the quality of the theses is of an acceptable level.

Pertaining to the quality of the assessment forms the panel notes that the forms are clear, but that the quality of the feedback on the assessments forms could be improved to give better feedback to students.

Considerations and conclusion

The panel concludes that several changes have been made. The MBA is using the Assessment Plan 2016-2017 and the system of matrices as from 2016-2017. The panel states that the Test Matrices safeguard that every learning goal is part of the exam at the proper master's level. In the Thesis Project the programme works with a rubric. Based on this and on the sample of tests that were shown during the re-visit, the panel concludes that the MBA embedded a sustainable system of quality assurance for the quality of assessments.

To assess the achieved learning outcomes, the panel selected fifteen theses from the last two years. The panel concludes that the results represent a proper master's level for an MBA degree programme; this includes all three variants. Based on the theses and the assessment forms that go with it, the panel has some recommendations for the degree programme for further improvement. But overall the panel is very satisfied about the quality achieved.

Based on above mentioned considerations the audit panel assesses Standard 16 as **satisfactory**.

3 General conclusion of the study programme

Assessments of the standards

The audit team comes to the following assessments with regard to the standards:

Standard	Assessment
<i>Standard 1 Intended learning outcomes</i>	Satisfactory (2014)
<i>Standard 2 Orientation of the curriculum</i>	Satisfactory (2016)
<i>Standard 3 Contents of the curriculum</i>	Satisfactory (2014)
<i>Standard 4 Structure of the curriculum</i>	Satisfactory (2014)
<i>Standard 5 Incoming students</i>	Satisfactory (2014)
<i>Standard 6 Feasibility</i>	Satisfactory (2014)
<i>Standard 7 Duration</i>	Satisfactory (2014)
<i>Standard 8 Staff policy</i>	Satisfactory (2014)
<i>Standard 9 Quality of staff</i>	Satisfactory (2014)
<i>Standard 10 Size of staff</i>	Satisfactory (2014)
<i>Standard 11 Services and facilities</i>	Satisfactory (2014)
<i>Standard 12 Tutoring</i>	Satisfactory (2014)
<i>Standard 13 Evaluation of results</i>	Satisfactory (2014)
<i>Standard 14 Improvement measures</i>	Satisfactory (2016)
<i>Standard 15 Involvement in quality assurance</i>	Satisfactory (2014)
<i>Standard 16 Assessment and learning outcomes</i>	Satisfactory (2016)

Considerations and conclusion

Two years after the first visit, the panel concludes that a major step forward has been made with respect to research skills. Furthermore, the panel thinks that there is more coherence in the team and an awareness of the importance of the process aspects of the programme instead of only the content. The changes made in the curriculum safeguard the master level in a better way and show more cohesion.

The panel has seen convincing evidence of improvements being made. The panel is of the opinion that all criteria are met. As to some topics the panel feels that the programme can be further developed, such as improving the content and validity of statistical sampling or focusing the thesis research on a relevant business question. In this respect, the panel thinks that the programme management has set a sustainable framework for quality assurance and the panel feels confident about the programme moving on in the right direction as it has shown to do so since the last audit.

Considering that all standards meet the criteria (as set within the standards), the audit panel assesses the quality of the MBA degree programme of the Academy of Masters & Professional Courses of The Hague University of Applied Sciences as a whole as **satisfactory**.

Appendices

Appendix 1 Expertise members audit panel and secretary

Audit panel

Member audit panel	Role (chair / representative discipline / student)	Representative discipline (yes / no)
1. Ms E. Walker MBA	Chair	Yes
2. Mr dr. A.C.J.M. Olsthoorn	Representative discipline	Yes
3. Mr L.H. Broekhuizen MBA	Representative discipline	Yes
4. Mr A.O. Olusile BSc	Student member	No

Secretary/ process coördinator

	Certified by NVAO since	E-mail
Ms M. Snel BHRM & BEd	17 November 2010	snel@nqa.nl

Short descriptions expertises panel members

1	Ms E. Walker MBA is director of N4P Consultancy Ltd and of The Children's Society. She is also Chair of the Advisory Board of Kingston University Business School.
2	Mr dr. A.C.J.M. Olsthoorn is lecturer at several business schools and universities. He is an entrepreneur, and works as an interim manager, consultant and researcher for his own company (OCM) in various sectors.
3	Mr L.H. Broekhuizen MBA is lecturer, assessor and trainer at the Academy for Part Time professional programmes at Avans University of Applied Sciences (Breda). He also started his PhD at the University of Twente. Main topic are sustainability studies.
4	Mr A.O. Olusile Bsc is a MBA student at Hanze University of Applied Sciences in Groningen.

Appendix 2 Programme for the site visit

<i>Time</i>	<i>Item</i>	<i>Participants</i>
09.00-9.45	Presentation by the programme management in which the programme positions itself with regard to the improvement plan.	Study programme management: Mr drs. Clemens Berendsen Mr drs. Dolf Pellenbarg
9.45-11.00	Panel meeting Preparation and inspection of material	Panel
11.00-11.45	Content, graduation	Students graduation and alumni: Vania Liem MSc MBA (alumnus MBA FT 15-16) Sonja Sternath MBA (alumnus MBA FT 15-16) Phathu Mathiva (student MBA PT 15-17) Rik Dijkstra (student MBA PT 15-17) Bob Bosch BBA (student MBA NL 16-18) Reiko Yoneyama (student MBA FT 16-17)
11.45-12.45	Content, graduation	Lecturers + assessors + representatives of exam-, test-, curriculum committees: Mr dr. Schelte Beltman (Exam Board, lecturer, CoCu, Thesis Coordinator) Mr Klaas van Brakel MBA (lecturer, CoCu) Mr drs. Peter Horsselenberg (Test Committee, lecturer, CoCu) Mr Jordi den Ouden MBA (Test Committee, lecturer, CoCu, Programme Council) Mrs Nika Salvetti MA (lecturer) Hans van der Zwan (lecturer, programme Council)
12.45-13.30	Lunch + Panel meeting	Panel
13.30-14.00	Meeting with study programme management	Study programme management
14.00-14.30	Panel assessment meeting	Panel
14.30-14.45	Presentation conclusions panel	Study programme management, lecturers, and students (see above).

Appendix 3 Documents examined

Digital (NQA Portal):

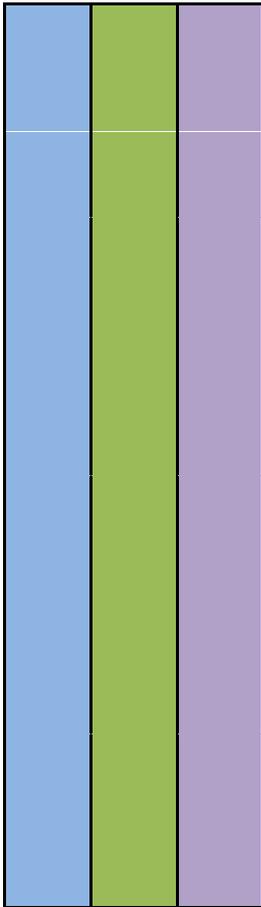
1. THUAS MBA, A Reading Guide for the Re-accreditation
2. Annex 1 Course outline Business Research Methods
3. Annex 2 Master Thesis Manual 2016-2017
4. Annex 3 Course outline Foundations of Business Analysis: Statistics
5. Annex 4 Course outline Critical Thinking
6. Annex 5 Format Module evaluation
7. Annex 6 Minutes Advisory Board
8. Annex 7 Minutes Curriculum Committee
9. Annex 8 Minutes Programme Council
10. Annex 9 THUAS MBA assessment matrices
11. Annex 10 THUAS MBA Test Manual
12. Annex 11 THUAS MBA Competency matrix
13. Programme framework THUAS MBA
14. Improvement Plan MBA
15. Bijlage Herstelplan MBA
16. Groslijst Accreditatie MBA
17. Handboek Kwaliteitszorg MPC
18. Basic Information THUAS MBA
19. THUAS MBA Education programme
20. THUAS MBA PER/OER
21. Fifteen Master Theses specified by the NQA

For inspection during visit 01/11/2016:

1. Course outlines THUAS MBA: full set
2. Assessment matrices THUAS MBA: full set
3. THUAS MBA Quality Year Report 2015-2016
4. Reports Module evaluations Survey Monkey 2015-2016
5. Minutes Focus discussions
6. Four-eyes form
7. Examination Board Annual Calendars 2015-2016 and 2016-2017
8. Minutes Examination Board Thesis reviews
9. Register of supervisors and assessors of the academy of M&PC
10. C.V.s current lecturers
11. A selection of tests and assignments from all modules
12. Minutes several meetings Examination Board
13. Report 2015-2016 Test Committee
14. Admission to Blackboard
15. Sample of tests

Appendix 4 Overview MBA curriculum

MBA 2016				
		ECTS		
Phase one: Understanding				
Business Research Methods (BRM)	Global Business Environment (GBE)	BRM- academic paper writing , Critical thinking	3	
		GBE- mega trends and changing GBE		
		PPD- high performance teams, negotiation & conflict resolution		
			Marketing Management	3
			Organisational Behaviour	3
			Management Accounting & Financial Accounting	3
			Managerial Economics	3
	Phase two: Deepening knowledge			
	Personal and Professional Development (PPD)	Global Business Environment (GBE)	BRM-understanding Data, from analysis to synthesis	3
GBE-new business models				
PPD- Critical Thinking				
		Foundations of Business Analysis: Statistics	3	
		Operations Management	3	
		Corporate Finance	3	
		Entrepreneurship & Innovation	3	



Phase three: Implementing

BRM - Research proposal	3
GBE- managing GBE changes	
PPD- authentic personal leadership & Personal Branding	
Change Management	3
Human Resources and Talent Management	3
Strategic Management	3
Integration Project	3

Phase four: Integrating

Thesis	15
ECTS Points in total	60

Appendix 5 Summary theses

Below a summary of the students whose theses have been examined by the panel. According to NVAO's rules only student numbers are included.

Student Number
15127990
15063003
15006573
14053586
14016192
14017490
89101047
14143542
14141515
14143917
14147084
20041061
95101522
91101576
13133896

Appendix 6 Declaration of Comprehensiveness and Accuracy

Netherlands Quality Agency



Bladnummer 3

Verklaring van volledigheid en correctheid van de informatie

Betreffende de visitatie van de opleiding:

Herbeoordeling MBA

Instelling: Haagse Hogeschool.

Visitatiedatum: 01-11-2016

Ondergetekende: *Drs A. J. Pellenbarcr*

vertegenwoordigend het management van de genoemde opleiding,

in de functie van: *COURSE MANAGER*

verklaart hierbij dat alle informatie ten behoeve van de visitatie van de genoemde opleiding in volledigheid en correctheid ter beschikking wordt gesteld, waaronder informatie over alternatieve afstudeerroutes die momenteel en/of gedurende de afgelopen 6 jaar (hebben) bestaan, zodat het visitatiepanel tot een op juiste feiten gebaseerde oordeelsvorming kan komen.

Handtekening:

Datum:

24-10-2016

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048A2016.01 Herbeoordeling MBA

IBAN: NL29ABNA0240031679
Handelsregister 27262870