

ECONOMICS AND BUSINESS

TIAS SCHOOL FOR BUSINESS AND SOCIETY

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REPORT ON THE ACADEMIC DEGREE PROGRAMMES ECONOMICS AND BUSINESS OF TIAS SCHOOL FOR BUSINESS AND SOCIETY

This report takes the NVAO's Assessment Framework for Extensive Programme Assessments as a starting point (20 December 2014).

ADMINISTRATIVE DATA REGARDING THE PROGRAMMES

(1) Executive Master of Business Valuation

Name of the programme:	Executive Master of Business Valuation
CROHO number:	75074
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	-
Location(s):	Tilburg
Mode(s) of study:	part time
Language of instruction:	Dutch, English
Expiration of accreditation:	01/07/2018

(2) Executive Master in Finance

Name of the programme:	Executive Master in Finance
CROHO number:	75073
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	Financial Analysis track
Location(s):	Tilburg
Mode(s) of study:	part time
Language of instruction:	English
Expiration of accreditation:	01/07/2018

(3) Executive Master of Health Administration

Name of the programme:	Executive Master of Health Administration
CROHO number:	75086
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	-
Location(s):	Utrecht
Mode(s) of study:	part time
Language of instruction:	Dutch
Expiration of accreditation:	01/07/2018



(4) Executive Master in Information Management

Name of the programme: Executive Master in Information Management
CROHO number: 75091
Level of the programme: master's
Orientation of the programme: academic
Number of credits: 60 EC
Specialisations or tracks: -
Location(s): Tilburg
Mode(s) of study: part time
Language of instruction: English
Expiration of accreditation: 01/07/2018

(5) Executive Master of IT-Auditing

Name of the programme: Executive Master of IT-Auditing
CROHO number: 75099
Level of the programme: master's
Orientation of the programme: academic
Number of credits: 60 EC
Specialisations or tracks: -
Location(s): Tilburg
Mode(s) of study: part time
Language of instruction: Dutch
Expiration of accreditation: 27/08/2018

(6) Executive Master of Management and Organization

Name of the programme: Executive Master of Management and Organization
CROHO number: 75072
Level of the programme: master's
Orientation of the programme: academic
Number of credits: 60 EC
Specialisations or tracks: -
Location(s): Tilburg, Utrecht
Mode(s) of study: part time
Language of instruction: Dutch
Expiration of accreditation: 01/07/2018

(7) Executive Master of Management in Education

Name of the programme: Executive Master of Management in Education
CROHO number: 75079
Level of the programme: master's
Orientation of the programme: academic
Number of credits: 60 EC
Specialisations or tracks: -
Location(s): Tilburg, Utrecht
Mode(s) of study: part time
Language of instruction: Dutch
Expiration of accreditation: 01/07/2018

(8) Executive Master of Marketing

Name of the programme: Executive Master of Marketing
CROHO number: 75111
Level of the programme: master's
Orientation of the programme: academic
Number of credits: 60 EC
Specialisations or tracks: -
Location(s): Tilburg
Mode(s) of study: part time
Language of instruction: Dutch
Expiration of accreditation: 29/04/2020

(9) Executive Master of Operations and Supply Chain Excellence

Name of the programme: Executive Master of Operations and Supply Chain Excellence
CROHO number: 75087
Level of the programme: master's
Orientation of the programme: academic
Number of credits: 62 EC
Specialisations or tracks: -
Location(s): Tilburg
Mode(s) of study: part time
Language of instruction: English
Expiration of accreditation: 01/07/2018

(10) Executive Master of Public and Non-Profit Management

Name of the programme: Executive Master of Public and Non-Profit Management
CROHO number: 75078
Level of the programme: master's
Orientation of the programme: academic
Number of credits: 60 EC
Specialisations or tracks: -
Location(s): Tilburg, Utrecht
Mode(s) of study: part time
Language of instruction: Dutch
Expiration of accreditation: 01/07/2018

(11) Executive Master of Real Estate

Name of the programme: Executive Master of Real Estate
CROHO number: 75106
Level of the programme: master's
Orientation of the programme: academic
Number of credits: 60 EC
Specialisations or tracks: -
Location(s): Tilburg
Mode(s) of study: part time
Language of instruction: Dutch
Expiration of accreditation: 20/06/2019



(12) International Full-Time Master of Business Administration

Name of the programme:	International Full-Time Master of Business Administration
CROHO number:	75101
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	67 EC
Specialisations or tracks:	-
Location(s):	Tilburg
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	17/10/2018

(13) International Master of Science in Business Administration

Name of the programme:	International Master of Science in Business Administration
CROHO number:	60410
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	63 EC
Specialisations or tracks:	Change & Business Management Business Analytics Finance Management Investment Management Marketing Management
Location(s):	Utrecht
Mode(s) of study:	full time, part time
Language of instruction:	English
Expiration of accreditation:	01/07/2018

The visit of the assessment panel Economics and Business to the TIAS School for Business and Society in Tilburg took place on 12/02/2017 - 15/02/2017.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	TIAS School for Business and Society
Status of the institution:	legal body providing higher education
Result institutional quality assurance assessment:	not applied

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 6 February 2017. The panel that assessed the programmes Economics and Business consisted of:

- Prof. dr. Michael Powell (chair), emeritus professor of Organizational Studies, former dean of the Business School and pro-vice-chancellor of Griffith University in Queensland (Australia);
- Prof. dr. Bernard Ramanantsoa, emeritus professor of Strategy and Business Policy and former dean of HEC Paris School of Management (France);
- Prof. dr. Josep Franch Bullich, professor of Marketing Management and dean of the ESADE Business School in Barcelona (Spain);
- Prof. dr. Henri L.F. de Groot, professor of Regional Economic Dynamics at Vrije Universiteit Amsterdam in the department of Spatial Economics;
- Jeroen Moonemans, master student International Business, specialisation Controlling, Maastricht University.

It was assisted in its tasks by a thesis panel, that provided an advisory report based on the quality of the theses it assessed. The thesis panel consisted of:

- Prof. dr. Ed Nijssen, professor of Technology Marketing at the School of Industrial Engineering of the Eindhoven University of Technology;
- Prof. dr. Marc Deloof, professor of Corporate Finance at the University of Antwerp (Belgium);
- Prof. dr. Justin Jansen, professor of Corporate Entrepreneurship at the Rotterdam School of Management;
- Dr. Melanie Ehren, reader in Educational Improvement and programme director of the master's programme Evaluation, Inspection and Educational Improvement of het Institute of Education, University College London (UK);
- Prof. dr. Tom Berkhout, professor of Real Estate at Nyenrode Business University;
- Prof. dr. Peter van Lieshout, professor Theory of Care, Utrecht University, and former member of the Netherlands Scientific Council for Government Policy (WRR).
- Prof. dr. ir. Eric van Heck, professor of Information Management and Markets, Rotterdam School of Management.

The panel was supported by Mark Delmartino MA, who acted as secretary. Due to personal reasons, the panel's secretary, Mark Delmartino, was unable to be present during the site visit. He was replaced by Sietze Looijenga, director of QANU, who overlooked the proceedings and provided support to the panel, and by Alexandra Paffen, project co-ordinator at QANU, who took notes during the interviews. Mark Delmartino produced the report on the basis of these notes and the information made available by the institution and the programmes. The panel's student member, Jeroen Moonemans, had to cancel his participation in the site visit at a late stage due to illness.

Appendix 1 contains the curricula vitae of the panel members.

WORKING METHOD OF THE ASSESSMENT PANEL

Introduction

From 12 to 15 February 2017, a so-called AACSB-NVAO assessment visit was held at the School of Economics and Management (TiSEM) of Tilburg University and at the TIAS School for Business and Society (TIAS). The visit combined a continuous improvement review by AACSB of both TiSEM and TIAS with the assessment of a total of 34 NVAO accredited programmes at both schools.

The combined AACSB-NVAO assessment at Tilburg University was the fourth visit in which Dutch Business Schools and their programmes are assessed in accordance with both AACSB and NVAO quality standards. It is organised following the April 2015 AACSB-NVAO Agreement of cooperation. QANU was responsible for the assessments of the programmes that will eventually be accredited by NVAO. On behalf of QANU, the project is coordinated by its director, Sietze Looijenga. In accordance with the AACSB-NVAO Agreement and in close deliberation with NVAO, AACSB, the institutions involved and the panel's secretary, he has worked out the details of the panel's working method and safeguards the consistency of approach during the project as a whole.

This report presents the assessment of 13 (executive) master programmes at TIAS. The assessments of TiSEM's bachelor, master and research master programmes are presented in separate reports. The description of the working method reflects the approach to the entire - combined - accreditation exercise.

Preparation

In the run-up to the combined assessment, TIAS produced several documents: a Continuous Improvement Review report, which was organised according to the 7 AACSB standards for a Continuous Improvement Review of the AACSB-accredited school; self-evaluation reports on each of the thirteen programmes to be reviewed; and two sets of Appendices, one related to AACSB



standards and one with complementary school-wide policy documents and materials required by NVAO, such as TIAS' assessment policy, quality handbook or the school's Teaching and Examination Regulations. TiSEM produced a similar set of school- and programme-related materials in line with the respective AACSB / NVAO requirements. All of the above documents, as well as individual curriculum components and examples of assessment materials were made available in the digital base room created for this joint accreditation exercise before, during and after the visit.

Prior to the site visit, a briefing session was organised for the members of the Peer Review Team (PRT): the AACSB volunteers, including the chair of the PRT, the student member and the secretary called in for this teleconference session organised at the AACSB office in Amsterdam, whilst the QANU director and the AACSB representative met in Amsterdam. In this session the specific character of this combined accreditation exercise was presented, as well as the particular perspectives of the AACSB continuous improvement review and the NVAO programme assessments.

Given the number of programmes under review, each self-evaluation report was reviewed by at least one expert from the Netherlands or Flanders, who also checked the quality of a sample of theses per programme. The experts reported on their findings prior to the site visit. The panel secretary collected the feedback and compiled the experts' findings in close cooperation with the chair of the expert committee, who is the Dutch expert member on the peer review team. The list of experts is provided in Appendix 1; the theses reviewed are listed in Appendix 7.

Site visit

The programme of the site visit was established and fine-tuned between TiSEM, TIAS, AACSB, QANU and NVAO. The panel visited the schools from Sunday 12 until Wednesday 15 February 2017. Due to family circumstances, the secretary who had been involved in the preparation of the visit was not able to attend the site visit. He was replaced by a staff member of QANU for the duration of the visit, but reassumed his tasks for the follow-up of the visit and the report. The student member did not participate in the discussions on site because of illness; the panel ensured, however, that the issues he had brought forward when reviewing the written materials were addressed during the meetings. On Sunday afternoon, the PRT had an internal discussion. At this meeting, panel members discussed their initial findings at the level of the schools (AACSB) and of the programmes (NVAO), as well as the key issues they wanted to raise with the different stakeholders during the site visit. On Monday and Tuesday, the panel spoke with interviewees from both schools and from all programmes. The programme also featured an open consultation hour; one person had signed in for this consultation hour, but did not show up at the time assigned. The panel prepared its assessment of the schools and their programmes on Wednesday morning. At the end of the visit, the PRT chair and the Dutch expert member presented the key findings of the panel to the management of both schools. A detailed overview of the programme is provided in Appendix 6.

Report

After the site visit, the secretary wrote a first version of this report and discussed it in detail with the Dutch expert. His comments were integrated into a draft version that was circulated to the other members of the panel for review and feedback. The comments of the panel members were incorporated in the report, which was sent to the School for a check on factual errors. The feedback from the institution was discussed with the Dutch expert and with the other panel members. On the basis of their comments, the report was once more modified where was appropriate. The chair then established the final version of this report.

The report includes some of the findings and considerations which the panel issued for the purpose of the AACSB report at School level, but are also relevant at programme level and for NVAO standards. Moreover, several issues regarding the NVAO standards are addressed in a very similar way in each of the programmes.

The panel has used the input from the experts on the individual programmes during the discussions on site. Given the number of programmes to be covered within a relatively short period of time, it

was not possible to address each individual remark of every expert on all programmes. Nonetheless, the expert input and the discussions on site have allowed the panel to address the issues that are at play across programmes. Hence the organisation of this report in a general and a programme-specific section. The core findings and considerations are formulated in the general section, where the panel also issued a conclusion per standard that applies to all programmes. The programme-specific section contains an illustration of the individual programme characteristics identified by the experts.

Assessment framework

In establishing the quality of the programmes described in this report, the panel has followed the assessment framework for extensive programme assessment of higher education programmes in the Netherlands, as described in the NVAO publication of 19 December 2014. This framework is for assessments of existing programmes in institutions such as TIAS that did not apply for an institutional audit. The assessment is based on a discussion with peers about the content and quality of the programme. It focuses on six questions: What is the programme aiming for? With what curriculum? With what staff? With what services and facilities? How does the programme intend to safeguard quality? Is the programme achieving its objectives? These six questions have been translated into six themes and eleven standards. For each programme to be submitted for accreditation, the panel has given a substantiated judgement regarding each of these standards on a four-point scale: unsatisfactory, satisfactory, good or excellent. The panel subsequently issued a final conclusion regarding the overall quality of the programme, on the same four-point scale.

The following definitions are used in the assessment of programmes. They pertain to both the scores obtained for the individual standards and the overall scores awarded to the programme.

- Generic quality: the quality that, from an international perspective, can reasonably be expected from a higher education bachelor or master programme.
- Unsatisfactory: the programme does not meet the current generic quality standard and shows serious shortcomings in several areas.
- Satisfactory: the programme meets the current generic quality standard and demonstrates an acceptable level across its entire spectrum.
- Good: the programme systematically surpasses the current generic quality standard.
- Excellent: the programme systematically well surpasses the current generic quality standard across its entire spectrum and is regarded as an international example.

Decision rules

The assessment rules for extensive programme assessments are as follows:

- The final conclusion regarding a programme will always be “unsatisfactory” if standards 1, 10 or 11 are judged “unsatisfactory”. In case of an unsatisfactory score on standard 1, NVAO cannot grant an improvement period.
- The final conclusion regarding a programme can only be “good” if at least five standards are judged “good”; one of these must be standard 11.
- The final conclusion regarding a programme can only be “excellent” if at least five standards are judged “excellent”; one of these must be standard 11.



SUMMARY JUDGEMENT

Introduction

This document reports on the assessment of 13 (executive) master programmes at TIAS School for Business and Society. The assessment was undertaken as part of a broader exercise combining the Continuous Improvement Review of TIAS by AACSB with the assessment of programme quality according to the NVAO framework for extensive programme assessments. The panel visited Tilburg between 12 and 15 February 2017.

In the run up to the visit, the panel received extensive and good quality information on both TIAS and the degree programmes. Moreover, the panel could consult supporting materials in the online base room. During the visit, the panel met with management, academic and support staff, students and alumni and appreciated the open atmosphere in the discussions. The panel appreciated the efforts of the central services and the individual programmes to demonstrate the quality of the services and programmes on offer. As both School and programmes were already accredited and aimed to maintain the AACSB quality mark and obtain re-accreditation by NVAO, the materials and the discussions very much focused on recent developments at School and programme level. The panel considers that since the previous accreditation progress has been made on all accounts.

Appreciation per standard

Since the previous accreditation TIAS has revamped its corporate vision and mission. This has led to a new focus and academic strategy in which business and society are linked more strongly and culminated in a new name: TIAS School for Business and Society. This vision does not constitute a breach with the past, but rather a more concrete elaboration of the values and beliefs that were already within the DNA of the School. The panel thinks highly of this vision and considers that the attention in its name to both Business and Society is particularly appropriate. The intended learning outcomes of the respective programmes under review are formulated adequately in terms of content, level and orientation. Nonetheless, TIAS may want to adopt a more standardised approach towards presenting and formulating the intended learning outcomes per programme. In several cases the formulation of these learning outcomes can be sharpened, according to the panel, in order to reflect (even) better the specificity of the discipline-based knowledge, skills and attitudes students should acquire within a particular programme.

The panel thinks highly about the teaching and learning environment at TIAS. All programmes have a clear academic orientation. Students often are experienced professionals who may not have been educated (recently) to master level or in an academic tradition. Through the programmes they acquire research skills at a more advanced level as well as an attitude to look for scientific methodologies and literature to underpin strategic decisions. Moreover, each programme (track) provides students with an up-to-date insight into the respective professional domains thanks to the specific expertise of the teaching staff, the link with the knowledge labs and the structural involvement of the advisory boards. According to the panel, the contents of all thirteen programmes under review are properly designed with the sum of modules adding up to a coherent and purposeful programme. Content-wise the learning goals of the respective courses are in alignment with the overall learning outcomes at programme level. The panel noticed moreover that each programme has a solid structure. This structure differs somewhat per programme and this differentiation makes each structure particularly purposeful. The panel has studied TIAS' vision on learning and considers that this vision is operationalised successfully in all programmes. Furthermore, TIAS has developed an adequate admissions policy which is properly implemented across all programmes. The panel appreciates in particular the student-oriented intake interviews and the efforts of the school to ensure that all students start the programme with a minimally required level of common understanding and skills.

With regard to staffing, the panel considers that the number and quality of academic and support staff at TIAS is appropriate. Individual programmes at TIAS are led, delivered and coordinated by

academic directors, programme managers, lecturers and support staff. They are committed to the programme and the school and enthusiastic about providing students not only relevant competencies but also personalised attention.

The facilities at TIAS are adequate for the number of students enrolled and the type of programmes on offer. The panel appreciates in particular the attention paid by the school to ensuring that its housing and teaching infrastructure remains up-to-date. The forthcoming innovations with regard to the Learning Management System and the new premises of the Utrecht campus are likely to further enhance the educational well-being of students and staff at TIAS. Furthermore, the panel thinks highly of the student tutoring and information services offered and appreciates the individualised approach of these services. Students and alumni were highly enthusiastic about the services offered by TIAS and by the individual members of the academic and support staff who provide these services combining professionalism with individualised attention.

Since the previous accreditation, TIAS has developed a comprehensive quality assurance system that involves all different stakeholders. The system is described in the Quality Handbook and allows TIAS to monitor and act on issues it deems important, such as programme quality, curriculum relevance, student satisfaction and external appreciation through surveys. The panel noticed that both at institutional level and at the level of individual programmes, external stakeholders are systematically involved.

Over the past few years TIAS has made good progress on an assessment system that is developed at central level and implemented across the different programmes. The panel thinks highly of the advisory and support work of the assessment experts who enabled academic directors, lecturers and the Examination Board to assume their role in elaborating testing plans, developing tests and guaranteeing the quality of assessments. Although it is confident about the quality of the assessment system and the expertise of the individuals involved, the panel considers that the Examination Board can step up its efforts in monitoring more systematically the quality of exams, theses and their evaluations. A regular review of the assessment quality would reduce among others the number of flaws found in completing the otherwise good quality thesis evaluation forms.

Thesis quality is an important indicator to measure the extent to which students have achieved the intended learning outcomes. Having established that each of the 65 theses reviewed by the experts fulfilled at least the minimum criteria required, the panel considers that across all TIAS programmes under review, students who pass the thesis invariably achieve the intended learning outcomes and are therefore entitled to graduate. Another indicator for achieving the intended learning outcomes is to look at the performance of graduates on the labour market. According to the panel programme graduates are properly qualified to find suitable employment, make internal promotion or even shift careers completely. The study at TIAS has enhanced their competencies and boosted their confidence to assume different tasks with greater responsibilities.

Overall appreciation

In sum, the panel considers that all TIAS programmes under review meet the quality requirements on each of the eleven standards. It therefore issues a positive advice to NVAO on the overall quality of the thirteen (executive) master programmes under review.

Whilst acknowledging that some programmes are performing somewhat better than others on individual standards, the panel considers that all programmes are of comparable quality. For each standard, the panel therefore issues the same judgement per programme. Looking at the information materials and the experts' input, the panel gathers that all standards fulfil the requirements for generic quality.

During the site visit, the panel has encountered highly enthusiastic students and alumni, who described their study period at TIAS as impactful and even life-changing. Throughout the discussions, the panel has understood why former and current students are so particularly positive about the



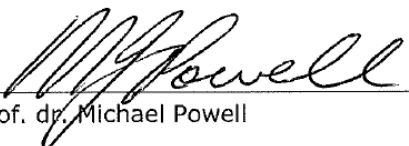
contents and structure of the programmes and about the guidance and information support. The panel therefore judges the standards curriculum contents, curriculum structure as well as tutoring and information services to be good.

For each of the programmes, the panel assesses the standards from the *Assessment framework for extensive programme assessments* in the following way:

Programmes TIAS	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11		
	objectives - ILO	orientation	contents	structure	admission	staff	facilities	tutoring	internal QA	assessment	achieved LO		overall
Executive Master of Management and Organization	S	S	G	G	S	S	S	G	S	S	S		S
Executive Master of Public and Non-Profit Management	S	S	G	G	S	S	S	G	S	S	S		S
Executive Master of Management in Education	S	S	G	G	S	S	S	G	S	S	S		S
Executive Master of Marketing	S	S	G	G	S	S	S	G	S	S	S		S
Executive Master of Health Administration	S	S	G	G	S	S	S	G	S	S	S		S
Executive Master in Finance	S	S	G	G	S	S	S	G	S	S	S		S
Executive Master of Business Valuation	S	S	G	G	S	S	S	G	S	S	S		S
Executive Master of Real Estate	S	S	G	G	S	S	S	G	S	S	S		S
Executive Master of IT-Auditing	S	S	G	G	S	S	S	G	S	S	S		S
Executive Master of Information Management	S	S	G	G	S	S	S	G	S	S	S		S
M Operations and Supply Chain Excellence	S	S	G	G	S	S	S	G	S	S	S		S
International MSc in Business Administration	S	S	G	G	S	S	S	G	S	S	S		S
International Full-Time Master of Business Administration	S	S	G	G	S	S	S	G	S	S	S		S

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

Date: 11 January 2018


Prof. dr. Michael Powell


Mark Delmartino MA

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR EXTENSIVE PROGRAMME ASSESSMENTS

Introduction

This report covers the assessment of thirteen master and executive master programmes at TIAS School for Business and Society, undertaken in the framework of the joint AACSB-NVAO accreditation visit. The AACSB accreditation looks into the performance of the entire School. TIAS having obtained together with TISEM a shared AACSB accreditation in 2012, the purpose of the current visit was a so-called Continuous Improvement Review establishing to what extent TIAS (and TISEM) had made progress on a number of issues and deserved maintaining the AACSB quality mark for another five years. The programmes under consideration in this report are submitted for re-accreditation by NVAO. The information materials prepared by TIAS for both AACSB and NVAO accreditations, as well as the discussions on site were therefore focusing very much on recent developments at institutional and programme level.

The underlying report issued by the Peer Review Team, which TIAS will submit to NVAO as part of the accreditation process, takes on board several of the findings and considerations which the panel issued for the purpose of the AACSB report, but that are also relevant at programme level and for NVAO standards. Moreover, several issues regarding the eleven NVAO standards are addressed in a very similar way in each of the programmes. Hence the organisation of this report in two sections: the core findings and considerations are formulated in the general section, including a conclusion per standard that applies to all programmes. The programme-specific section contains a summary of the individual programme characteristics as identified by the experts reviewing the self-evaluation reports of the individual programmes prior to the site visit.

TIAS School for Business and Society is a private and financially autonomous business school with two stakeholders: Tilburg University (80%) and Eindhoven Technical University (20%). Its headquarters are at the campus of Tilburg University; TIAS also has a satellite campus in the city centre of Utrecht. TIAS offers a comprehensive range of executive degree and non-degree programmes attracting approximately 650 students per year for its degree programmes. TIAS wants to be recognised as an institute offering high-quality academic programmes, hence its decision to have the majority of its degree programmes accredited voluntarily by NVAO. Formerly known as TiasNimbas, the school's corporate vision and mission has been revamped recently. This process culminated in a renewed focus and strategy based on the notion that business and society (should) go hand in hand, as well as in a new name: TIAS School for Business and Society.

General Findings, Considerations and Conclusions

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. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.



General findings

Aim

Since the previous accreditation TIAS has revamped its corporate vision and mission. This has led to a new focus and academic strategy in which business and society (should) go hand in hand and culminated in a new name: TIAS School for Business and Society. During this development process, the school also formulated a 'TIAS Vision on Learning' describing how TIAS views education with a distinct Business and Society signature. The didactic plan elaborates how such education should be designed and delivered in a way that corresponds to TIAS' corporate mission and vision and does justice to the school's core values and beliefs. The panel noticed in the discussions on site that this vision, which was formally approved in September 2016, does not constitute a breach with the past but rather a more concrete elaboration of the values and beliefs that were already within the DNA of the School. As a result, the 'translation' of this vision and its didactic plan into the respective programmes is progressing smoothly and interviewees indicated that they fully subscribe to the new name, vision and mission of the School.

Intended learning outcomes

This assessment looks into master and executive master programmes. The objectives of each programme are translated in intended learning outcomes, i.e., a set of competencies (knowledge, skills and attitudes) which students should have reached by the end of the programme. In determining the respective learning outcomes, each programme ensures that its intended learning outcomes are based on and comply with the Dublin Descriptors at master level. The intended learning outcomes of each programme submitted for accreditation are listed in Appendix 3 to this report.

The Dutch and Flemish experts who reviewed the self-evaluation reports indicated for each individual programme that the intended learning outcomes had been formulated adequately and clearly. The learning outcomes consist of competencies – knowledge, skills and attitudes – that were relevant to the respective programme objectives. The experts also reported that the content of the intended learning outcomes was in line with what one can expect in the respective domains of an academic degree programme at (executive) master level. It was obvious, according to all experts, that the learning outcomes had been set taking into account the requirements of the Dublin Descriptors that apply to programmes at master level.

The experts noticed that each programme presented itself in the self-evaluation report in comparison to other similar or relevant programmes in the Netherlands and/or abroad. When preparing for the site visit, the panel made good use of this benchmarking exercise as it provided insight into the way the programme sees itself and its unique selling propositions within the business higher education landscape.

The experts reported in a few individual cases that they thought the intended learning outcomes were focused particularly adequately on the specific sub-field of business the programme is addressing. Such considerations are mentioned in the programme-specific section of this report. Whilst acknowledging this finding for a number of programmes, the panel also noticed that across all programmes there is a broad diversity and very little standardisation in the way the learning outcomes have been formulated. Furthermore, in some cases it turned out that the intended learning outcomes are specified at a rather generic level.

According to the panel, TIAS may want to consider adopting a more standardised approach towards presenting and formulating the intended learning outcomes per programme. In a few cases, moreover, there is room for a more precise formulation of the learning outcomes, which in turn will reflect (even) better the specificity of the discipline-based knowledge, skills and attitudes students should acquire within a particular programme.

Assessment of learning

Assurance of Learning (AOL) is a system promoted by AACSB that supports continuous improvement providing a structure to manage change in education programmes. As programmes use AOL to

establish through assessment samples, score forms, grade metrics and course manuals whether students achieve the intended learning outcomes, the system is relevant for programme-level assessment and accreditation. The previous AACSB peer review team noticed in 2012 that TIAS had developed well-articulated learning goals and outcomes that are measured for all programmes, but that this measurement only happened at the end of the programme, not throughout the curriculum.

In the meantime this issue has been picked up in TIAS' new assessment system. All modules in TIAS' programmes are now completed with a test or preliminary examination in order to make sure that the learning goals for the modules are acquired. All learning goals are matched with the Dublin Descriptors and the intended learning outcomes of the programme. This assessment system constitutes TIAS policy and is laid down in TIAS' Handbook for Quality Assurance. The panel noticed during the site visit the efforts undertaken by the different programmes to measure their learning goals and outcomes on an ongoing basis. In the AACSB report to TIAS the peer review team therefore indicated that TIAS has addressed this issue of ongoing measurement of programme learning goals and outcomes. The assessment system being in place, the peer review team suggested in its report that further formalisation of the feedback loops would strengthen the assurance of learning system.

Internationalisation

Through its portfolio of programmes, TIAS addresses both the domestic market and international students. The executive master programmes mainly attract students living and working in the Netherlands. Most of them are offered in Dutch. Four executive master programmes (MIF, MBV, MIM, MOS) are taught in English. The MBA programmes and the MSc BA programme attract a mixed audience: the full-time MBA consists entirely of international students, while the full-time MSc BA features one third of non-Dutch students. The panel learned that the explicit positioning of TIAS on business and society has increased its attractiveness for full-time MBA students, while the specialisation tracks and the international composition of the MSc BA programme have led to a higher inflow of students in general and non-Dutch students in particular.

The Continuous Improvement Review report indicates that over the past few years TIAS has expanded its overseas collaborations. The panel acknowledges – and welcomes – the efforts of the School to develop international partnerships. Nonetheless, if the ambition is to be a leading international School, TIAS will need to strengthen and develop its international strategy. In this respect, the School may want to adopt a stronger focus on diversity in all areas from student body to academic staff and advisory board membership. For instance, the academic staff members the panel interviewed during the site visit was largely Dutch in origin. Moreover, while the current advisory board is certainly active, it also seems very Dutch-centric with limited international representation.

General considerations

The panel thinks highly of TIAS' revamped corporate vision and mission and considers that the attention (as expressed in its new name) to both business and society is particularly appropriate. The school's Vision on Learning articulates the values and beliefs that were already within the DNA of TIAS and that are smoothly finding their way in the respective programmes. If anything, the panel identified – after three days of intensive discussions with all stakeholders – that there is substantial potential for increased cooperation and mutually beneficial learning with TiSEM.

The panel considers that the intended learning outcomes of the respective programmes under accreditation are formulated adequately in terms of content, level and orientation. According to the panel, each programme has aligned its final qualifications with the requirements for a master programme set by the Dublin Descriptors. Without questioning the basic quality and relevance of the respective intended learning outcomes, TIAS may want to adopt a more standardised approach towards presenting and formulating the intended learning outcomes per programme. Furthermore, the panel considers that in several cases the formulation of these learning outcomes can be sharpened in order to reflect (even) better the specificity of the discipline-based knowledge, skills and attitudes students should acquire within a particular programme.



Since the previous accreditation, TIAS has enhanced its work on assurance of learning by formulating extensive school-wide policies on assessment and quality assurance. Furthermore, TIAS increased the international dimension of its activities by signing partnership agreements with institutions across the globe and by enhancing the number and share of non-Dutch students in its MBA and MSc programmes. Nonetheless, the panel considers that TIAS needs to step up its efforts if it wants to realise its ambition to be a leading international School.

General conclusion

In sum, the panel issues a positive judgement on the intended learning outcomes for all programmes under review. Certain programmes are somewhat more advanced than others in setting ambitious objectives and purposeful learning outcomes. Notwithstanding these individual differences, the panel considers that in terms of intended learning outcomes, all programmes under review are of very comparable quality. As a result, **the panel judges that standard 1, intended learning outcomes, is satisfactory across all programmes.**

Standard 2: Curriculum orientation

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

Explanation: The curriculum has demonstrable links with current developments in the professional field and the discipline. The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

General findings

The TIAS programmes under review are all of academic orientation. In the self-evaluation reports programmes indicate extensively how they incorporate this orientation in their respective curriculum. While each programme has its own specific way of assuring that students develop academic skills at master level, the panel also noticed a number of common elements across all programmes. These elements were mentioned in the materials and confirmed during the discussions on site.

Individual courses combine elements of theory, application, discussion and critical reflection. Courses start from theoretical models, textbooks and scientific literature, which are distributed before and discussed in class. Moreover, students are stimulated to critically think about these theories, apply them to practice and discuss the outcomes. The panel noticed that several programmes pay particular attention to (approaching and digesting) research literature and ask students to explore a particular domain through literature review.

As most programmes are designed for students with considerable work experience, students are challenged to apply the theories and models to those of the organisations they work for or to compare their own experiences with those of their fellow students. In this way, knowledge is developed through the combination of taught concepts and ideas, assignments, class interaction and by exposure to real-world problems.

Lecturers play an important role in this learning process. Across all programmes, professors are knowledgeable of recent developments in the field and provide students with relevant academic context. Most staff members are actively involved in research and contribute to publications in their field of specialisation. Moreover, many staff members have experience in working at or advising public and private domestic and international organisations. At TIAS they use their ability to connect theory with practice, to teach interactively and to facilitate group discussions. The panel also noticed that some courses are taught by several lecturers, with an academic staff member introducing the theory and a professional providing an application of the theoretical models based on his/her personal experience.

Following from a recommendation in the previous accreditation, the attention to research training has been increased. All programmes now feature a compulsory course module on business research methods. In this course students learn how research is designed, performed and analysed. The knowledge and skills acquired in this module are then to be applied in assignments and in the thesis trajectory.

The panel noticed that all programmes also have a clear link to the professional practice. In most cases students have their own professional expertise which they are asked explicitly to bring forward in class. Several teaching staff combine their academic career with practical experience, for instance as consultants, managers or board members. In order to ensure that the programmes remain up-to-date and reflects the latest developments in the professional domain, the TIAS Knowledge LABs are important: these labs are open platforms where TIAS scientists work in cooperation with practicing partners on research, as well as on the development of knowledge and its application. The panel learned that several programmes have a direct link to one or more knowledge labs.

General considerations

The experts reviewing the self-evaluation reports have indicated that all curricula contain sufficient elements to ensure that students acquire the necessary academic skills by the end of the programme. Moreover, in several cases the experts mentioned that the curriculum also provides sufficient exposure to the professional field. The panel from its side noticed that these findings at individual programme level apply across all programmes under review.

Based on the input from the experts, the extensive information materials and the discussions on site, the panel considers that all programmes at TIAS have a clear academic orientation. Students often are experienced professionals who have not have educated (recently) to master level or in an academic tradition. Through the (executive) master programmes they acquire proper research skills as well as an attitude to look for (business) research methods to underpin strategic decisions. Moreover, the panel considers that each programme provides students with an up-to-date insight in the respective professional domains thanks to the specific expertise of the teaching staff, the link with the knowledge labs and the structural involvement of the advisory boards.

General conclusion

In sum, the panel issues a positive judgement on the curriculum orientation for all programmes under review. Certain programmes are somewhat more advanced than others in assuring the development of academic (and professional) skills. Notwithstanding these individual differences, the panel considers that in terms of academic orientation, all programmes under review are of very comparable quality. As a result, **the panel judges that standard 2, curriculum orientation, is satisfactory across all programmes.**

Standard 3: Curriculum contents

The contents of the curriculum enable students to achieve the intended learning outcomes.

Explanation:

The learning outcomes have been adequately translated into attainment targets for (components of) the curriculum. Students follow a study curriculum which is coherent in terms of content.

General findings

This report covers eleven executive master programmes, one international MSc programme (in two variants, full-time and part-time) and one international full-time MBA programme. Some programmes such as the executive masters in Information Management or Finance have been offered since the start of TIAS in 1986, while other programmes such as the MBA or the executive master in Operations and Supply Chain Excellence are relatively young. Almost all programmes consist of 60 ECTS. Appendix 4 to this report contains an outline of the respective programme curricula.



The programmes have been described extensively in the self-evaluation reports. The panel noticed that the set-up of the curriculum differs somewhat per programme with some curricula consisting of many different small-size modules, while other curricula featured somewhat larger courses. In all cases, students were expected to produce a thesis that accounted invariably for 15 EC, i.e. one quarter of the total credits, with one exception: in the case of the MScBA, students have 18 EC for their thesis. This thesis constitutes an important part of the programme. Further to what was mentioned in the respective tables describing the coherence of learning goals and learning outcomes, the panel learned that through the thesis, students demonstrate that they have achieved a considerable part of the learning outcomes but not necessarily all final qualifications. The remaining learning outcomes are covered through a range of other courses.

The panel also learned that since the previous accreditation, a number of adjustments have been made that affected all programmes. According to the AACSB CIR report, the fact that degree programmes have been accredited by NVAO required an increase of the academic standards (MSc level). As a result, TIAS produced a preparation module that students with a professionally oriented bachelor degree are required to take and successfully pass in order to be admitted to a master programme. In this way students who are not educated in an academic tradition are made familiar with issues such as quantitative methods or academic reading and writing. Moreover, a module on (business) research methods has been added to the first part of each programme to prepare students for writing academic papers and their thesis. Finally, in view of the new corporate focus, an inventory has been made of how 'Business and Society' is included in the various programmes. Based on the outcomes of the inventory, programme contents, materials and teaching methods are currently under review in order to make their Business and Society related content more explicit.

On an individual level, the experts reviewing the self-evaluation reports indicated that the curricula were clear and purposeful. Moreover, all programmes underwent some adjustments since the previous accreditation and these changes have been accounted for adequately: the changes certainly have improved the quality of the courses and the curriculum as a whole, and they have also enhanced the coherence of the programme. The experts also reported that the programmes demonstrated convincingly that courses and their learning goals contribute to achieving the intended learning outcomes at programme level. Findings that relate exclusively to one programme are reported in the programme specific section.

During the site visit, the panel obtained extensive confirmation of the developments mentioned in the reports and of the positive findings reported by the experts. Several interviewees were real ambassadors for the School and its programmes: management, staff, students and alumni all demonstrated a strong sense of pride in their school, with students and alumni commenting positively on the accessibility and openness to improvement of both academic and support staff. All students and alumni interviewed were highly positive about the programme they were or had been following and some even indicated that their study period at TIAS have (had) a 'life-changing' impact.

General considerations

The extensive and good-quality materials provided in the respective self-evaluation reports and the complementary information obtained during the discussions on site have led the panel to consider that the contents of all thirteen programmes under review are clearly more than adequate.

According to the panel, each curriculum is properly designed with the sum of courses / modules adding up to a coherent and purposeful programme. Content-wise the learning goals of the respective courses are in alignment with the overall learning outcomes at programme level. Moreover, the recent programme adjustments are clearly improvements.

Across all programmes, the panel has encountered committed staff and highly enthusiastic students and alumni. Throughout the discussions, the panel has come to understand and appreciate why students and alumni refer to their programme as impactful and even life-changing. In this context, they particularly refer to the contents and structure of the curriculum and to the support they

received. According to the panel, this engagement and impact is a clear indication that the contents of the curriculum are more than adequate.

General conclusion

In sum, the panel highly appreciates the curriculum contents for all programmes under review. Notwithstanding individual differences in approach, the panel considers that the curriculum contents are of a comparable high quality across all programmes under review. Students follow a set of courses and produce a thesis that – taken together – will enable them to achieve the intended learning outcomes at the appropriate master level. The enthusiasm of the students and alumni with regard to their respective programmes further support the panel’s appreciation. The panel therefore considers that the curriculum contents go beyond mere generic quality. As a result, **the panel judges that standard 3, curriculum contents, is good across all programmes.**

Standard 4: Curriculum structure

The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

Explanation:

The teaching concept is in line with the intended learning outcomes and the teaching formats tie in with the teaching concept. Factors pertaining to the curriculum and hindering students’ progress are removed as far as possible. In addition, students with a functional disability receive additional career tutoring.

General findings

The panel noticed in the self-evaluation reports that each programme reflects TIAS’ vision on learning across four dimensions: (i) adult learning constitutes an approach to lifelong learning which broadens and deepens the existing knowledge base and experiences of students; (ii) the educational process takes place in four stages defined as the planned, executed, internalized and hidden curriculum types; (iii) a didactical approach which considers differentiation and variation as essential aspects to create an attractive and engaging learning environment in which students learn individually, jointly, in class and/or online; (iv) the way TIAS conveys its educational doctrine (i.e. its values, beliefs and principles on education) encourages students to exert a substantial degree of autonomy in their learning process.

During the discussions on site, the panel learned that this vision on learning is not a model that exists only on paper, but that management and staff ‘practice what they preach’. Students, moreover, recognise the vision and highly appreciate the way this vision is operationalised in the different courses and programmes. Several students, for instance, mentioned that they have indeed the opportunity to bring to the class their own issues, which they are confronted with in their professional situation. Together with the staff and their fellow students, they analyse their real-life situation on the basis of scientific insights and methodological approaches they are acquiring in the course. Moreover, several programmes feature (international) study trips where students step out of their comfort zone to experience unfamiliar situations and learn to view things from different angles.

Each programme is structured differently. While studying the individual reports from the experts, the panel noticed that several elements come back in each structure and that each individual structure is well designed for the purpose of the specific programme. One of these common elements is the link with the mission and vision of TIAS, which is elaborated in the four ‘Business and Society’ competency areas: responsible leadership, sustainable innovation, collaboration, and business modelling. Every programme is currently incorporating either modules or course components to make students more strongly aware how business and society can reinforce each other.

During the site visit, students and alumni explained that the structure of the programmes was highly appropriate for their own situation: younger students with limited work experience appreciated the



way the full-time MSc and MBA programmes incorporated the TIAS vision and values in the programme and how different components of the curriculum paid specific attention to career development; older students with varying degrees of professional experience indicated that the design and delivery of their individual programmes offered new perspectives for their personal development and professional career. In both cases, the teachers and the actively involved fellow students contributed significantly to the success of the educational experience.

General considerations

The panel considers that all thirteen programmes under review have a very solid structure; this structure differs somewhat per programme (partly depending on the target group of the programme) and this differentiation makes each structure particularly purposeful. Across all programmes, the panel considers that TIAS has developed a comprehensive and relevant vision on learning. The discussions on site with management, staff, students and alumni have convinced the panel that this vision and its components are operationalised visibly and successfully in all programmes and that staff and students recognize and share the vision. According to the panel, each programme is clearly structured in line with the overall framework and vision of TIAS. Within these boundaries every programme has developed a structure of its own that is both particularly relevant, well-suited and highly appreciated.

General conclusion

In sum, the panel highly appreciates the curriculum structure for all programmes under review. Within the boundaries set by TIAS, each programme has its own particular structure which is strongly coherent and relevant. Notwithstanding individual differences, the panel considers that the respective curriculum structures are of comparable quality across all programmes under review. The panel understands the enthusiasm of the students and alumni with regard to their respective programmes at TIAS and considers that the structure of these curricula – combining a strong overall framework and individual operational relevance – goes beyond mere generic quality. As a result, **the panel judges that standard 4, curriculum structure, is good across all programmes.**

Standard 5: Intake

The curriculum ties in with the qualifications of the incoming students.

Explanation:

The admission requirements are realistic with a view to the intended learning outcomes.

General findings

Since 2015, TIAS has a policy on admissions that is part of its Handbook on Quality Assurance. The admissions policy applies to all degree programmes and informs applicants about admission criteria and on how TIAS applies them. Moreover, it guides academic directors and recruiters in dealing with admission criteria and possible deficiencies of applicants. The provisions in the document take the Dutch Higher Education and Research Act as their starting point and are decreed in the Teaching and Examination Regulations and used by the Regulations Admissions Board TIAS.

The panel noticed that all programmes use the same policy framework to organise selection and admission. While individual requirements may differ per programme, the approach to selection and the procedures to be followed are identical. Applicants who based on their CV seem to fulfil the requirements are invited for an intake interview with the academic director. The panel learned that this intake procedure is extensive and candidate-oriented as it focuses on the ability and motivation of students to successfully complete the programme. Across TIAS the same template is used for intake interviews.

Applicants who enrol in a master programme at TIAS have to take the preparation module, which is offered as blended learning and consists of three courses: accounting & finance, quantitative methods, academic reading and writing. Students who have an academic bachelor or master degree

follow the module but do not have to take the assessment. Other applicants must successfully complete the assessment for the three courses before they are admitted.

The student composition of a class can be very diverse in terms of age, professional experience, education level and (recent) exposure to learning. During the site visit, students indicated that the intake interviews were organised properly and that the preparation module served its purpose of bringing students to the minimally required shared level of knowledge, skills and understanding that allowed all of them to follow the courses.

The panel learned that across all programmes, the vast majority of students eventually graduate with only very few students dropping out. Moreover, most students graduate in time. Students and alumni indicated to the panel that programmes are set up in such a way that there are no particular course-specific stumbling blocks jeopardising programme completion: overall, degree programmes are feasible, provided that students put in sufficient effort. In this respect, students and alumni mentioned that during the admissions process, TIAS staff informed them correctly about the time they would need to invest in the programme.

General considerations

The panel considers that TIAS has an adequate admissions policy which is properly used in the different programmes. While specific requirements for admission differ per programme, the overall framework is identical. The panel appreciates the student-oriented intake interview and the efforts of the school to ensure that all students start the programme with a shared level of knowledge, skills and understanding. Moreover, the panel considers that the admission procedure is effective as almost all students who enrol eventually graduate.

General conclusion

In sum, the panel issues a positive judgement on the way admission is organised in all programmes under review. While individual programmes may differ in terms of specific entry requirements, they all do so in line with the school-wide policy on admission, which the panel considers adequate. For those applicants who are eventually admitted, the programmes are feasible in terms of level and study load as almost all students graduate. As a result, **the panel judges that standard 5, intake, is satisfactory across all programmes.**

Standard 6: Staff

The staff is qualified and the size of the staff is sufficient for the realisation of the curriculum in terms of content, educational expertise and organisation.

Explanation:

The factual expertise available among the staff ties in with the requirements set for professional or academic higher education programmes.

General findings

According to the CIR report, TIAS deliberately deploys a small group of academic staff members and a broader group of visiting staff. This allows the school to quickly capitalise on developments and (changing) demands in the market. Since the previous accreditation, the number of academic staff members has increased from 16 to about 25 full-time equivalents at the end of 2016. The majority of these staff members holds a PhD and all are experienced MBA or executive education instructors. Faculty without a PhD are selected on the basis of their professional credentials. The visiting academic staff members usually combine academic work with a direct link to practice. Furthermore, TIAS employs 172 support staff (123 full-time equivalents). A large part of these support staff make sure that students are treated individually and that quality levels are met. For instance, each programme under review has – apart from an academic director – a programme manager and a programme advisor.



Each Self-Evaluation Report contains an overview of the lecturers (both academic staff members employed by TIAS and visiting staff) to the programme, including their level, position, scope of appointment and expertise. The student-staff ratio is calculated at programme level and is provided in the programme-specific section. The experts noticed that the number of lecturers allocated to each programme is appropriate. Based on the description in the reports and the discussions on site, the academic directors are well qualified for the academic delivery and organisational management of their respective programmes. Moreover, both TIAS staff and visiting staff is properly qualified to deliver the educational assignments allocated to them. Most lecturers responsible for a course hold a PhD and are affiliated with either TIAS or TiSEM. Across programmes, support staff are present in sufficient numbers and provide highly appreciated support. During the visit, the panel met a dedicated team of academic and support staff and noticed that students are satisfied with the quality and availability of their lecturers and support staff.

General considerations

The panel considers that the number and quality of lecturers at TIAS in general and within the respective programmes is appropriate. The staff chapter in each self-evaluation report starts with the statement that 'the quality of the teaching staff largely determines the quality of the programmes. TIAS therefore expects active and high-quality contributions from lecturers in the realms of research and education'. The materials provided and the impressions gathered during the discussions on site confirm that this is not an 'empty' statement: the programmes at TIAS are led and delivered by lecturers that is adequately qualified, sufficiently numerous and properly supported.

General conclusion

In sum, the panel issues a positive judgement on the staff for all programmes under review. The approach of TIAS to both academic and support staff is adequate. Notwithstanding individual programme differences in staff-student ratio and staff qualifications, the panel considers that all programmes under review are of comparable quality. As a result, **the panel judges that standard 6, staff, is satisfactory across all programmes.**

Standard 7: Facilities

The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

General findings

Since 2001 TIAS is located in a building on the campus of Tilburg University. It features ten lecture rooms with a seating capacity from 30 to 75 persons. Rooms allow for an optimal visual and acoustic setting allowing lecturers to move around and make use of different presentation techniques simultaneously. Individual data connections are available to facilitate internet access from students' laptop computers. Some lecture rooms are equipped with video-conferencing facilities and accommodate the technology to digitize lectures in real time. In addition to the lecture rooms, smaller break-out rooms allow students to work individually or in small groups. The panel visited the teaching and learning facilities of TIAS and held its meetings in the TIAS building. Students, staff and alumni indicated during the discussions that they were satisfied with the facilities offered to them by TIAS.

Students and (academic/support) staff at TIAS can make use of the campus facilities of Tilburg University such as printing and reproduction services, technical and/or audio-visual support, catering and sports facilities. Students can use the wireless LAN network of Tilburg University on campus; moreover, TIAS students have access to Tilburg University's library and its online databases.

TIAS has a second campus in the historic city centre of Utrecht. The current building reportedly provides adequate teaching facilities for executive education. As the number of programs and students in Utrecht is growing and the educational needs regarding equipment and class-rooms are changing, TIAS will move to another building in the city centre in 2017. This building contains 5 classrooms for a total of 220 students as well as smaller spaces for group work and discussions.

The panel learned that as part of its educational vision, TIAS is developing a learning management system (LMS) which strengthens the learning experience of students and improves the quality of interaction between school and students. Currently TIAS has two learning platforms supporting face-to-face learning and online learning, respectively. At the time of the site visit the school had identified Canvas, an LMS used by several business schools, as the single platform that would serve all its needs. It is currently being tested and will be fully operational in 2018.

General considerations

The panel considers that the facilities at TIAS are adequate for the number of students enrolled and the type of programmes on offer. The panel appreciates in particular the attention paid by the school to ensure that its housing and teaching infrastructure remains up-to-date. The discussions on site have convinced the panel that the forthcoming innovations in terms of the learning management system and the campus in Utrecht will further enhance the educational well-being of students and staff at TIAS.

General conclusion

In sum, the panel issues a positive judgement on the infrastructure for all programmes under review. As infrastructure is an issue that students benefit from equally and similarly in all programmes, **the panel judges that standard 7, infrastructure, is satisfactory across all programmes.**

Standard 8: Tutoring and student information

Tutoring and student information provision bolster students' progress and tie in with the needs of students.

General findings

The panel noticed that the provisions of TIAS in terms of tutoring and student information are described in similar terms across the self-evaluation reports. Students receive feedback from individual lecturers and are informed about their progress by the Programme Manager or the Academic Director. If needed, students are provided on an individual basis with extra tutoring or additional study materials.

Every programme has a dedicated programme manager, who is the central contact person for practical, organisational and administrative issues for both students and academic staff. The programme managers are responsible for the day-to-day management of the programme and liaise between students, staff and academic director. Due to the relatively small programme cohorts, they maintain individual and personal contacts with students. Students and alumni indicated to the panel that at all points during the programme they were informed properly and timely about courses, assignments and assessments. Moreover, students and alumni emphasised that programme managers are highly dedicated to the school, the programme and the students. In this way they exquisitely embody the TIAS values of service provision, hostmanship and personalised attention.

Across programmes, TIAS wants students to strengthen their individual performance. In order to stimulate and monitor the personal development of students, the personal support to students has been enhanced lately with academic directors having at least three individual meetings with students throughout the programme. Moreover, the panel learned that TIAS created a new department 'Alumni Relations and Career Development' which offers so-called 'lifelong development' to students and alumni. In line with the new corporate vision, the department contributes to both business and society by supporting (former) students in their personal, professional and network development. Furthermore, the MBA and MSc BA programmes feature a personal development and career programme to make (mostly younger and less professionally experienced) students understand who they are and what they want to do in their professional career. The programme consists of an individual intake, as well as coaching, workshops and network events.



General considerations

The panel considers that students at TIAS receive high-quality tutoring and information services. The panel highly appreciates the range of services offered and the individualised approach of these services. It therefore comes as no surprise to the panel that students and alumni are very enthusiastic about the services offered by TIAS. The individual members of the academic and support staff provide these services combining professionalism with individualised attention. Moreover, the services prove to be effective: in the CIR report, TIAS claims that its lifelong development service should impact on students' lives and allow students to make an impact on society. During the discussions, students and alumni indicated that their study period at TIAS indeed has (had) a considerable impact on their personal and professional careers.

General conclusion

In sum, the panel issues a positive judgement on information provision and tutoring for all programmes under review. Although some programmes have additional and specific personal and career development services for its students, the panel thinks equally highly of the range and quality of services offered to students of all programmes. As a result, **the panel judges that standard 8, tutoring and student information, is good across all programmes.**

Standard 9: Quality assurance

The programme is evaluated on a regular basis, partly on the basis of assessable targets.

Explanation:

The programme monitors the quality of the intended learning outcomes, the curriculum, the staff, the services and facilities, the assessments and the learning outcomes achieved through regular evaluations. The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets.

Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.

General findings

Since the previous accreditation, TIAS has enhanced its processes for quality assurance. This resulted in a school-wide Handbook Quality Assurance, which was approved in September 2015. It describes the internal and external stakeholders involved in quality assurance (QA), the QA processes applicable in the different stages of the education programmes, and the Plan-Do-Check-Act cycle of QA at TIAS. The panel has studied the handbook and considers it a useful and relevant document for all stakeholders concerned. In this respect, it constitutes a product that meets TIAS' ambition to have a feasible policy (document) that warrants the quality of educational programmes and their final attainment levels and that provides guidelines for permanent quality improvement.

The panel noticed that several so-called 'authorities' are involved in the QA process. In addition to external 'authorities' such as accreditation bodies, the handbook describes the input of academic directors, programme managers, policy advisers, division directors, sounding boards, advisory boards, examination board, executive management team and faculty council. During the visit the panel spoke to representatives of all these bodies and learned that each of these authorities indeed hold a stake in TIAS's system of QA. The panel noticed that the academic director is responsible for the implementation of quality assurance from the start to the end of the programme and plays a central role in taking measures for improvement based on evaluation results.

Moreover, the panel learned that TIAS strives for student satisfaction. This is taken very seriously, as programmes are subject to constant scrutiny and students provide feedback in a formal evaluation system and as a means of ongoing quality control. All modules are evaluated separately and at the end of the programme students are asked to assess the entire programme as well as the academic director and programme manager. The student's voice is also heard in every programme through a

sounding board of student representatives. They provide solicited and unsolicited advice on the programme to the Academic Director, with whom they meet a few times per year.

The panel noticed the involvement of external stakeholders in advisory boards. At corporate level, TIAS features an Advisory Board of business leaders and entrepreneurs who discuss the school's strategy and the general developments in the market. Its Business & Society Board with representatives of (social) enterprises and societal organisations provides feedback on developments that are relevant for the education portfolio. Moreover, all programmes have an advisory board composed of external stakeholders with a particular interest in the professional field covered by the programme. This board meets a few times per year with the programme management to discuss the curriculum, the developments in the professional field and the relevance of the programme objectives (learning outcomes) for the labour market.

TIAS participates in several external rankings such as the National Student Survey or the Financial Times rankings for Executive Education and for MBA programmes. The yearly outcomes of these rankings are followed up meticulously and where necessary give raise to action at programme or school level.

General considerations

The panel considers that TIAS has developed a comprehensive quality assurance system that involves all relevant stakeholders. The system, which is minutely described in the Quality Handbook, allows TIAS to check regularly and act quickly on those issues it deems important such as programme quality, curriculum relevance for the professional field, student satisfaction and external appreciation through surveys. The panel has noticed with satisfaction that both at corporate level and at the level of individual programmes, external stakeholders are systematically involved.

General conclusion

In sum, the panel issues a positive judgement on the quality assurance system for all programmes under review. As quality assurance is organised similarly in all programmes, **the panel judges that standard 9, quality assurance, is satisfactory across all programmes.**

Standard 10: Assessment

The programme has an adequate assessment system in place.

Explanation:

The tests and assessments are valid, reliable and transparent to the students. The examining board of the programme safeguards the quality of interim and final tests.

General findings

Assessment system

Since the previous accreditation, TIAS has developed a general assessment policy for its degree programmes. By doing so, it responded to the growing importance of assessment among accreditation bodies (NVAO standards on assessment and achieved learning outcomes) and in Dutch legislation (amended Governance Higher Education Act). The document describing the general assessment policy, which dates back to June 2013, is clear about its purpose: to define the framework and principles along which assessment policy at TIAS is to be implemented. The panel has studied the policy document and considers that it fulfils the aims it set out to meet: providing a system featuring reliable and valid assessments, consistency in testing and transparency in grading.

Following the discussions and looking at the assessment materials that were made available on site, the panel noticed that the assessment system is not only correct on paper, but also implemented properly in the day-to-day reality of the different programmes under review. For each programme, for instance, the academic director prepares a testing plan containing per module the course format(s) and the assessment type(s). Courses can be tested using one or more types of assessment.



When the assessment consists of a paper, examiners complete a standard assessment form that is developed for use across TIAS.

When designing individual course assessments, the core lecturer ensures that the exam contents and format(s) test all learning goals of a given course and that these learning goals in turn contribute to reaching the overall learning outcomes at programme level. At a more aggregate level, academic directors make sure that the sum of individual course assessments indeed covers all learning outcomes of a programme. The panel noticed that each self-reflection report contains a testing plan and a matrix overview of learning outcomes per module.

Examination Board

According to the Dutch Higher Education Act, the Examination Board is responsible for maintaining the quality of exams and for determining the guidelines for and descriptions of exams. It is an independent body that monitors and safeguards the assessment system as well as the quality of degrees, and acts when there is suspicion of fraudulent behaviour by students.

On the basis of the policy documents on QA and assessment, the panel learned that the Examination Board of TIAS conducts its tasks in line with Dutch legislation. Its responsibilities are described in the Teaching and Examination Regulations of TIAS and the Rules and Guidelines of the Examination Board: the Examination Board is in charge of organising and coordinating exams, deciding on exemptions, and of preventing and penalizing fraud and plagiarism.

During the meeting with representatives of the Examination Board, the panel learned that the Board monitors the quality of tests and examinations in various ways, such as assessing the specification table and the scoring criteria for each module, organising peer assessments and benchmarks for graduation projects, or having a test expert assess the quality of examinations. Following the discussion on site, the panel noticed that the Examination Board in general and its members in particular have sufficient expertise for the execution of its tasks. Nonetheless, the panel thinks that there is room for stepping up the efforts of the Examination Board in controlling the quality of exams, theses and their evaluations.

Thesis assessment

As part of this AACSB-NVAO joint accreditation exercise, the experts reviewing the self-evaluation reports also studied a sample of 70 theses across all thirteen degree programmes and reported on their findings to the peer review team prior to the site visit. The experts' task was twofold: to look into the quality and contents of the theses (which will be reported on in the next section on achieved learning outcomes) and to review the evaluation of the theses by the assessors.

The theses were selected among final projects of students graduating in 2013-2014 and 2014-2015. While findings which are specific to individual programmes will be reported in the programme specific section, there are a number of findings which several experts have mentioned when reviewing theses belonging to different programmes. First of all programmes have a very similar approach to thesis evaluation: each thesis is assessed by two assessors, the supervisor and the second examiner. Second, the evaluation form used to grade and comment on the thesis is almost identical across all executive master programmes. Third, the grading process is organised very similarly with assessors performing their own evaluation independently before they meet at the thesis defence to issue a common grade.

The thesis evaluation form has been reviewed over time: the template annexed to the quality handbook is different from the assessment form in the self-evaluation reports. Given that experts have reviewed theses that were submitted a few years ago, the template in use at that time may have been different from the one in the programme reports. The panel noticed that most programmes also have a separate assessment form for the thesis proposal. The thesis assessment forms in the self-evaluation reports all have a set of criteria which are clearly described and which assessors have

to grade separately. All templates furthermore contain some room for feedback to motivate the score given on a certain criterion. Each form also contains decision rules to agree on the final grade.

According to the experts, the evaluation forms as such constitute a good basis for assessment as the form offers both supervisor and second examiner the opportunity to express a detailed and differentiated judgement, both quantitatively and qualitatively, on several aspects of the thesis. If completed properly, the form can offer a wealth of feedback and a detailed motivation for a given score.

All experts, however, also reported that in several cases and across all programmes, the qualitative feedback in the evaluation forms was often very limited, if at all present. Assessors did not systematically use the opportunity offered in the evaluation forms to underpin their appreciation of individual criteria and/or their overall mark. A given score may have been clear to the assessors (and the student), but the experts found it difficult to follow the reasoning of the assessors and their motivation of the thesis grade on the basis of the information contained in the completed evaluation forms.

Each thesis is assessed by two individuals. In several cases the (independent) role of the second examiner could not be traced back in the form. On the basis of the information provided to the experts in the assessment form, it was not possible to establish whether the second examiner had read the entire thesis and done a full, proper and independent assessment.

Looking at the overall picture of the reviewed evaluation forms, the panel acknowledged the positive findings of the experts and reported the points for improvement to the management, academic directors and Examination Board. During these discussions the panel had the impression that a few interviewees thought the assessment forms were too detailed and asked for too much information. Other interviewees, however, convinced the panel that overall, the existing processes are carried out adequately and carefully.

General considerations

The panel considers that over the past few years TIAS has made good progress in implementing an assessment system that is developed at central level and applied correctly across the different programmes. Academic directors, lecturers and the examination board play an important role in setting the plans, developing the tests and guaranteeing the quality of the assessments. The panel welcomes the testing plans as well as the templates which facilitate the work of the lecturers in developing valid, reliable and transparent exams and in evaluating assignments consistently. In this regard, the panel thinks highly of the groundwork of the assessment experts who have been advising and supporting the lecturers, the academic directors and the examination board members.

In line with Dutch legislation, the Examination Board has a broad range of tasks. Although it is confident about the expertise and experience of the board (members), the panel considers that the examination board can and should step up its efforts in monitoring more systematically the quality of exams, theses and their evaluations.

The considerations of the panel with regard to thesis evaluation illustrate the above recommendation: all programmes under review are evaluating the thesis based on a good quality form that offers assessors the opportunity to express a detailed and differentiated judgement, both quantitatively and qualitatively, on several aspects of the thesis. While in most cases these forms are completed adequately, there are also examples where the scores are not properly motivated or where the independent assessment of the second examiner is unclear. According to the panel, these cases could/should have been picked up through a more systematic monitoring of the assessment quality.

General conclusion

In sum, the panel issues a positive judgement on the system and implementation of assessment for all programmes under review. Although there is room for improvement for assessors in completing



thesis evaluation forms and for the examination board in monitoring the assessment quality of courses and theses, the overall assessment system and the individual assessments clearly fulfil the basic requirements. The assessment forms that have been developed for theses, papers, internships, etc. are of good quality. The individual efforts of the respective programmes with regard to assessment, and notably in so far as thesis assessment is concerned, are described in the programme-specific section. However, as assessment is largely based on policies and regulations at institutional level, the panel's appreciation of the assessment quality per programme is very similar. As a result, **the panel judges that standard 10, assessment, is satisfactory across all programmes.**

Standard 11: Achieved learning outcomes

The programme 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 subsequent programmes.

General findings*Final thesis project*

In order to gain insight in the achieved learning outcomes of students, the experts reviewing the self-evaluation reports also studied a sample of 70 theses from all thirteen degree programmes and reported on their findings to the peer review team prior to the site visit. The list of theses reviewed is presented in Appendix 7 to this report. In addition to reviewing the evaluation of the thesis by the assessors (as described under the previous section on assessment), the experts were tasked to check whether each thesis fulfilled the minimum criteria to pass and if the score given by the assessor(s) was adequate. For each programme the experts reviewed five theses selected among those products written and accepted in the academic years 2013-2014 and 2014-2015. In its selection, QANU ensured that the theses to be reviewed covered as much as possible all programme profiles and were representative in terms of scoring.

With regard to thesis quality, the committee reported that each thesis fulfilled at least the minimum criteria one would expect of a final product of academic orientation at bachelor or master level. The experts' key findings on thesis quality per programme will be reported in the programme specific section. Out of the 70 theses reviewed, experts expressed doubts about the quality of four theses from different programmes. In line with NVAO regulations, these theses were submitted to another expert, in this case the Dutch academic expert on the peer review team. He reviewed the four theses and indicated that they were of limited yet acceptable quality. He partly based this appreciation on the fact that the assessors had issued a similar judgement (narrow pass) in the respective evaluation forms. Having discussed the overall findings on the theses during the preparatory meeting on site and taking on board the observations of the experts per programme, the panel accepted the main message of the experts: TIAS students who pass the final thesis achieve all intended learning outcomes and are therefore entitled to graduate.

In terms of scoring, the experts agreed in the majority of cases to the marks given by the assessors to the individual theses across all programmes under consideration. When their opinion on the score differed from the mark given by the assessors, it mainly concerned theses with a high mark. Only in a handful of cases, experts thought a thesis was of better quality than the score it had received. Moreover, experts tended to agree with the ranking of the theses in most programmes: final products with a higher score are indeed of a better quality than theses with a lower score. The panel discussed the quality of the thesis scoring during its preparatory meeting and related these observations to findings on thesis assessment. Also in this case the panel accepted the main message of the experts: overall, TIAS assessors score theses adequately.

Performance of graduates

The quality of the achieved learning outcomes is measured not only through the successful completion of the thesis, but also by looking at the performance of graduates on the labour market. According to the self-evaluation reports on the MBA and the MSc BA programme, students are particularly successful in their careers upon graduation. MSc BA students reportedly find employment within three months after their graduation, mostly in junior positions within their specialisation track. MBA students are often at a crossroads in their career and enrol for the programme with a specific objective. According to the report, 75% of graduates indicate that their aims have been achieved, and a similar share of students find a new job within three months after graduation. Graduates moreover indicated that their salaries had increased significantly after graduation. Other graduates reported they have changed their career plans considerably, setting up their own business or joining a not-for-profit non-governmental organisation.

Students graduating from the executive master programmes are at different positions in life and in their career. They often started the programme with the aim to increase their competencies and use the acquired knowledge, skills and attitudes in (a different position within) their organisation. During the discussions, alumni indicated that their study period at TIAS had impacted considerably on their lives and careers. The panel noticed that their stories are in line with the information provided in the self-evaluation reports: graduates have learned to analyse and work on a strategic level; they look at developments in a broader context; they become valuable leaders and managers in their organisation and have better prospects for their own future and career. Moreover, students indicated that they now write better quality (consultancy) reports and (policy) papers. Some graduates reportedly developed an interest in entrepreneurship; although this was not their prime objective when they enrolled on the programme, the entrepreneurial skills they acquired during the study period at TIAS are now used to set up and run businesses.

General considerations

Thesis quality is an important indicator to measure the extent to which students have achieved the intended learning outcomes. Having established that each of the 70 theses reviewed by the experts fulfilled at least the minimum criteria required, the panel considers that across all TIAS programmes under review, students who pass the thesis invariably achieve the intended learning outcomes and are therefore entitled to graduate.

Another indicator for achieving the intended learning outcomes is to look at the performance of graduates on the labour market. The discussions on site and the information in the reports demonstrate according to the panel that programme graduates are properly qualified to find suitable employment, make internal promotion or even shift careers completely. In each case, the study period at TIAS has enhanced their competencies and boosted their confidence to assume different tasks with greater responsibilities.

General conclusion

In sum, the panel issues a positive judgement on the intended learning outcomes for all programmes under review. The complementary findings at individual programme level on thesis quality and graduate performance are described in the programme specific section. While acknowledging that some programmes are doing somewhat better than others on this standard, the panel considers that in terms of achieved learning outcomes, all programmes are of rather comparable quality. On the one hand, each programme definitely fulfils the generic quality standards in terms of both thesis level and graduate performance; on the other hand, the panel did not come across individual programmes that systematically surpass these quality standards. As a result, **the panel judges that standard 11, achieved learning outcomes, is satisfactory across all programmes.**



Overall Appreciation

The panel considers that all programmes meet the quality requirements on each of the eleven standards. Across all programmes, the panel has identified three standards where it considers that TIAS programmes systematically surpass the generic quality expectations: curriculum contents, curriculum structure and student guidance (tutoring). For the other standards, the panel judges that this quality is satisfactory. As a result, **the panel judges that the overall quality of each programme is satisfactory** and issues a positive advice to NVAO on the quality of the thirteen master and executive master programmes submitted for programme accreditation by TIAS School for Business and Society.

PROGRAMME SPECIFIC FINDINGS

This section of the report lists the key findings on individual programmes. The findings were identified by the experts on the basis of the programme reports and the thesis sample. Prior to the site visit, experts were asked to study the self-evaluation reports and list for each programme both positive and critical points, notably with regard to the intended learning outcomes, programme and staff. The experts also reviewed a sample of theses and their evaluation forms. In their feedback they focused on two elements: the quality of the thesis as a product demonstrating that the student has reached the expected level and achieved the learning outcomes; and the quality of the completed evaluation forms providing a correct and insightful motivation of the score.

The input from the experts and the discussions on site have contributed to the panel's overall findings and considerations. These have been reported in the previous section, where the panel also issued a conclusion per standard that applies to all programmes. This programme-specific section, therefore, contains an illustration of strengths and weaknesses identified by the experts. The findings are not a systematic or comprehensive inventory of individual programme characteristics. As programmes have been reviewed by different experts with their own perspective, the findings should be used for inter-programme comparison.

1. Executive Master of Business Valuation

Intended learning outcomes

- This programme is offered as a companion programme to the Executive Master in Finance, sharing several objectives, courses and staff.
- This is a very focused programme specifically dealing with methods and procedures to estimate the economic value of a project or a business. It is practice oriented, in the sense that it intends to provide students with the knowledge to value real business, in accordance with the needs of the finance industry.

Programme

- The programme features a comprehensive and coherent curriculum of ten courses and a master thesis.
- Given TIAS' renewed corporate vision, there is room in this programme to address more explicitly the societal role of business. Business valuation is clearly related to corporate governance and to the role of business in society, but this link seems somewhat underdeveloped in the current curriculum.
- The report stresses the importance of the academic foundations, but it is not entirely clear from the thesis sample how the programme ensures that students understand these concepts and apply them.
- The number of students and the composition of the cohorts are quite stable over time. Given that the language of instruction is English, the programme may want to attract more international students. This could further improve the quality and international orientation of the programme. Moreover, the programme may want to attract more female students.

Staff

- The staff allocated to this programme consists of both academically oriented staff members and practitioners. A small majority of them does not have a PhD; the programme may want to verify its current staff has sufficient weight to deliver the academic part of the curriculum.
- The number of staff and their involvement in the programme is adequate.

Assessment

- Assessment of the course modules is organised adequately.



- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. However, the sample of evaluation forms reviewed indicate that several assessors are not making optimum use of the opportunities offered by the form to motivate the score and provide feedback on qualities and shortcomings of the thesis.

Achieved Learning Outcomes

- The thesis sample demonstrates that the level reached by students is at least sufficient, but that it does not really exceed this level. One would expect the thesis to be a valuation study in which scientifically grounded valuation methods are applied to a real world case. Students, however, do not always demonstrate in a convincing way that they are able to independently evaluate a business, fully understand the underlying assumptions and make the best choices with respect to the methods used. The programme may want to set more elaborated terms of reference for the thesis and to strengthen and focus the position of the academic foundations of business valuation in the curriculum.

2. Executive Master in Finance

Intended learning outcomes

- The programme is oriented towards experienced professionals and intends to provide in-depth knowledge of finance and relevant new insights from related fields. While research plays an important role, the programme focuses on the connection between academic content and the implementation of this content in the professional field, e.g. by using real life case studies.
- The programme has a general financial management track and a specialisation track in financial analysis (investments).
- The Master in Finance programme at the London Business School, which reportedly was used as prime example when designing the TIAS executive master, is its international benchmark. It demonstrates the ambition of this executive master programme, which will need to increase its international orientation to compare to its benchmark.
- The programme implemented the recommendations of the previous NVAO accreditation.

Programme

- The programme has a comprehensive and well-developed curriculum of ten courses and a master thesis. Courses pay good attention to both academic rigour and practical relevance. Given TIAS' renewed corporate vision, there is room in this programme to address more explicitly the societal role of business. Finance is clearly related to corporate governance and to the role of business in society, but this link seems somewhat underdeveloped in the current curriculum.
- The number of students and the composition of the cohorts (age, gender, experience) are quite stable. Given that the language of instruction is English and the domain of finance is particularly international, the programme may want to attract more international students. This could further improve the quality and international orientation of the programme.

Staff

- The staff allocated to the programme constitutes a good mixture of academically oriented staff and practitioners. In general, staff is well qualified: most staff have a PhD and several lecturers are affiliated with TiSEM (and its MSc in Finance programme).
- This programme is organised together with the Executive Master in Business Valuation. A total of 23 staff (contributing 1.19 fte) is allocated to the two programmes. With a total number of 30 part-time students, the staff-student ratio is 1:25.

Assessment

- Assessment of the course modules is organised adequately
- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. The scoring has been done appropriately across all theses. The quality of the evaluation can be enhanced by motivating the scores with more insightful comments.

Achieved Learning Outcomes

- The thesis sample demonstrates that all theses clearly fulfil the minimum level that is required of this final product. A few theses include a good case study, an interesting empirical analysis backed up by relevant theory and/or an excellent literature review.

3. Executive Master of Health Administration

Intended learning outcomes

- The programme targets middle and senior management levels in Dutch private and public healthcare organisations. Its focus is on strategy, decision making and implementation.
- The intended learning outcomes are detailed in as far as knowledge and understanding is concerned. The skills to be reached are formulated somewhat vaguely.
- By enhancing its attention to innovation and change management, the programme addressed properly the main recommendation of the previous accreditation.

Programme

- The programme structure is well-considered and looks solid. The curriculum and its individual course components focus in particular on knowledge, which is in line with the attention given to the different competencies in the intended learning outcomes.
- Given its particular focus, content-wise and student-wise, the programme may want to include more economic perspectives in the curriculum and pay more attention to the topic of digitalisation of healthcare.
- The organisation of the thesis is very clear. Based on the sample - theses often contain a rather general / basic theoretical part and a detailed and extensive practical part with limited connection to each other - the programme may want to stipulate more clearly the expectations with regard to the theoretical and practical parts and their interplay.

Staff

- The number of staff on the programme is impressive. The vast majority of the 46 lecturers holds a PhD. With 25 part-time students and a total staff involvement of 1.44 fte, the staff-student ratio amounts to 1:17.

Assessment

- Assessment of the course modules is organised adequately.
- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. The expert thought that some of the scores were rather generous, but agreed that theses with higher scores were indeed of better quality than those with lower scores.

Achieved Learning Outcomes

- The thesis sample demonstrates that the level reached by all students is sufficient.
- The expert noticed that in a few cases the supervisor could have provided more support and guidance in defining the research question and identifying the most appropriate research method: students (and the quality of their thesis) would benefit from either a more limited research question or a stricter method.

4. Executive Master of Information Management

Intended learning outcomes

- The programme is designed around the core responsibilities of the Information Management (IM) professional. The learning outcomes reflect the specific needs and trends in the professional domain, as well as the developments in academic research.



- The programme is highly relevant and addresses a need in society for well-educated IM that will have a profound task in the current digital transformation of business and society.
- Its alignment with international standards developed by the Association for Computing Machinery (ACM) and the Association for Information Systems (AIS) is a strong point of the programme and demonstrates its international orientation.

Programme

- The programme features an interesting curriculum with a balanced interface between the academic and the professional communities of IM. The curriculum addresses both empirically oriented and design oriented research approaches.
- The programme may want to include attention in its curriculum to the upcoming field of business analytics.
- The organisation of the thesis is very clear. Based on the sample reviewed, the programme may want to provide more real-life contents for the final project and have students undertake the preparatory work for their thesis in a real company.
- The number of incoming students is somewhat decreasing, but the composition of the groups in terms of age, gender, work experience and nationality remains stable. The programme may want to attract more women as well as more international students.
- This programme attracts a considerable number of students without an academic background. They reportedly find the programme demanding but appreciate the preparatory module on academic skills.

Staff

- The number of staff on the programme is impressive. With 15 part-time students and a total teaching time of 1.36 fte, the staff-student ratio amounts to 1:11.

Assessment

- Assessment of the course modules is organised adequately with students being tested through various types of assessment.
- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. The expert agreed to the scores of the students working on a group assignment.

Achieved Learning Outcomes

- The thesis sample demonstrates that the level reached by all students is sufficient.
- The expert noticed that in terms of final project, a group assignment is the rule but exceptions are possible. The reports resulting from the group assignment were adequate in terms of level, content and score. The individually prepared report was sufficient, but would have benefited from being part of a bigger project.

5. Executive Master of IT-Auditing

Intended learning outcomes

- The programme was established in 1988 and redesigned in 2014 to address new developments in IT and IT auditing. The programme is highly relevant and addresses a need in society for well-educated IT audit professionals.
- The intended learning outcomes are clear and have been determined taking into account among others the international auditing regulations and the goals set by the Dutch professional organisation for IT auditing NOREA.

Programme

- The programme features an interesting curriculum with a balanced interface between the academic and the professional communities of IT auditing.

- The curriculum is solid and covers all relevant domains. Within courses, the programme may want to address the ethical dilemmas of IT auditors and cover digitalisation and robotisation of audit tasks.
- The number of students has almost doubled since the previous accreditation. Compared to other executive programmes, students are somewhat younger and the programme is part of their career development plan. The number of female students and international students is (very) limited.

Staff

- The number of staff (51) allocated to the programme is impressive. With 43 part-time students and a total teaching time of 2.79 fte, the staff-student ratio amounts to 1:17.
- The quality of the staff and the relevance of their expertise for the curriculum is a strong point.

Assessment

- The assessment of course modules is organised adequately with students being tested through various types of assessment.
- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. The expert agreed to almost all scores, but noticed that in one case the Decision Rules had not been applied correctly.

Achieved Learning Outcomes

- The thesis consists of an IT audit report which students prepare in small groups. This format is particularly appropriate for the target group. The sample demonstrates that all theses fulfil the minimum requirements in terms of level and contents, while some reports show that students are particularly good at what they are doing.

6. Executive Master of Management and Organisation

Intended learning outcomes

- The programme deals with the study of the human component of organisations and focuses on how to effectively manage any type of (public, private or not-for-profit) organisation.
- The learning outcomes are clear and extensive.
- The programme addressed the points for improvement on research skills and the academic quality of the thesis, identified during the previous NVAO accreditation.

Programme

- The programme features a comprehensive and well-developed curriculum. In line with the programme objectives, it offers a broad introduction to management theories as well as topical issues such as organisational change, innovation and international management.
- The programme pays attention to both academic rigour and practical relevance, and covers theories and insights that are applicable in all types of organisation.
- Each module has several learning goals that complement each other and contribute to reaching the knowledge, skills and attitudes at programme level.
- The programme set up allows for high quality interaction and exchange among the students.
- The number of incoming students has been fluctuating, but the composition of the cohorts remains quite stable: average age is 40, half of the students are women and all but a handful students are Dutch.
- The programme features rather traditional teaching methods. In the future it may want to incorporate more innovative methods as there are great e-learning opportunities for this target group.



Staff

- The staff allocated to the programme is well-skilled with particular competences in both academia and practice. The academic 'weight' is ensured as most staff have a PhD and most modules are coordinated by full professors.
- With 17 part-time students and 27 lecturers with a total teaching time of 1.23 fte, the staff-student ratio amounts to 1:14.

Assessment

- While the assessment system as such is appropriate, the programme may want to consider to further diversify the types of assessment. Currently the emphasis on paper writing is very strong, which jeopardies the opportunities the programme offers to its students to develop a variety of skills and capabilities.
- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. The thesis assessment is done properly.

Achieved Learning Outcomes

- The thesis project provides an interesting experience for students: two students with a different sectoral background work together on a project in still another sector. The thesis addresses all generic learning outcomes of the project.
- The sample reviewed demonstrates that the level of each thesis is adequate and in line with the expectations of an executive master programme. The expert agreed to the scores for each of the theses.

7. Executive Master of Management in Education

Intended learning outcomes

- The programme focuses on governance, management and leadership in education. Its scientific foundations are rooted in economics, sociology, psychology, educational, management and organisational sciences. This multidisciplinary character sets it apart from other programmes.
- The intended learning outcomes are organised in three domains, which provides a sound structure to offer theoretical content on leadership and management in a meaningful way.
- As a result of the recommendations of the previous accreditation, this programme and the master in public and non-profit management were turned into separate programmes that have relevant overlap. The programme also intensified its contacts with the education sector.

Programme

- The programme is built up around the three domains, but within each domain there is a wide range of small modules, which suggests that the delivery of content may be somewhat diffuse and fragmented. The large number of lecturers seems to confirm this concern.
- While there is a clear split between MME and MPM in terms of profile, exploitation and assignments, this is not the case for the actual delivery of the curriculum where a lot of the actual teaching is done jointly.
- Educational and pedagogical content knowledge is reportedly the silver thread running through the programme. It is not clear from the curriculum description how this dimension is integrated in the course contents.
- There is a strong connection between the programme objectives and the professional roles and institutional contexts of the students, which allows for a rich learning experience and good understanding of theoretical concepts. Moreover, the Socratic method is very powerful in developing personal leadership skills of students, while also allowing them to develop a good understanding of the theoretical concepts around leadership, management and governance and how these apply to their own professional roles and institutional contexts.
- The exploration sessions at the start of each theme, as well as the assignments throughout the courses ensure an active and meaningful style of learning, while also enabling teaching staff to draw on their own professional and academic expertise.

- The number of students is stable but limited, with a perfect gender balance; students are exclusively Dutch and have extensive work experience.

Staff

- The quality of the staff allocated to this programme is adequate. The number of staff (headcount) is huge and may even jeopardise the coherent delivery of the curriculum.
- With 17 part-time students and 26 lecturers with a total teaching time of 1.24 fte, the staff-student ratio amounts to 1:14.

Assessment

- The testing plan of the programme is described extensively in the report and is fine.
- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. The sample, however, indicates that there is no calibration of the grading per criterion: what some assessors appreciate as 'satisfactory' may, according to the expert, sometimes be of better quality than what others assess as 'good'. Moreover, some evaluation forms do not demonstrate that both assessors have evaluated the thesis independently.

Achieved Learning Outcomes

- The thesis sample demonstrates that the level reached by students is minimally sufficient but that it does not really exceed that level.
- Most students focus on their own organisation and use basic methods for data gathering. The programme may want to consider introducing a broader (national, international) orientation in the thesis and investigate opportunities for thesis work together with the Governance Lab.
- In general, the literature review in the thesis is rather descriptive with limited critical analysis. The programme may want to pay more attention in the courses (and the reading materials) to enhance students' academic skills.

8. Executive Master of Marketing

Intended learning outcomes

- The programme targets experienced commercial, marketing and communication professionals and managers working for both profit and not-for-profit organisations.
- The learning outcomes are clear and adequate.
- The programme has addressed the issues that required further attention according to the previous accreditation.

Programme

- The programme features a comprehensive and well-developed curriculum with emphasis on both academic rigour and practical relevance. The learning goals of the modules are nicely attuned to the overall programme objectives.
- The report correctly notes that the programme does not yet cover some important new topics such as customer journey or bog data.
- The student numbers are growing again. The most recent cohort has one quarter of female students and one international student. The programme may want to attract more women and non-Dutch students.

Staff

- The staff is highly qualified with strong academic credentials.
- With 21 part-time students and 26 lecturers with a total teaching time of 1.29 fte, the staff-student ratio amounts to 1:16.



Assessment

- The programme has implemented the provisions of the TIAS-wide assessment policy. Modules are assessed mainly through individual and group assignments, there are no knowledge tests. The programme may want to consider ways to include cognitive tests.
- Assessment of assignments require terms of reference of the assignment, as well as evaluation criteria and templates for feedback/scoring.
- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. The sample of completed evaluation forms indicates that assessors are not yet using the form in an optimum way.
- The programme may want to look into a systematic quality control of assessment in general and thesis evaluation in particular. There does not seem to be a clear calibration of scores per criterion, which sometimes leads to scores that do not really reflect the quality or rigour of the thesis. Moreover, a few forms lack basic information such as the evaluator's name.

Achieved Learning Outcomes

- The sample reviewed indicates that theses are well developed and systematic. Students use relevant literature and adopt a clear method. Each thesis is at least of an acceptable level for an executive master programme. Nonetheless, students can benefit from more attention and support by the supervisor to methodological rigour in formulating the research question, data collection and analysis.

9. Executive Master of Operations and Supply Chain Excellence

Intended learning outcomes

- The programme is dedicated to modelling and understanding of operational processes as well as their management when dealing with challenging customer requirements in a competitive environment which forces them to be both efficient and effective.
- The programme has formulated five overall learning outcomes, which are addressed throughout the curriculum, and a set of module-specific learning goals.

Programme

- The programme offers a comprehensive curriculum clustered around skills and methods, business chain, and support functions. Within the individual courses attention is paid to both academic rigour and practical relevance.
- While the individual modules are relevant, it is not clear to what extent they include the new developments in the domain of SCM that were announced in the self-evaluation report.
- The programme has addressed the concerns of the previous accreditation regarding thesis quality: it designed a new thesis process and had it validated by an external mid-term review committee.
- As some staff are active in the European Supply Chain Forum through their affiliation with Eindhoven University of Technology, the programme may want to elaborate the cooperation with the forum and its associated companies as this brings added value for the students.
- The number of incoming students has been stable but limited. The programme may want to increase efforts in attracting female students and international students.

Staff

- The staff allocated to the programme is well experienced both academically and in terms of their professional quality.
- With 10 part-time students and 30 lecturers with a total teaching time of 1.29 fte, the staff-student ratio amounts to 1:12.

Assessment

- While the assessment system as such is appropriate, the programme may want to consider to further diversify the types of assessment. Currently, students are assessed only on the basis of individual papers.
- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. Thesis assessment is done properly.

Achieved Learning Outcomes

- The thesis project and its procedure are described extensively in the self-evaluation report. The sample of theses reviewed demonstrates that the level of each thesis is at least adequate and in line with the expectations of an executive master programme. The expert agreed to the scores for each of the theses.

10. Executive Master of Public and Non-Profit Management

Intended learning outcomes

- The programme focuses on public and not-for-profit governance, management and leadership and applies to Dutch government and non-profit organisations involved in the broad area of public service delivery.
- The intended learning outcomes are organised in three domains, which provides a sound structure to offer theoretical content on leadership and management in a meaningful way.
- As a result of the recommendations of the previous accreditation, this programme and the master in public and non-profit management were turned into separate programmes that have relevant overlap. The programme also intensified its contacts with the education sector.

Programme

- The programme is built up around the three domains, but within each domain there is a wide range of small modules, which suggests that the delivery of content may be somewhat diffuse and fragmented. The large number of lecturers seems to confirm this concern.
- While there is a clear split between MME and MPM in terms of profile, exploitation and assignments, this is not the case for the actual delivery of the curriculum where a lot of the actual teaching is done jointly.
- Exploration sessions at the start of each theme are a powerful way to support students in their understanding of academic literature and help them apply theoretical concepts to their own professional practice.
- There is a strong connection between the programme objectives and the professional roles and institutional contexts of the students, which allows for a rich learning experience and good understanding of theoretical concepts.
- The number of students is limited; students are exclusively Dutch, mostly male and have extensive work experience.

Staff

- The quality of the staff allocated to this programme is adequate. The programme may want to look for collaboration between MPM staff and governance lab researchers.
- The number of staff (headcount) is huge and may even jeopardise the coherent delivery of the curriculum.
- With 17 part-time students and 26 lecturers with a total teaching time of 1.24 fte, the staff-student ratio amounts to 1:14.

Assessment

- The testing plan of the programme is described in the report and is fine.
- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. The sample indicates that some assessors are making good use of the form, others are less detailed in motivating their scores. Moreover, there seems to be no calibration of the grading per



criterion: what some assessors appreciate as 'satisfactory' may, according to the expert, sometimes be of better quality than what others assess as 'good'. Moreover, some evaluation forms do not demonstrate that both assessors have evaluated the thesis independently.

Achieved Learning Outcomes

- The thesis sample demonstrates that the level reached by students is sufficient. In a few cases the expert arrives at a different score than the assessors.

11. Executive Master of Real Estate

Intended learning outcomes

- The programme focuses on the management of real estate projects and portfolios in all sectors of the real estate industry. In addition to in-depth knowledge of the real estate sector it provides insights from other disciplines such as strategic management, finance, behavioural economics and leadership. This multidisciplinary approach sets the programme apart from its benchmarks in the Netherlands and Belgium.
- The intended learning outcomes are clear.
- Further to the recommendations of the previous accreditation, the programme has enhanced the selection procedure, introduced the preparation course and improved the academic orientation of the programme.

Programme

- The programme is organised along four thematic blocks, which allows students to enrol in either fall or spring.
- There is a clear coherence between the course contents and their learning goals on the one hand and the learning outcomes at programme level on the other.
- The number of incoming students is decreasing over time. The programme will be repositioned from September 2017, in line with suggestions from the advisory board and students, lecturers and programme advisors.
- The programme may also consider introducing an international orientation in the thesis project, where the local scope of the topic can be put in a broader context of international developments and scientific literature.

Staff

- The number and quality of the staff allocated to this programme is adequate.
- With 13 part-time students and 23 lecturers with a total teaching time of 1.07 fte, the staff-student ratio amounts to 1:12.

Assessment

- The assessment of course modules is organised adequately with students being tested through various types of assessment.
- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. The sample indicates that some assessors are making good use of the form, others are less detailed in motivating their scores.

Achieved Learning Outcomes

- The thesis sample demonstrates that the level reached by students is sufficient: the research question is fine, and the reasoning developed within the thesis is logical and consistent. Students mainly use interviews and group discussions to gather data, not datasets. The scoring is adequate.

12. International Full-time MBA

Intended learning outcomes

- The programme seeks to support students with several years of experience to develop themselves, advance their careers and attain leadership positions. It is a generalist programme that provides students with the concepts, analytical tools and skills for operating in the changing environments of globalised businesses.
- It compares well with other benchmark programmes and complies to international standards. It was reaccredited by AMBA in 2016.
- The programme stands apart from other MBA programmes by putting more emphasis on innovation and entrepreneurship.

Programme

- The programme has a clear structure and contains a strong curriculum with a variety of background and specialisation courses.
- The programme features a career development module which is highly appreciated – and effective – in preparing MBA students for long-term career success.
- A large proportion of teaching happens through in-class lecturing. The programme may want to consider investing in more innovative teaching techniques.
- The number of students and the composition of the respective cohorts is quite stable. There is a good gender balance among the entirely international student group.
- The total study load is 67 EC.

Staff

- The number of staff is adequate and their quality is particularly relevant. Lecturers are experienced in teaching at international business schools; several staff have both an academic background and experience in consultancy and practical business operations.
- Given that a relatively large proportion of staff members is affiliated to other schools, the programme may want to reflect whether this reduces the possibility for TIAS to offer a truly unique TIAS-proof curriculum that stands apart from other MBA programmes.
- With 39 full-time students and 23 lecturers with a total teaching time of 3.11 fte, the staff-student ratio amounts to 1:13.

Assessment

- The assessment of course modules is organised adequately with students being tested through various types of assessment.
- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. The thesis assessment is done properly.

Achieved Learning Outcomes

- The sample reviewed demonstrates that the level of each thesis is adequate and in line with the expectations of an executive master programme. The expert agreed to the scores for each of the theses.

13. International MSc in Business Administration

Intended learning outcomes

- The programme suggests to fill the gap between a broad management programme and a specialised programme. It accomplishes this by providing a curriculum of courses focused on fundamental business functions combined with particular subject areas.
- The programme targets young students with limited experience who want to acquire the managerial and leadership skills to pursue a successful career in business management.



- The programme is offered in two variants: as a full-time (12 months) and a part-time (22 months) study. It features five tracks: marketing, finance, investment management, change and business management, business analytics.

Programme

- The programme structure is solid and consists of different stages with each block laying the foundations for the next: preparatory courses, foundation courses, specialisation track courses, integration courses, and the thesis project.
- The programme emphasises working in multicultural teams and professional (personal) development. The personal and career development module is highly appreciated and effective in preparing students for long-term career success.
- In line with the TIAS corporate strategy, it is important to add social responsibility and ethics to the curriculum as these topics are increasingly valuable for organisations, i.e. the future employers of programme graduates.
- A large proportion of teaching happens through in-class lecturing. The programme may want to consider investing in more innovative teaching techniques.
- The total study load is 63 EC.

Staff

- The number and quality of the staff allocated to this programme is adequate.
- The structure of the programme makes it difficult to calculate the staff-student ratio. More than 50 staff are involved in the programme with 87 full-time and 24 part-time students.

Assessment

- The assessment of course modules is organised adequately with students being tested through various types of assessment. Each programme track has its own testing plan.
- The thesis evaluation form is useful and allows for detailed scoring and comments per rubric. The thesis assessment is done properly.

Achieved Learning Outcomes

- The sample reviewed demonstrates that the level of each thesis is adequate and in line with the expectations of an executive master programme. The expert agreed to the scores for each of the theses.
- Graduates are successful in finding relevant employment mostly within three months after their graduation.

APPENDICES



APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL

AACSB-NVAO PANEL

Prof. dr. Michael Powell (chair) is professor emeritus of Organizational Studies and former pro vice chancellor (Business) at Griffith University (Australia). Previous to this appointment he held the position of dean of Griffith Business School, having joined Griffith in early 2005 from the University of Auckland. His portfolio includes leadership of the University's Business Group, and associated Research Centres and Academic Departments. He has also been president of the Australian Business Deans' Council, which represents university business schools across the country. He is also past chair of the Globally Responsible Leadership Initiative and is an invited member of the Continuous Improvement Review Committee of AACSB International. Professor Powell graduated from the University of Auckland with B Arts and M Arts (Hons) degrees in History, and with a PhD in Organisational Sociology from the University of Chicago. After an initial appointment at the University of North Carolina at Chapel Hill, Michael returned to New Zealand to take up a position at the University of Auckland Business School as Senior Lecturer in Organisation Studies. Subsequently, he was appointed associate professor of Public Sector Management, and then professor of Health Management before taking on the role of deputy dean of the Business School.

Prof. dr. Bernard Ramanantsoa holds an Engineering degree from the "Ecole Supérieure d'Aéronautique de Toulouse". He obtained a Post-graduate DEA degree in sociology in 1987 and also a Ph.D. in management sciences from Paris-Dauphine University in 1991, and a further DEA in the history of philosophy from Paris-1 University in 1993. He is Chevalier of the Legion of Honor. Initially lecturer at the "Ecole Supérieure d'Aéronautique" in 1971 and 1972, he became head of the Marketing Division, "Grandes Lignes" for the SNCF in 1972. A specialist on ethics and culture in the business place and himself advocate of an open-minded approach and a multi-cultural scope in the corporate world, he joined the HEC faculty in 1979 as professor of Business Strategy. He was head of HEC Paris from 1995 to 2015. He is currently administrator of ANVIE, member of the AACSB International Committee, member of the Advisory Board of ESADE (Barcelona, Spain), University of St-Gallen (Switzerland) and the School of Management of the University of Zhejiang (China). He is the author of numerous communications and publications in the field of business management. In particular, he received the Harvard Expansion Prize in 1989 for *Technologie et Stratégie d'entreprise* and the Prize from the Académie des Sciences Commerciales in 1983 for *Stratégie de l'Entreprise et Diversification*.

Prof. dr. Josep Franch Bullich has extensive teaching experience in various countries. He is expert in international marketing and global marketing, and his main area of specialisation is brand management in multinational and global companies. He has also worked on subjects related to digital marketing and relationship marketing. He has published more than 50 case studies in the fields of marketing and international business. He has won the EFMD Case Writing Competition on three occasions (1999, 2001 and 2013) and also has three case writing awards at the North American Case Research Association (NACRA) Annual Conference (2004, 2010 and 2015). He regularly serves as a track chair in several case conferences and as a reviewer for different case journals and case collections, he sits on the Editorial Board of the *Case Research Journal* and *Wine Business Case Research Journal* and is one of the co-editors of the *Global Jesuit Case Series*. He regularly delivers sessions on how to write and teach with case studies, both at ESADE as well as for other programmes including the International Teachers Programme (ITP). He has previous experience as marketing manager at Fuji Film and has worked as consultant for different companies, including FC Barcelona, Interroll, Novartis, Soler & Palau, Sony and Xerox. He has also worked in many in-company training programs with different companies including: APM Terminals, Bunge, Desigual, Esteve, Novartis, Roca, Roland DG, Saint-Gobain, Sony, Telefónica and Tenaris.



Prof. dr. Henri L.F. de Groot is professor of Regional Economic Dynamics at Vrije Universiteit Amsterdam in the department of Spatial Economics since May 2010 (sponsored by Ecorys NEI). His research focuses on regional and urban economics, agglomeration, meta-analysis, empirics of economic growth, trade and development, and environmental and energy economics. He teaches courses in Economics of Globalization, Microeconomics, Regional and Urban Economics (at Bachelor, Master and MPhil level), and Meta-analysis and the Empirics of Economic Growth (at the Ph.D. level). Also, he is programme director of the BSc Economics and Business Economics, and crown-appointed member of the Social and Economic Council of the Netherlands (SER).

Jeroen Moonemans is master student in International Business, specializing in Controlling, at the School of Business and Economics of Maastricht University. He is chairman of the Student Council, member of the Faculty Council and student advisor in the Faculty Board.

THESIS PANEL

Prof. dr. Ed Nijssen is a professor of Technology Marketing at the Innovation, Technology Entrepreneurship and Marketing group of the School of Industrial Engineering, Eindhoven University of Technology and holds a PhD from Tilburg University. He also served two terms on the Executive Committee of the European Marketing Academy. His research interest focuses on marketing and innovation (e.g., adoption of new products, NPD tools, self-service technologies, social media), sales research, service research (innovation in the front line, servitization), marketing strategy, and international marketing. He has published in among others the *International Journal of Research in Marketing*, the *Journal of International Marketing* and the *Journal of Product Innovation Management* and he is the author of several books, including *Marketing Strategy*, and *Entrepreneurial Marketing, an effectual approach*. A many-times "teacher of the year" award winner, he received prizes for several of his articles, including for best managerial paper (global branding), highly recommended paper (private label strategy; self-service technology adoption) and most excellent paper (cautionary note on use of scales in cross cultural research). He is on the review boards of Industrial Marketing Management and Journal of Product Innovation Management. He is also active in accreditation committees for NVAO/VLUHR, as consultant, and as a professional trainer in executive education.

Prof. dr. Marc Deloof is a Full Professor of Corporate Finance at the University of Antwerp. From 2012 to 2015 he was also Head of the Department of Accounting and Finance. Prior to joining the University of Antwerp in 2000, he was a Post-Doctoral Research Fellow of the Flemish Fund for Scientific Research (FWO) after receiving his PhD from the Free University of Brussels in 1996. He was also Visiting Professor at the Hull University Business School, the University of Calabria and the University of International Business and Economics in Beijing, and held part-time positions at the Louvain School of Management, the Vlerick Business School, Ghent University, and Hasselt University. His research covers a wide range of topics in entrepreneurial finance, (multinational) business group finance and financial history. He has published over 40 articles in refereed academic journals in the fields of finance, accounting, management and history, such as the Journal of Corporate Finance, Journal of Banking and Finance, Financial Management, Review of Accounting Studies, Journal of Business Finance and Accounting, Small Business Economics, Family Business Review, Corporate Governance – An International Review, Journal of Economic History and Explorations in Economic History. He is a guest editor of a special issue of the Journal of Banking and Finance. He has been the supervisor of eight completed PhD dissertations, and has additionally served on 37 doctoral dissertation committees at 14 different universities.

Prof. dr. Justin Jansen is professor of Corporate Entrepreneurship at Rotterdam School of Management and scientific director of the Erasmus Centre for Entrepreneurship. His research on strategic leadership, organizational learning and absorptive capacity, organizational ambidexterity and corporate entrepreneurship has been published in various academic journals including the *Academy of Management Journal*, the *Journal of Business Venturing* and the *Journal of Management*. Moreover, his research has received recognition throughout the field and several accolades including

the ERIM best paper award, the ERIM best dissertation award, and the SAP best strategy paper. He is a recipient of the Erasmus Research Fellowship. Professor Jansen is currently an associate editor of the Journal of Management Studies and serves on the editorial boards of the Academy of Management Journal, Academy of Management Review and the Strategic Management Journal. Based on the impact of his research, professor Jansen has been named as one of the most influential scientific minds worldwide by Thomson Reuters. Justin Jansen also works as a (research) consultant, speaker, and external advisor to a variety of companies as well as governmental agencies.

Dr. Melanie Ehren is a reader in Educational Accountability and Improvement at the Institute of Education of the University College London. She is also programme leader of the online, part-time master's programme Evaluation, Inspection and Educational Improvement. From 2008 to 2016, she was (parttime) assistant professor at the Faculty of Behavioural Sciences of the University of Twente. Her work features a range of comparative EU-funded studies on the effectiveness of inspection systems, as well as country reviews of evaluation and inspection systems for the OECD and UNICEF and research in England and the U.S. on the effects (both positive and negative) of high stakes testing. She is member of the advisory board of the Shanghai Non-Governmental Education Association, appointed for 2016-2019.

Prof. dr. Tom Berkhout is professor of Real Estate at Nyenrode Business Universiteit. His main research fields are tax law, financial reporting, real estate finance, valuation and real estate markets. He received his Master's degree in Tax Law and his Master's degree in Real Estate from the University of Amsterdam. Tom obtained his PhD with a thesis on depreciation and downward value adjustments of real estate at the University of Amsterdam. He has written many books, articles, columns and research reports on: (national and international) taxation; real estate finance; valuation; financial reporting; integrity; European and Southeast Asian real estate markets; investment analysis; investment behavior. Professor Berkhout is chairman of the Competence Center Real Estate of the Dutch Tax Authorities, the Grondwaardecommissie Eeuwigdurende Erfpacht for the city council of Amsterdam and the Stichting Fundatie Bachiene. He is board member of the Nederlandse Vastgoedindex and the Central European Standards Board of the Royal Institution of Chartered Surveyors (RICS).

Prof. dr. Peter van Lieshout studied Psychology and Philosophy in Utrecht and Paris. He obtained a PhD in Social Philosophy in 1989 from the University of Groningen. He is part-time Professor of the Theory of Care at Utrecht University since 1992. He is also a self-employed advisor of boards in various sectors. He was, among other things, Director of the Netherlands Institute for Care and Welfare, Director-General for Health Care at the Ministry of Health, Welfare and Sport, Project Director-General for Social Security and Care at the Ministry of Social Affairs and Employment, and a member of the Scientific Council for Government Policy.

Prof. dr. ir. Eric van Heck is professor of Information Management and Markets and Chairman of the Department of Technology & Operations Management at the Rotterdam School of Management, Erasmus University (RSM). He earned a MSc. degree and PhD degree from Wageningen University. His research concentrates on the role and impact of business architectures and digital platforms to solve complex societal and business challenges. At the moment he works on Digital Business & Architecture, Big Data & Analytics, Digital Work, and Energy Markets. He is involved in the very popular MSc. in Business Information Management (BIM). He teaches a master core course in Business Architecture & Consultancy, PhD workshops on Information Management Research and Multi-agent Research, and executive courses on "Leading Transformation in the Digital Economy" and "Leadership Challenges with Big Data". He is the co-editor/co-author of fourteen books and numerous articles and an active member of the Association of Information Systems (AIS) community. His former roles include that of Academic Director of the BIM master program and ERIM's Director of Doctoral Education. He has been a visiting professor at the Helsinki School of Economics and the Ludwig-Maximilians University in Munich. He was a visiting scholar at New York University and at the MIT Center for Information Systems Research (CISR).



APPENDIX 2: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

- A. Domain-specific reference frameworks for the Economics discipline
- B. Domain-specific reference frameworks for the Business discipline

A. DOMAIN-SPECIFIC REFERENCE FRAMEWORK FOR THE ECONOMICS DISCIPLINE

May 2009

1. Introduction and benchmark

A domain-specific Economics benchmark for 2009 was created in order to assess the standard of all BSc and MSc degree programs at Dutch universities that fall within the scope of the Economics 2009 cluster. The benchmark outlines the minimum requirements for academic degree programs in the Economics field or subfield. Because of the diversity of degree programs within the cluster, it was decided that the benchmark should not be prescriptive. The benchmark thus offers degree programs the latitude to develop their own profiles, giving variable weight to specific aspects of the programs depending on the central aims and the approach taken. This framework requires degree programs to justify the choices made by proving that they meet the criteria of the NVAO accreditation framework. Explicit references to the domain-specific Economics benchmark for 2009 can be used to explain deviations.

2. Economics as a discipline

Economics is the social science that analyses the production and distribution of scarce resources. Many economists study the factors which drive agents to act in markets and within organizations. Such analyses focus on the important role played by the allocation of scarce production factors and the impact this has on the prosperity of society as a whole. General economics takes a primarily social perspective, whereas business economics goes deeper into the various business processes. Another key focus area is the study of business process management. Methodology is another important aspect of this domain: this is where subjects such as decision-making, econometrics and mathematics come into play.

3. Aims, level and orientation of the degree programs

In general, the committee expects the aims of the degree programs to express the fact that they aim to train students both in the chosen discipline (i.e. in relation to the field in question) 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 programs 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 program 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 program. An MSc program offers the opportunity to go deeper into a particular field, subfield or combination of subfields than is possible in a BSc program. An MSc program also focuses more on the future working environment, for instance research institutes, government institutions or the business world.

The various degree programs 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. These should dovetail with the expectations society has of graduates of the degree programs assessed in the context of the Economics 2009 assessment. This means that the degree programs highlight both academic and social aspects and do not merely



concentrate on current developments within the field of study. The BSc degree program is the cornerstone of the development of a general academic way of thinking. During this period students learn not only to cast the net further than their own subfield; they also learn to view subject-specific issues in a wider social context. Considering the importance of the BSc degree program for the development of academic skills, facilities to prepare students with a BSc degree in Higher Professional Education to transfer to a university MSc degree must concentrate on developing an academic way of thinking. This covers issues such as bolstering students' understanding of the relationship between the various fields of knowledge, familiarizing them with research methods and applying those methods in practice, and learning to take the time to consider the results of their own or other's research.

4. Skills

a. Subject-specific skills

The skills acquired by students on an Economics degree program depend on the subfield and specialisation of the program in question. A degree program referred to as 'Economics' must give students a coherent understanding of economic concepts that goes further than an 'Introduction to...' course. These concepts encompass general economics (for example macroeconomics, microeconomics, public sector economics and international economics), business economics (for example reporting, finance, marketing, organization, information science and strategy) and the methodological subjects (mainly statistics and mathematics). Methodological courses are by definition core parts of the Econometrics and Decision-making field.

A BSc degree program provides students with the basic tools needed to study one or more disciplines in depth. The subject-specific skills of students on MSc degree programs build on the skills they acquired in the BSc degree program. In the spirit of the Treaty of Bologna, and given the increasing international character of degree programs, quality standards must be as 'international' as possible.

Use of proper terminology

Students on a BSc degree program learn how to use their knowledge when confronted with a relatively straightforward economics 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 economics concepts with approaches from other relevant fields. Students with a BSc degree in Economics will have acquired the following skills:

- Reproduction and interpretation – graduates can reproduce conceptual and methodological principles of economics, and can discuss them with colleagues.
- Analysis and explanation – graduates can analyze and explain phenomena and problems using the conceptual and methodological principles of economics.

Graduates of an MSc degree program in Economics 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 analyze variations on existing models to some extent.

The ability to make a contribution to the development of the field by means of research

Graduates of a BSc degree program can collect, collate and interpret relevant insights gleaned from literature in the field. Research in the MSc degree program focuses much more on testing and developing theories. Graduates of an MSc degree program in Economics should have the following skills in this respect:

- Formulation of aim and problem definition – graduates can formulate a problem definition relating to economics based on academic concepts and theories.
- Choice of research design – graduates can choose a research design that suits the problem definition.
- Selection of methods for collecting and processing data – graduates can choose one or more suitable methods for collecting and processing data.
- Drawing conclusions – graduates can make pronouncements about the initial problem definition on the basis of the results.

The ability to develop policy from knowledge and understanding gleaned from the field

At the level of a BSc degree, the opportunities for developing policy are limited to the formulation of a plan of action for one specific problem. At the level of an MSc degree program, however, more attention should be paid to the wider context, whether that be in relation to business or public policy. Graduates of an MSc degree program in Economics should have the following skills in this respect:

- Drafting policy advice documents – graduates can draw up a proposal for solving economics problems, based on economics concepts and theories.
- Strategic activities – graduates are able to assess whether their policy recommendations are feasible and practical.

b. General skills

General skills comprise knowledge, skills and attitudes which, although they are developed within the context of a degree program, are not a specific product of the program in question. These general academic skills form the basis for later academic thinking patterns and attitudes. The fact that many degree program – even those in the field of economics – are not specifically tailored to the requirements of the job market means that many students soon find themselves working in jobs that make no demands on their know-how in the field.

The following three subject-specific skills in particular contribute to the desired general skills: the hypothetical-deductive nature of economics, the different decision-making methodologies and the importance attached to empirical research.

The committee expects the learning outcomes of all the BSc degree programs it assesses to communicate the fact, either implicitly or explicitly, that graduates have acquired academic, research and communicative skills to a basic standard. In addition, it expects the learning outcomes to be related to the admission requirements of at least one MSc degree program and, where applicable, the professional sphere. The committee expects the learning outcomes of all the MSc degree programs it assesses to communicate the fact that graduates have developed academic, research and communicative skills to an advanced level, and that these learning outcomes have a bearing on the professional sphere.

Academic skills

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

Research Skills

- Graduates of BSc degree programs 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 program. Graduates of MSc degree programs 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 programs have a thorough understanding of the relevant research methods and techniques in the field of study. Graduates of BSc degree programs have a passive understanding of all these methods, and an active understanding of some of them.

Communication Skills

- Graduates of BSc degree programs are able to communicate information, ideas and solutions to both specialist and non-specialist audiences. Graduates of MSc degree programs 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 programs 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 programs are able to do the same for research where the scope and complexity matches the level of the degree program.

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

B. DOMAIN-SPECIFIC REFERENCE FRAMEWORK FOR THE BUSINESS DISCIPLINE

December 2011

1. The Business discipline

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

Business students study the complex and dynamic functioning of organizations in its broadest sense. The aim is to understand how the various activities within an organization contribute to achieving the organization's goals, and how these activities may be managed to increase this contribution. The

Business discipline does not differentiate between for-profit and not-for-profit organizations, as commercial, governmental, voluntary and international organizations are all object of study.

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

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

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

2. 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.



3. Subject-specific skills

The skills acquired by students on a degree programme depend on the subfield and specialisation 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 subdisciplines 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.

4. General skills

General academic skills

- Graduates of BSc degree programmes have the skills needed to devise and sustain arguments and to solve problems within the field of 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 the field of 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, scientific 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 the field of 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 salient feature of academic degree programmes is that they encourage students to do things that enrich their academic experience. Stimulating independence and allowing students to work in teams without undue external influence are important in this regard.



APPENDIX 3: INTENDED LEARNING OUTCOMES

1. Executive Master of Business Valuation

The Executive Master of Business Valuation aims to provide the participants a thorough theoretical understanding of financial concepts and the ability to apply these in practice. Based on this, the following learning outcomes and qualifications can be determined:

- L1. Being able to apply the relevant mathematical and statistical techniques, such as derivatives, normal distributions, and (multiple) regression models, and knowing how to apply these to financial problems.
- L2. Understanding the relationships between Profit & Loss statements, Balance sheets and Cash Flow statements, and being able to create expected cash flows based on these statements.
- L3. Understanding and analyzing different valuation methods (such as Discounted Cash Flow, Multiples, etc.) in a critical way.
- L4. Being able to make a Discounted Cash Flow (DCF) valuation of a project or company, based on historical cash flow statements combined with relevant managerial and market information.
- L5. Understanding the determinants of the discount rate and being able to derive this in real-life valuation problems.
- L6. Understanding the effect of the financial structure (equity/debt) on the discount rate and the value of the company.
- L7. Understanding how dividend policy affects company value and the value of equity.
- L8. Understanding how various financial risks affect the discount rate and company value.
- L9. Understanding annual reports and being able to make a thorough financial analysis of a company.
- L10. Understanding annual reports, both within US GAAP and IFRS.
- L11. Being able to calculate financial ratios based on annual reports.
- L12. Understanding the relevant fiscal issues for company valuation and being able to recognize these in real-life situations.
- L13. Having knowledge about the most important fiscal frameworks within Europe.
- L14. Understanding and having knowledge about important issues in business law, in particular those related to mergers & acquisitions.
- L15. Understanding problems related to corporate governance and being able to recognize them in real-life situations.
- L16. Understanding the strategic reasons for doing mergers & acquisitions, as well as other corporate restructurings.
- L17. Being able to analyze the impact of a corporate restructuring such as a merger or acquisition on the market value of the companies involved.
- L18. Knowing and understanding different ways of financing, such as seed-capital, venture capital and Non-listed Companies and how to apply these in different stages of the life cycle of a company.
- L19. Knowing and understanding the financial issues in an Initial Public Offering (IPO), and how prices are set in an IPO.
- L20. Being able to apply Working Capital Management in a company.
- L21. Being able to apply Value Based Management in actual companies.
- L22. Understanding strategic choices of an organization within a theoretical framework.
- L23. *Having a thorough understanding of the difference in valuing listed versus non-listed companies.*
- L24. *Having a thorough understanding of the effect on the discount rate from being a non-listed company.*
- L25. *Having knowledge of specific Dutch fiscal law issues in valuation.*
- L26. *Having knowledge of specific Dutch business law issues in transaction processes.*
- L27. *Understanding, knowing and applying ethical principles in business valuation.*



L28. Being able to write a sound business valuation report.

Learning outcomes in italics are specific for this Executive Master's programme in Business Valuation and differ from the Executive Master's programme in Finance.

2. Executive Master in Finance

The Executive Master in Finance aims to provide the participants a thorough theoretical understanding of financial concepts and the ability to apply these in practice. Based on this, the following learning outcomes and qualifications can be determined:

1. Being able to apply the relevant mathematical and statistical techniques, such as derivatives, normal distributions, and (multiple) regression models, and knowing how to apply these to financial problems.
2. Understanding the relationships between Profit & Loss statements, Balance sheets and Cash Flow statements, and being able to create expected cash flows based on these statements.
3. Understanding and analyzing different valuation methods (such as Discounted Cash Flow, Multiples, etc.) in a critical way.
4. Being able to make a Discounted Cash Flow (DCF) valuation of a project or company, based on historical cash flow statements combined with relevant managerial and market information.
5. Understanding the determinants of the discount rate and being able to derive this in real-life valuation problems.
6. Understanding the effect of the financial structure (equity/debt) on the discount rate and the value of the company.
7. Understanding how dividend policy affects company value and the value of equity.
8. Understanding how various financial risks affect the discount rate and company value.
9. Understanding annual reports and being able to make a thorough financial analysis of a company.
10. Understanding annual reports, both within US GAAP and IFRS.
11. Being able to calculate financial ratios based on annual reports.
12. Understanding the relevant fiscal issues for company valuation and being able to recognize these in real-life situations.
13. Having knowledge about the most important fiscal frameworks within Europe.
14. Understanding and having knowledge about important issues in business law, in particular those related to mergers & acquisitions.
15. Understanding problems related to corporate governance and being able to recognize them in real-life situations.
16. Understanding the strategic reasons for doing mergers & acquisitions, as well as other corporate restructurings.
17. Being able to analyze the impact of a corporate restructuring such as a merger or acquisition on the market value of the companies involved.
18. Knowing and understanding different ways of financing, such as seed-capital, venture capital and private equity and how to apply these in different stages of the life cycle of a company.
19. Knowing and understanding the financial issues in an Initial Public Offering (IPO), and how prices are set in an IPO.
20. Being able to apply Working Capital Management in a company.
21. Being able to apply Value Based Management in actual companies.
22. Understanding strategic choices of an organization within a theoretical framework.
23. Understanding macro-economic developments and their effect on interest rates and exchange rates, as well as the implications for company values.
24. Understanding and being able to value financial derivatives such as options, futures and swaps.
25. Being able to analyze the most important financial risks a company is exposed to and being able to manage those with financial instruments.
26. Understanding how managing financial risks can affect the credit risk (and rating) of a company.
27. Being able to determine strategic investment portfolios.

3. Executive Master of Health Administration

Learning outcomes

- L1: To create profound knowledge and understanding of the actual theoretical background of healthcare management and the actual developments within healthcare management.
- L2: To obtain knowledge and understanding of the position of healthcare management in relation to adjacent disciplines.
- L3: To obtain knowledge and understanding of the healthcare domain and developments in this domain.
- L4: To obtain knowledge and understanding in current paradigms and stakeholders in healthcare.
- L5: To obtain knowledge and understanding in the dominant strategic approaches and adjustments that are needed in strategy development and implementation.
- L6: To obtain knowledge and understanding in the relation between supply and demand in healthcare delivery, the changing perspectives in this field and the changing relations between stakeholders with a strong focus on the quality of services and the provision of service.
- L7: To obtain knowledge and understanding in several organizational structures, the performance of organizations and change management.
- L8: To obtain knowledge and understanding of financial legislation, financial conditions, financial decision making and developments concerning finance in healthcare and healthcare organizations.
- L9: To obtain knowledge and understanding of the framework of the healthcare domain. This framework concerns legal, ethical, societal and technological issues.
- L10: To obtain knowledge and understanding about healthcare systems on macro- meso- and microlevel with their national and international developments.
- L11: To obtain knowledge and understanding about the Dutch healthcare system compared to healthcare systems in other countries.
- L12: To obtain knowledge and understanding concerning direction and control of healthcare organizations and how new legislation impact on this.
- L13: To obtain knowledge and understanding about management, governance and leadership in the healthcare domain.
- L14: To obtain knowledge in the possibilities to integrate healthcare management in a relevant societal context.
- L15: To obtain knowledge and understanding in leading a healthcare organization and in leadership in a broader sense. To obtain insight in their own competencies and qualities in leadership, motivation and ambition. To be able to apply this knowledge and to reflect on a critical way.
- L16: To obtain academic skills to handle practical situations after a scientific analysis using a variety of perspectives, models, procedures, methods and techniques and combine them to create practical, relevant and accountable conclusions and advices which can be implemented in daily practice.
- L17: To obtain communication skills to present an analysis in a clear and convincing way for both experts and laity.
- L18: To promote an academic attitude and the academic skill to have a critical approach towards someone's own opinion and results, conclusions and advices. To find the way to academic literature; to obtain the skills to handle the amount and diversity of scientific literature; to be able to handle abstractions and to apply these abstractions. To conceptualize new scientific reasoning and to obtain a continuous scientific eagerness within the domain of healthcare.
- L19: To be able to handle long-term organizational and scientific problems within the healthcare domain, to identify the opportunities of extrapolations but also to identify the risks of the development of future scenarios.
- L20: To obtain knowledge concerning research methods and to be able to formulate and to address a scientific research question appropriately on the master level.



4. Executive Master in Information Management

Learning Outcomes

Knowledge

- K1 Expert knowledge of alignment of business and ICT for the design, management, and governance of organizations.
- K2 Knowledge on how modern information systems may leverage business process performance and gain competitive advantages.
- K3 Expert knowledge of the scientific aspects of organizations and the management of change.
- K4 Basic knowledge of principles of business and IM research methods.

Skills

- S1 Assess new technologies and assess potential of IT for innovation.
- S2 Analyze (integrated) business processes, management information needs, information flows and risks.
- S3 Apply contemporary Information Management models and techniques for the alignment of business processes and the supporting IT infrastructure.
- S4 Apply project management techniques for roll-outs of enterprise-wide systems, and lead organizational change initiatives.
- S5 Advise on sourcing strategies
- S6 Work in interdisciplinary teams and act as communicator between the various disciplines.
- S7 Conduct practice based interdisciplinary research, and write and present valid reports.

Attitude

- A1 Study and solve practical problems from an interdisciplinary point of view.
- A2 Take up the challenges that result from the rapid changes in technology and being able to make others enthusiastic for these challenges.
- A3 Be able to judge one's own and other's work critically.
- A4 Keep learning (life-long learning).

5. Executive Master of IT-Auditing

Learning outcomes

- L1 To act as a professional in IT auditing, based on mastery of all core competencies of auditing and to perform audits of information technology processes and components.
- L2 To perform IT audits individually and in teams.
- L3 To understand the information technology risks faced by organizations, processes and infrastructures and be able to design relevant controls to mitigate risks.
- L4 To link IT risks with business risks.
- L5 To obtain and apply all auditing fundamentals and audit methodologies.
- L6 To understand IT governance and to perform audits in this field.
- L7 To understand the technical IT components and perform audits in this field.
- L8 To develop an audit plan based on accepted audit methodologies and to use all relevant audit insights.
- L9 To identify the needs of stakeholders and develop an audit assignment and audit approach.
- L10 To perform, interpret and analyze IT audit research in multidisciplinary teams.
- L11 To employ a research mindset based on national and international research in IT auditing.

6. Executive Master of Management and Organization

The Executive Master of Management and Organization thus aims to provide participants with a thorough theoretical understanding of managerial concepts and the ability to apply these in practice. Based on this, the following learning outcomes and qualifications ('end terms') have been determined.

Our graduates will:

1. Have a basic understanding of the main theories in the various M&O sub-fields.
2. Be informed about the most recent academic and practical developments in the various M&O sub-fields.
3. Be aware of the ethical, international and societal context and dilemmas in management
4. Be able to find and apply appropriate high-quality academic management knowledge (literature) to illuminate a practical problem.
5. Be able to apply appropriate scientific research methods to analyze practical management problems.
6. Be able to provide well-founded, balanced and well-articulated recommendations for management practice.
7. Be able to critically process and discuss new management issues in light of the extant literature.
8. Be able to distinguish between knowledge based on systematic research and opinion or practical experiences.

7. Executive Master of Management in Education

The MME program's learning goals are organized into three domains:

- I Strategic orientation, analysis and decision-making
- II Organizational architecture, dynamics and innovation
- III Accountability and taking responsibility: governance and leadership

The underlying assumption is that organizations need to think about their public value, the way they are organized, their legitimacy and the implications for effective leadership.

Domain I Strategic orientation, analysis and decision-making

Participants

- L1 Develop a long-term vision on the values that their organization (or type of organization) should realize in the educational domain.
- L2 Base this vision on rigorous analyses of developments and trends in society as a whole and the sector more specifically.
- L3 Are able to translate those insights into a strategic positioning for their own organization at present and in the future.

Domain II Organizational architecture, dynamics and innovation

Participants

- L4 Can generate commitment and support from the most important stakeholders in relation to the strategic choices they make.
- L5 Can evaluate the internal organization in the context of new strategies, and design the process of reshaping organizations according to new conditions.
- L6 Are able to translate this reshaping at the tactical and operational levels and lead implementation.



Domain III Accountability and taking responsibility: governance and leadership

Participants

L7 Know how and where to account for their choices and strategies.

L8 Are able to take responsibility for their actions in terms of personal leadership.

Capita Selecta: Educational science

L9 Can evaluate specific changes in educational policies, science and practices with respect to their consequences for strategic positioning, internal organization and governance.

The above-mentioned nine core competencies are rooted in state-of-the-art knowledge and critical thinking. Therefore, participants also are able to:

- Critically evaluate theories, methods and techniques and where possible apply these in the education field.
- Address academic issues in the education domain and identify them in their own field, analyzing, structuring, working through and reporting.
- Place their own field in an international context.

8. Executive Master of Marketing

Upon completion of the program, MM graduates should achieve the following program objectives:

1. Have a basic understanding of the established theories in the various MM subfields.
2. Be aware of the most recent academic and practical developments in the various MM subfields.
3. Be aware of the ethical, international and societal context and dilemmas in marketing management.
4. Be able to find and apply appropriate high-quality academic management knowledge (literature) to illuminate a practical problem.
5. Be able to apply appropriate scientific research methods to analyze practical marketing management problems.
6. Be able to provide well-founded, balanced and well-articulated recommendations for marketing management practice.
7. Be able to critically process and discuss current and new marketing management issues in light of the literature.
8. Be able to distinguish between knowledge based on systematic research and that based on opinion or practical experience.

After completing the program, the MM participant has knowledge and understanding of:

- The relevant mechanisms and processes in the discipline of marketing.
- The dominant knowledge paradigms and approaches that inform the different perspectives on the marketing discipline.
- Influential trends and developments in relation to organizational marketing strategies.
- The values and norms related to ethical and societal reasoning and responsible forms of action in markets.

The participant is also able to:

- Critically consider theories, methods and techniques from different scientific disciplines, and where possible apply them in their own field.
- Recognize academic issues in the MM discipline and identify them in their own field, analyzing, structuring, working through and then reporting on this.

- Analyze and interpret market dynamics and translate them into actionable strategies and organizational operations.
- Align commercial objectives with the overall organizational goals and objectives.
- Independently interpret and execute market and financial analyses.
- Adequately evaluate the risks of investments in current and new products/services/competences and/or markets.
- Be an active and professional manager and decision-making partner in cross-functional decision-making processes related to products/services and markets.
- Frame the discipline in the continuously changing context of globalization, digital transformation, mobile, social and societal responsibility.

9. Executive Master of Operations and Supply Chain Excellence

The learning outcomes for the programme are:

- L0.1: The ability to absorb new frontiers of scientific and professional knowledge regarding Operations Management and Supply Chain Management.
- L0.2: The ability to investigate which body of scientific and professional knowledge is available and relevant for solving problems in the area of Operations Management.
- L0.3: To be able to analyze relevant developments in a systematic and objective way.
- L0.4: The ability to communicate both with colleagues, superiors and employees with regards to those areas of knowledge and understanding that are relevant to solving the problems related to Operations Management.
- L0.5: To be able to apply the tools offered in the program into the problem area of individual organizations and supply chains.

10. Executive Master of Public and Non-Profit Management

The MPM program's learning goals are organized into three domains:

- I Strategic orientation, analysis and decision-making
- II Organizational architecture, dynamics and innovation
- III Accountability and taking responsibility: governance and leadership

The underlying assumption is that organizations need to think about their public value, the way they are organized, their legitimacy and the implications for effective leadership.

Domain I: Strategic orientation, analysis and decision-making

Participants:

- L1 Develop a long-term vision on the values their organization (or type of organization) should realize in the public domain.
- L2 Base this vision on rigorous analyses of developments and trends in society as a whole and their sector more specifically.
- L3 Are able to translate those insights into a strategic positioning for their own organization at present and in the future.

Domain II: Organizational architecture, dynamics and innovation

Participants:

- L4 Can generate commitment and support from the most important stakeholders in relation to the strategic choices they make.



- L5 Can evaluate the internal organization in the context of new strategies, and design the process of reshaping organizations according to new conditions.
- L6 Are able to translate this reshaping at the tactical and operational levels and lead implementation.

Domain III: Accountability and taking responsibility: governance and leadership

Participants:

- L7 Know how and where to account for their choices and strategies.
- L8 Are able to take responsibility for their actions in terms of personal leadership.

Capita Selecta: Public administration/non-profit management

- L9 Can evaluate specific changes in public administration and the welfare state with respect to their consequences for strategic positioning, internal organization and governance.

The above-mentioned nine core competencies are rooted in state-of-the-art knowledge and critical thinking. Therefore, participants also are able to:

- Critically evaluate theories, methods and techniques and where possible apply these in their own field.
- Address academic issues in the public and non-profit domains and identify them in their own field, analyzing, structuring, working through and reporting.
- Place their own field in an international context.

11. Executive Master of Real Estate

After completion of the MRE program, the participant has knowledge and insight into:

- L1. The mechanisms and processes that characterize the real estate market, the characteristics of real estate submarkets and all facets of real estate development, management and investment.
- L2. The dominant knowledge, perspectives and approaches with which to understand the real estate market and sector.
- L3. Trends and developments affecting the real estate market and sector.
- L4. The values and norms with respect to ethical behavior and corporate social responsibility in the real estate industry.

After completion of the MRE program the participant will be able to:

- L5. Critically consider theories, methods and techniques from different scientific disciplines and where possible apply these in their own practice.
- L6. Identify, analyze and work through issues in the real estate sector and their own professional practice in an academic manner.
- L7. Translate recent developments in the real estate sector into policy for their own organization.
- L8. Support decision-making with a thorough data-analysis of risks, returns and other real estate performance criteria.
- L9. Discover feasible growth opportunities and translate these into concrete action plans at an individual, organizational and/or societal level.
- L10. Position their own work field in an international context.
- L11. Act as a strategic manager and proactive decision partner in the real estate decision-making process.
- L12. Ask critical questions – and look for answers – about the effect of real estate policy on society as a whole.

12. International Full-Time Master of Business Administration

At the end of the program, participants will demonstrate:

1. Knowledge and understanding of the functional areas of business.
2. Ability to apply and integrate knowledge of the business disciplines in diverse practical settings.
3. The ability to identify key issues and trends and analyze, integrate and synthesize information and knowledge to solve business issues and make effective strategic choices.
4. Awareness of social responsibilities of organizations and the ability to translate these responsibilities into effective corporate policies.
5. The ability to manage change and design innovative and entrepreneurial solutions for an increasingly complex and changing environment.
6. A global perspective based on an understanding of both local and international environments of organizations
7. Personal and interpersonal skills to become effective, resilient, self-aware leaders.

13. International MSc in Business Administration

Learning Outcomes

- L1 Gaining knowledge and insights in the latest thinking and research in Business Administration and understanding their position within a business.
- L2 Broadening and deepening knowledge and insights into fundamental business functions.
- L3 Enabling students to focus on a particular subject area (a field of study) in greater depth than they encountered during the course of previous study or experience through providing advanced knowledge and understanding in that subject area:
 - Marketing management
 - Financial management
 - Investment management
 - Change & business management
 - Business analytics
- L4 Providing advanced knowledge and understanding in Track Electives
- L4 Providing advanced knowledge and understanding of the holistic business interacting integration decisions through learning; Strategic Management, Corporate Social Responsibility & Ethics, and business development via a Study Trip.
- L6 Applying theory-based knowledge to design systematic and practical solutions to business problems.
- L7 Developing team management skills to work efficiently in multi-functional team settings.
- L8 Developing cross-cultural sensitivity and the ability to solve business problems in an international setting.
- L9 Developing communication skills to clearly and convincingly inform both specialists and non-specialists in the field about the rationale for particular managerial decisions in written and oral form.
- L10 Developing a critical attitude and an open mind to innovative perspectives.
- L11 Supporting student's personal and professional development including the encouragement of an independent and reflective approach to their personal and professional growth.



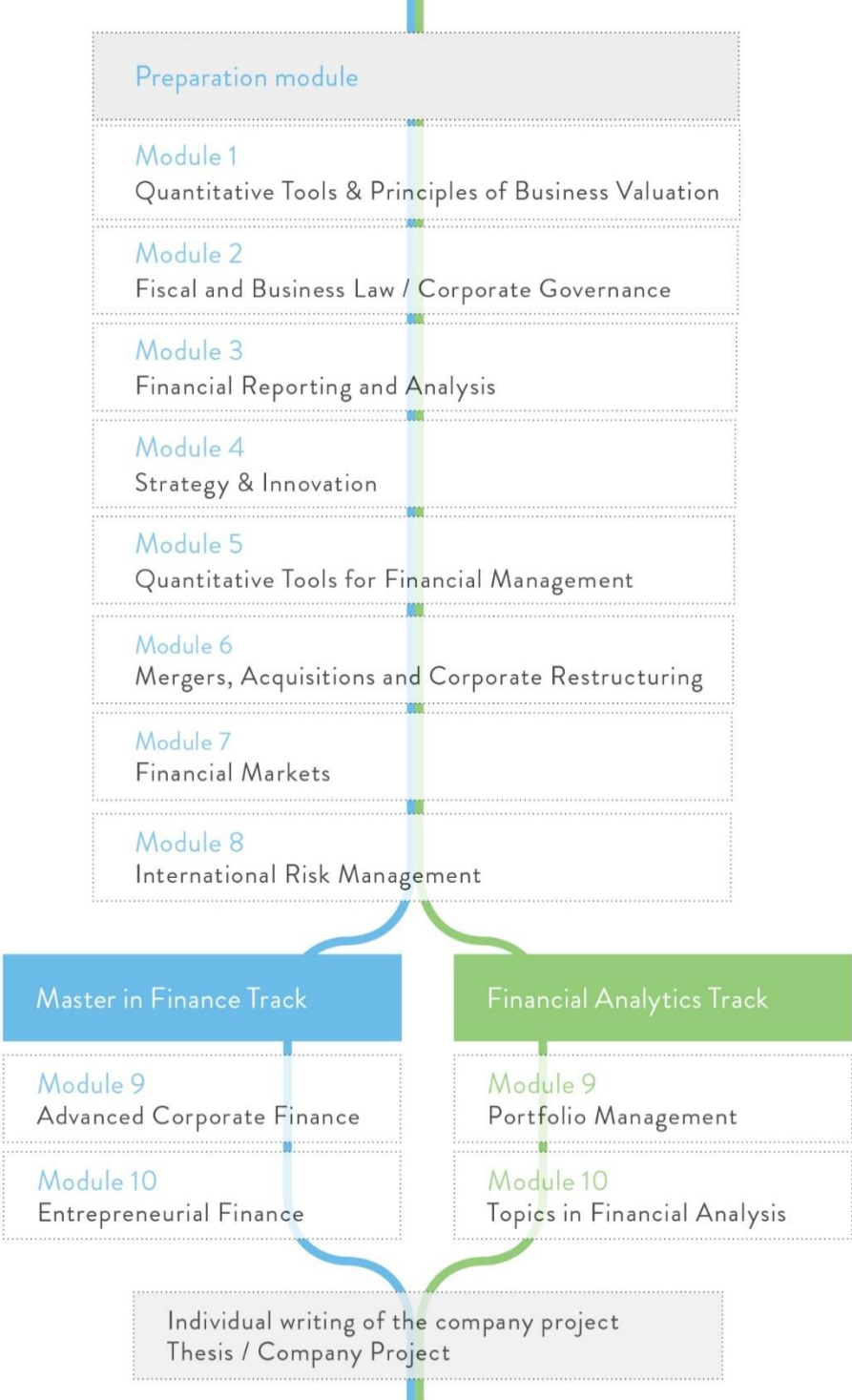
APPENDIX 4: OVERVIEW OF THE CURRICULUM

1. Executive Master of Business Valuation

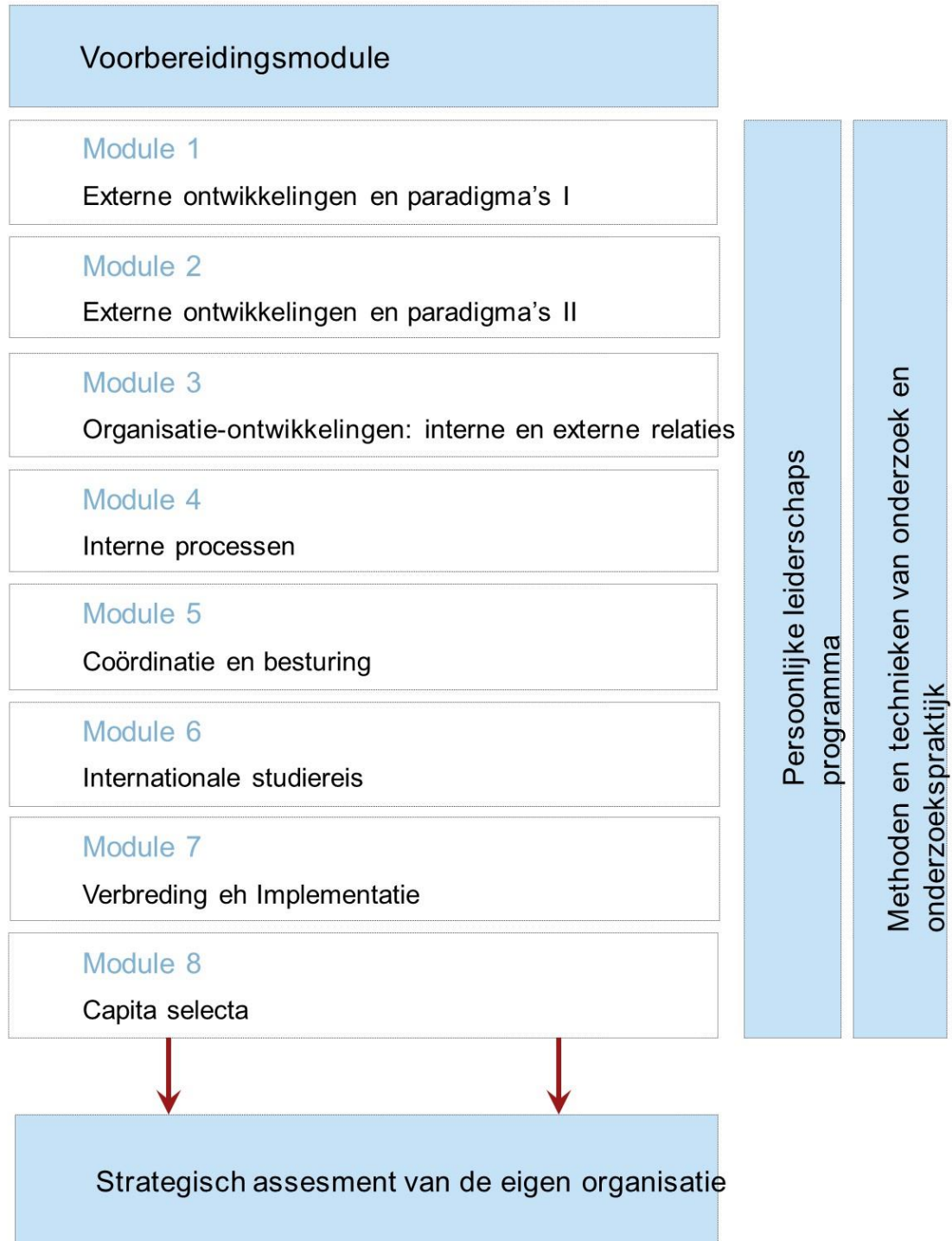
Preparation module
Module 1 Quantitative Tools & Principles of Business Valuation
Module 2 Fiscal & Business Law / Corporate Governance
Module 3 Financial Reporting & Analysis
Module 4 Strategy & Innovation
Module 5 Quantitative Tools for Financial Management
Module 6 Mergers, Acquisitions and Corporate Restructuring
Module 7 Valuing Private Companies 1
Module 8 Valuing Private Companies 2
Module 9 Entrepreneurial Finance
Module 10 Advanced Corporate Finance
Individual writing of Valuation Report & Academic Chapter



2. Executive Master in Finance



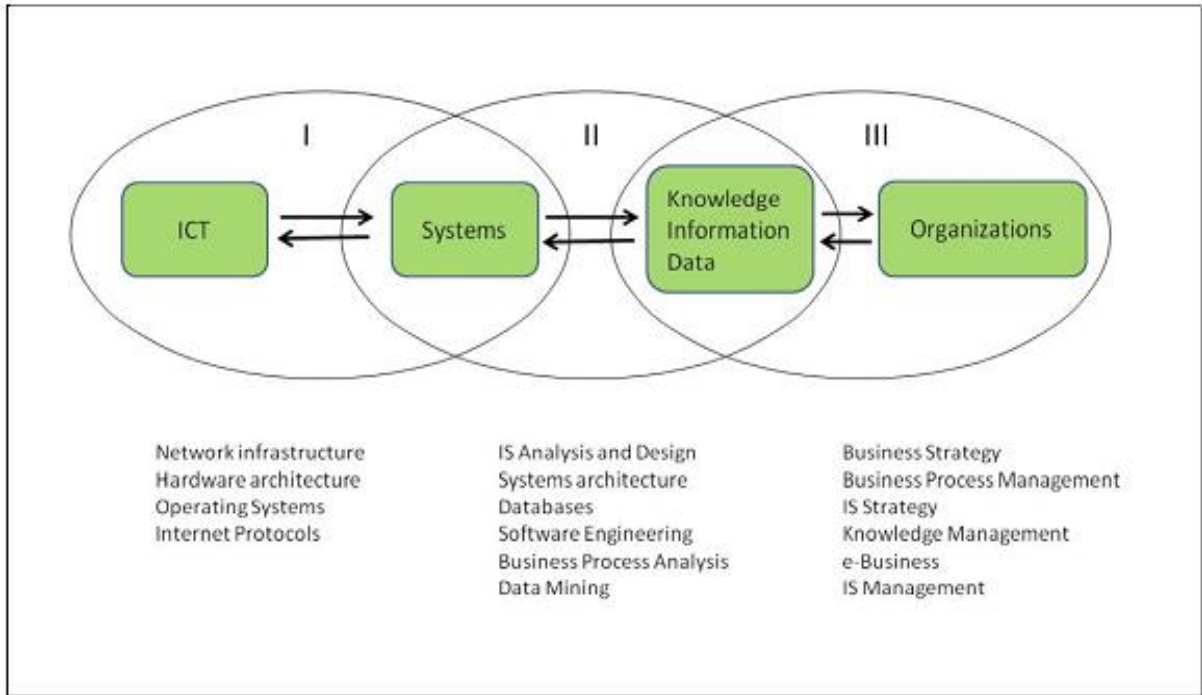
3. Executive Master of Health Administration



4. Executive Master in Information Management

Executive Master of Information Management

Module	Credits (ECTS)	Assessment type	Course format	Contact hours
Business Research Methods	3	Individual paper	Class lectures	24
Information Strategy and Management	6	Written exam	Class lectures	36
Developments and Trends in Business Information Systems	2	Individual paper	Class lectures	27
Strategic Business Architectures	3		Class lectures	27
Management of IT-Based Business Innovation	3		Class lectures	24
Business Value and IS Investments	3	Individual paper	Class lectures	21
Sourcing IS Services	3		Class lectures	21
Managing Implementation and Organizational Change	3		Class lectures	30
Enterprise Governance of IT and Information Security	6	Individual paper	Class lectures	42
International Study Week	2	Individual paper	Class lectures, Discussion, Company visits	30
Special Topics	2	-	Class lectures	24
Capita Selecta Master Classes 1 (Individual)	6	Individual paper, Presentation, Discussion	Class lectures	18
Capita Selecta Master Classes 2 (Group)	4	Group paper, Presentation, Discussion	Class lectures	12
Final Project	15	Report on case study, Group presentation, Discussion	3 / 4 individual sessions with supervisor + A half day exam session including presentation and questioning	12



5. Executive Master of IT-Auditing

De **voorbereidingsmodule** bestaat uit de onderdelen academisch lezen en schrijven en kwantitatieve methoden.

Module 1 - Business Process Control Analysis

Module 2 - Business Process Control Design

Module 3 - IT-Auditing Fundamentals

Module 4 - Business Research Methods

Module 5 - Management of IT

Module 6 - Security & Technology Management

Module 7 - IT delivery

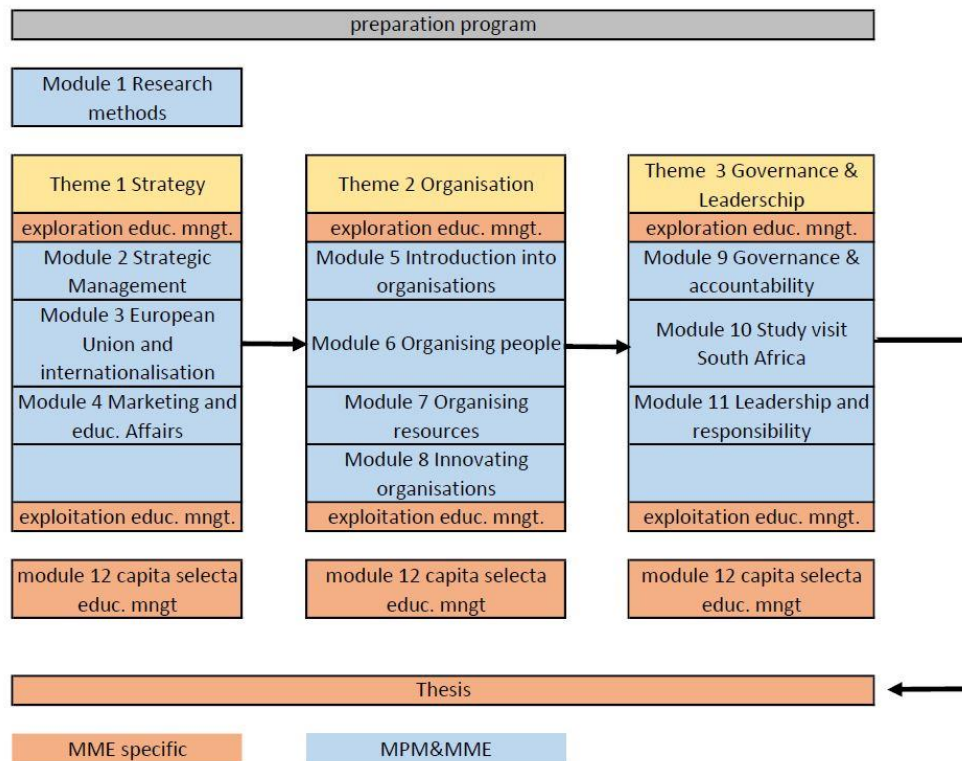
Module 8 - Comprehensive IT-Auditing

Module 9 - Voor uw **Master thesis** voert u een IT-Auditopdracht uit, van opdrachtverrijging tot opdrachtreportage en dossiervorming, en legt u verantwoording af over de gevolgde onderzoeksmethodiek.

6. Executive Master of Management and Organization



7. Executive Master of Management in Education



8. Executive Master of Marketing

Het masterprogramma start met de voorbereidingsmodule, waarin wij u voorbereiden op de verschillende opdrachten en papers die aan bod komen in de opleiding.

Module 1: De bouwstenen van marketing

Module 2: Marketing Intelligence

Module 3: Integratie (Marketing business game)

Module 4: Product- en Prijsbeleid

Module 5: Dienstenmarketing

Module 6: Branding- en Communicatiestrategie

Module 7: Verkoop- en distributiestrategie

Module 8: Digital Marketing

Module 9: Essentiële marketing interface

Module 10: Marketing Leiderschap

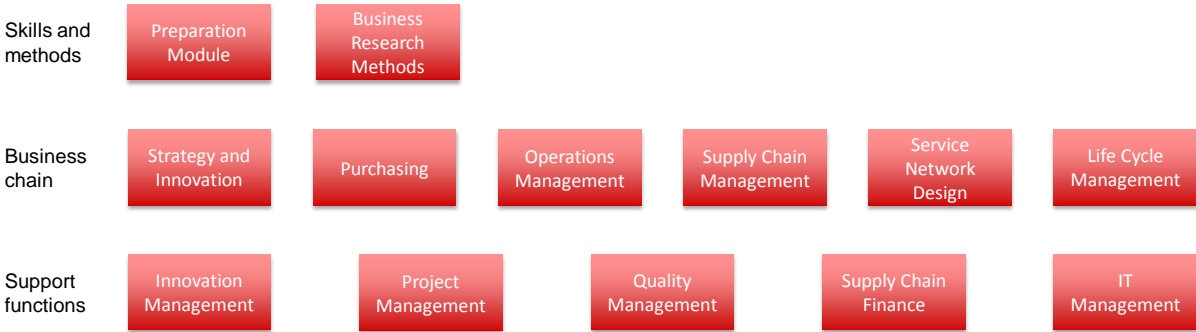
U sluit het programma af met een masterthesis waarin u - aan de hand van een marketingvraagstuk in uw eigen organisatie – de opgedane kennis en inzichten toepast

Onderzoeksmethodologie voor marketeers

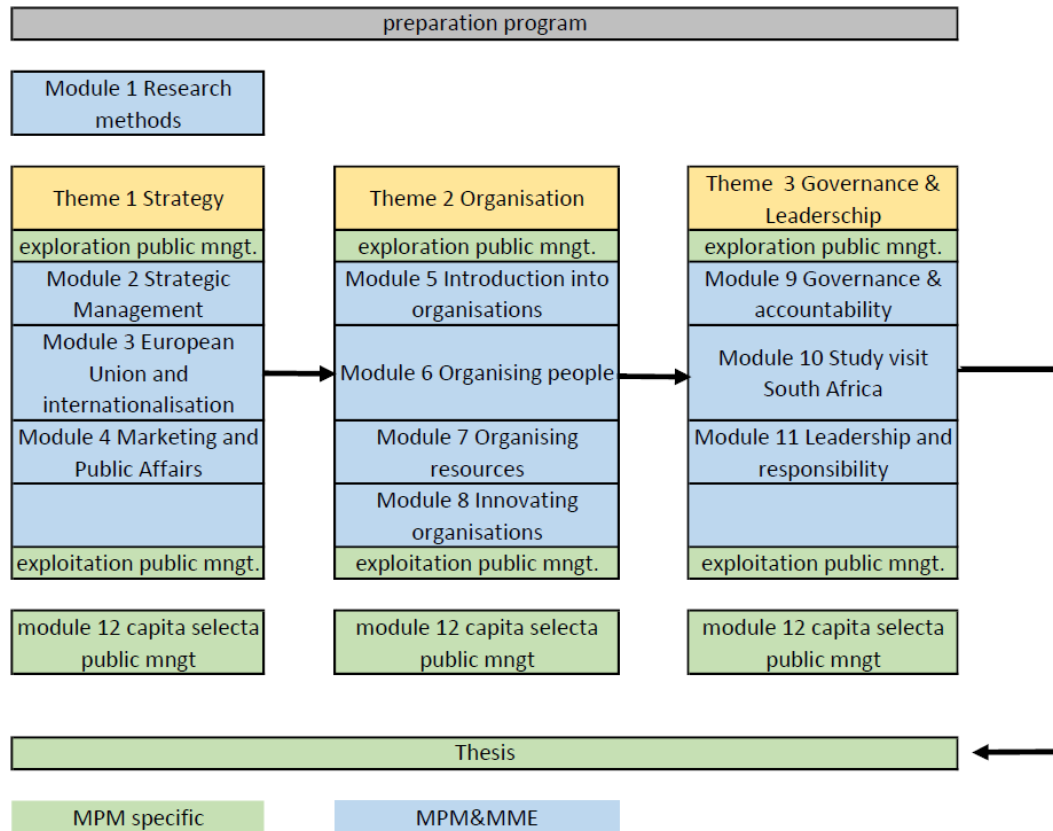


9. Executive Master of Operations and Supply Chain Excellence

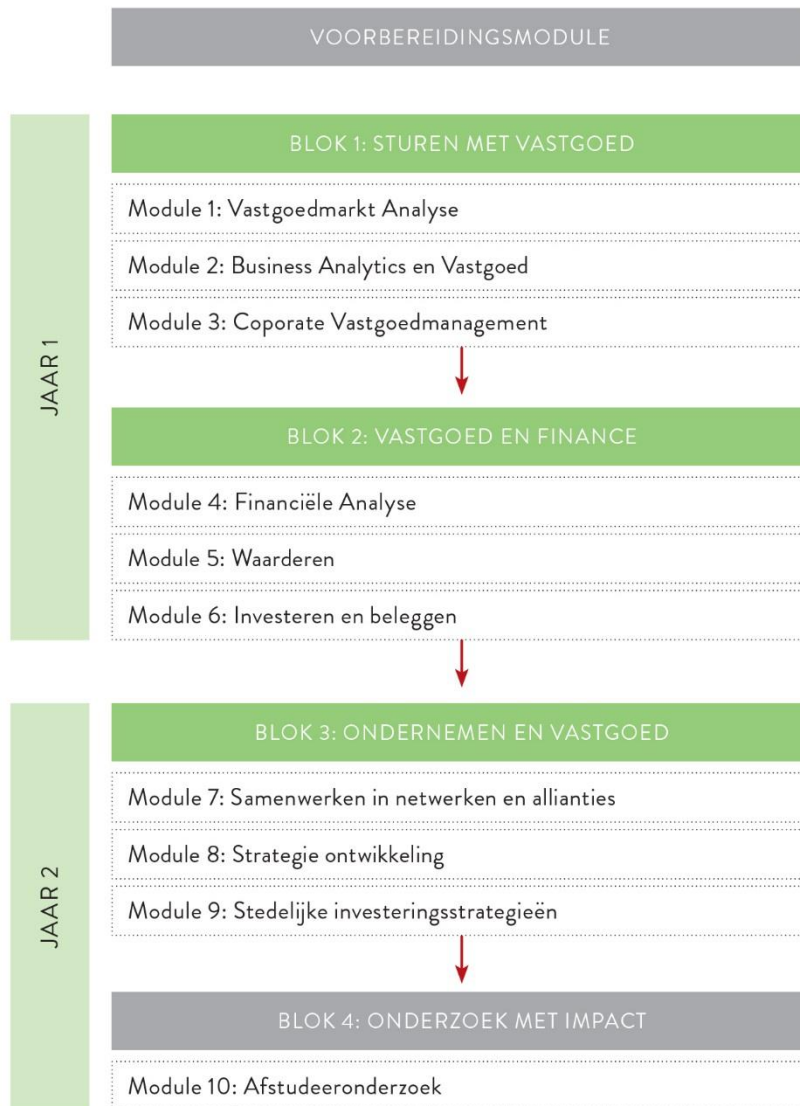
Preparation module	
Module 1 -	Business Research Methods
Module 2 -	Strategy and Innovation
Module 3 -	Operations Management
Module 4 -	Supply Chain Management
Module 5 -	Quality Management
Module 6 -	Purchasing
Module 7 -	Service Network Design
Module 8 -	Financial & Managerial Control
Module 9 -	IT Management
Module 10-	Organizational Project Management
Module 11 -	Life Cycle Management
Module 12 -	International Study Trip – Innovation



10. Executive Master of Public and Non-Profit Management



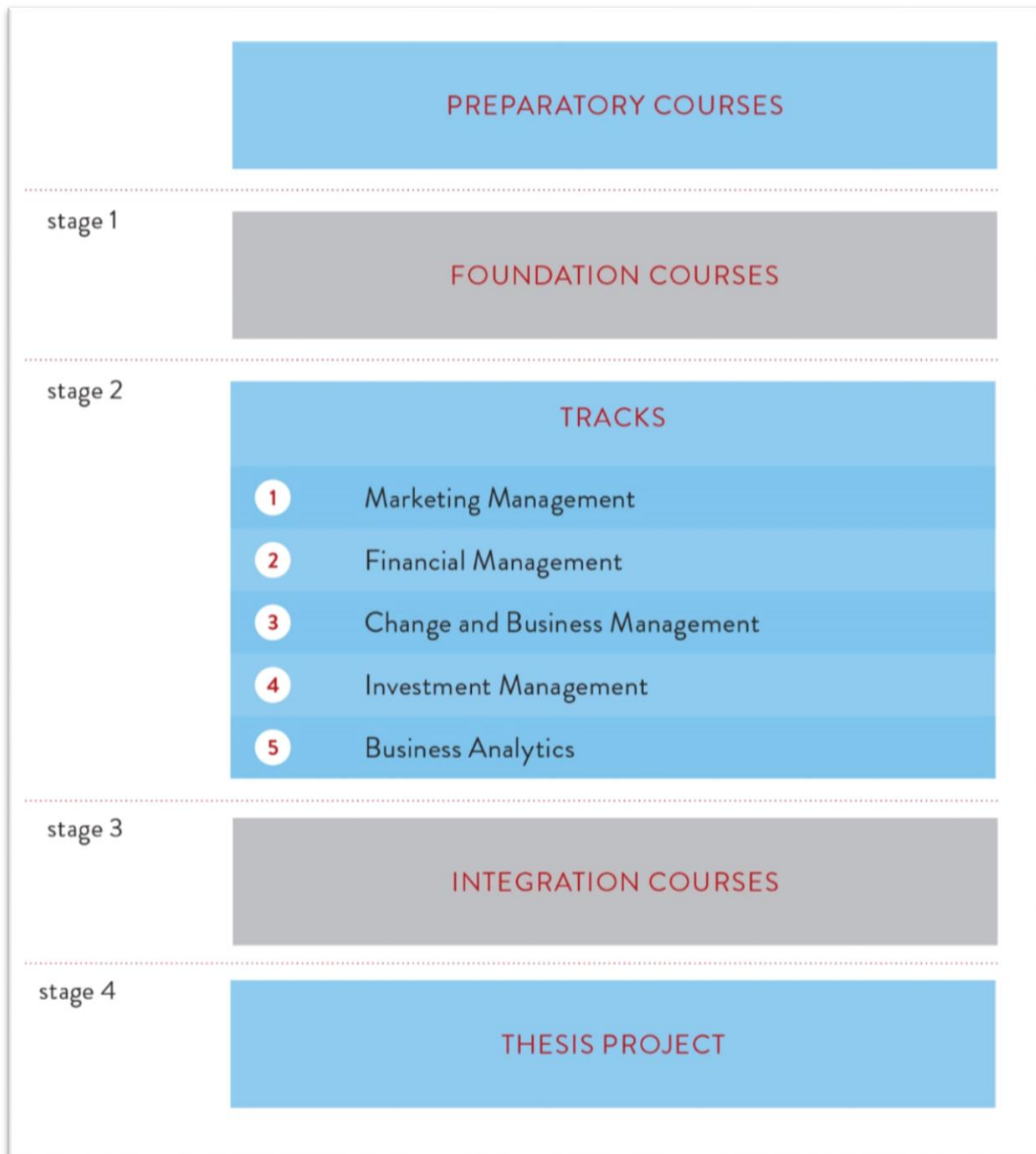
11. Executive Master of Real Estate



12. International Full-Time Master of Business Administration

<p>1. FUNDAMENTALS I</p> <p>The start of the program lays the foundation for the rest of the program with basic functional areas of business through the courses:</p> <ul style="list-style-type: none"> • Quantitative Methods in Business • Economic for Business • Financial Accounting • Cross-cultural Psychology 	<p>2. FUNDAMENTALS II</p> <p>As the program progresses, you'll build on your expertise in a variety of areas:</p> <ul style="list-style-type: none"> • Managerial Accounting • Leadership and Organizational Behavior • Marketing Management • Managerial Finance
<p>3. CONNECTING</p> <p>In this stage you will take a strategic approach on the management of the organization. You will also start preparing for the Management Project with a special research course:</p> <ul style="list-style-type: none"> • Operations & Supply Chain Management • Business Research Methods • Strategic Management 	<p>4. CHANGE</p> <p>This stage focuses on Change to prepare you for finding tomorrow's solutions:</p> <ul style="list-style-type: none"> • Innovation Management • Leading Change • Entrepreneurship
<p>5. ENHANCING</p> <p>Time to select. You gain expanded knowledge in three contemporary business areas of your choice.</p> <ul style="list-style-type: none"> • International Business Law • M&A Valuation & Corporate Restructuring • Management Consulting • B2B Marketing • Data Science for Business (the elective offering is subject to change) 	<p>6. ENGAGING</p> <p>This is where it all gets real. Opportunities to engage with the external world throughout the entire program and in the final individual Management project.</p> <p>Throughout the year:</p> <ul style="list-style-type: none"> • Study trips • Company visits and guest speakers • Network events <p>Final stage real-life project:</p> <ul style="list-style-type: none"> • Management project

13. International MSc in Business Administration



APPENDIX 5: QUANTITATIVE DATA REGARDING THE PROGRAMMES

Intake, drop-out and success rates

1. Executive Master of Business Valuation

MBV Cohort	Number of participants	Average age	Gender		Previous education			Average work experience (years)	Nationality	
			Male (%)	Female (%)	WO (%)	HBO (%)	Overig (%)		Dutch (%)	Inter-national (%)
MBV4/2010	23	42	100	-	*	*	*	6	96	4
MBV5/2011	14	40	79	21	79	21	-	9	86	14
MBV6/2012	12	41	100	-	50	50	-	8	92	8
MBV7/2013	17	42	100	-	12	88	-	10	95	5
MBV8/2014	10	44	90	10	40	60	-	14	100	-
MBV9/2015	13	41	100	-	9	2	1	6	93	7

MBV Cohort	Throughput time				Discontinued (%)
	Nominal (%)	Nominal + 1 year (%)	Nominal + 2 year (%)	Nominal + >2 years (%)	
MBV4/2010	86	-	-	4	10
MBV5/2011	72	-	-	-	27
MBV6/2012	83	-	-	-	17
MBV7/2013	94	6	-	-	-
MBV8/2014	70	-	-	-	30% is expected to graduate with delay



2. Executive Master in Finance

Cohort	Number of participants	Average age	Gender		Previous education			Average work experience (years)	Nationality	
			Male (%)	Female (%)	WVO (%)	HBO (%)	Overig (%)		Dutch (%)	Inter-national (%)
MiF7/2010	23	38	74	26	*	*	*	14	87	13
MiF8/2011	20	38	75	25	65	35	-	14,6	90	10
MiF9/2012	16	36	69	31	69	31	-	11	87,5	12,5
MiF10/2013	17	38	90	10	23	70	2	13,5	5	95
MiF11/2014	16	37	87,5	12,5	25	56	19	12	81	19
MiF12/2015	17	39	82	18	64	36	-	14	94	6

*not registered

Cohort	Nominal (%)	Throughput time			Discontinued (%)
		Nominal + 1 year (%)	Nominal +2 year (%)	Nominal + >2 years (%)	
MiF7/2010	87	-	4	-	9
MiF8/2011	85	-	-	-	15
MiF9/2012	81	19	-	-	-
MiF10/2013	77	6	-	-	17
MiF11/2014	75	-	-	-	12,5% is expected to graduate with delay, 12,5% discontinued

3. Executive Master of Health Administration

Co-hort	Number of participants	Average age	Gender		Previous education			Average work experience (years)	Nationality	
			Male (%)	Female (%)	WO (%)	HBO (%)	Overig (%)		Dutch (%)	Inter-national (%)
2010 (MHA19)	38	42	50	50	61	39	0	16	100	0
2011 (MHA20)	31	44	49	51	42	52	6	18	94	6
2012 (MHA21)	36	45	58	42	44	56	0	19	100	0
2013 (MHA22)	27	44	44	56	41	59	0	19	100	0
2014 (MHA23)	13	41	62	38	38	54	8	18	100	0
2015 (MHA25)	27	41	41	59	33	59	7	13	96	4

Cohort	Nominal (%)	Throughput time			Discontinued (%)
		Nominal + 1 year (%)	Nominal + 2 year (%)	Nominal + > 2 years (%)	
2010 (MHA19)	73	5	11	-	11
2011 (MHA20)	71	10	13	-	6
2012 (MHA21)	63	9	11	3	8% + 6% still participant, may graduate, with delay
2013 (MHA22)	74	11	-	-	4% and 11% is expected to graduate with delay
2014 (MHA23)	84	-	-	-	8% and 8% completed all classes but no assessments done
2015 (MHA25)	72	16	-	-	12 (8% enrolled again in MHA26)



4. Executive Master in Information Management

Cohort	Number of participants	Average age	Gender		Previous education			Average work experience (years)	Nationality	
			Male (%)	Female (%)	WO (%)	HBO (%)	Other (%)		Dutch (%)	International (%)
2009 (MIM24)	25	38	92	8	44	52	4	13	8	92
2010 (MIM25)	22	39	86	14	59	36	5	13	100	0
2011 (MIM26)	22	35	86	14	27	73	0	11	77	23
2012 (MIM27)	17	41	82	18	29	71	0	13	88	12
2013 (MIM28)	16	41	75	25	38	62	0	14	88	12
2014 (MIM-29)	15	39	73	27	53	40	7	16	80	20
2015 (MIM-30)	15	36	80	20	40	60	0	12	93	7

Cohort	Throughput time				
	Nominal (%)	Nominal + 1 year (%)	Nominal + 2 year (%)	Nominal + >2 years (%)	Discontinued (%)
2009	100	-	-	-	0
2010	68	-	18	5	9
2011	100	-	-	-	0
2012	100	-	-	-	0
2013	81	-	12	-	7
2014	86	7	-	-	7
2015*	-	-	-	-	-

*Graduation of MIM-30 (2015) will take place in June 2017; final exams are scheduled in April 2017.

5. Executive Master of IT-Auditing

Co-hort	Number of participants	Average age	Gender		Previous education			Average work experience (years)	Nationality	
			Male (%)	Female (%)	WO (%)	HBO (%)	Overig (%)		Dutch (%)	Inter-national (%)
2011 (IT-28)	23	31	100	0	64	29	7	5	100	0
2012 (IT-29)	21	32	86	14	62	33	5	8	100	0
2013 (IT-30)	22	29	95	5	68	32	0	5	100	0
2014 (IT-31)	48	36	92	8	33	56	10	12	98	2
2015 (IT-32)	22	30	91	9	57	43	0	3	95	5
2016 (IT-33)	43	31	86	14	63	35	2	2	98	2

Cohort	Throughput time				Discontinued (%)
	Nominal (%)	Nominal + 1 year (%)	Nominal + 2 year (%)	Nominal + >2 years (%)	
2011 (IT-28)	95,7	-	-	-	4,3
2012 (IT-29)	85,7	4,8	-	-	9,5
2013 (IT-30)	86,4	13,6	-	-	0
2014 (IT-31)	91,7	-	-	-	8,3
2015 (IT-32)	100	-	-	-	-
2016 (IT-33)	97,7	-	-	-	2,3



6. Executive Master of Management and Organization

Cohort	Number of participants	Average age	Gender		Previous education			Average work experience (years)	Nationality	
			Male (%)	Female (%)	WO (%)	HBO (%)	Overig anders of on-bekend (%)		Dutch (%)	International (%)
2012 (MMO-29)	37	42	59%	41%	24%	73%	3%	17	92%	8%
2013 (MMO-30)	13	38	54%	46%	23%	69%	8%	12	100%	0%
2013 (MMO-31)	24	43	58%	42%	25%	71%	4%	19	100%	0%
2014 (MMO-32)	19	39	58%	42%	16%	84%	0%	14	100%	0%
2014 (MMO-33)	34	42	47%	53%	12%	88%	0%	15	100%	0%
2015 (MMO-34)	17	38	53%	47%	94%	6%	0%	13	100%	0%

Cohort	Throughput time				Discontinued (%)
	Nominal (%)	Nominal + 1 year (%)	Nominal + 2 year (%)	Nominal + >2 years (%)	
2012 (MMO-29)	91,9%	2,7%	2,7%	0,0%	2,7%
2013 (MMO-30)	76,9%	15,4%	0,0%	0,0%	7,7%
2013 (MMO-31)	12,5%	66,7%	12,5%	8,3%	0%
2014 (MMO-32)	94,7%	0,0%	0,0%	5,3%	0%
2014 (MMO-33)	94,1%	0,0%	0,0%	0,0%	6%
2015 (MMO-34)	100,0%	0,0%	0,0%	0,0%	0%

7. Executive Master of Management in Education

Cohort	Number of participants	Average age	Gender		Previous education			Average work experience (years)	Nationality	
			Male (%)	Female (%)	WO (%)	HBO (%)	Overig (%)		Dutch (%)	International (%)
2012 (MME-11)	20	44	45	55	35	65	0	19	100	0
2012 (MME-12)	19	45	63	37	21	68	1	17,6	100	0
2013 (MME-13)	14	49	50	50	43	57	0	19,4	100	0
2013 (MME-14)	12	43	50	50	8	92	0	17.1	100	0
2014 (MME-15)	12	46	50	50	33,4	58,3	8,3	18	100	0
2014 (MME-16)	18	46	61.1	38.9	39	61	0	20	100	0

Cohort	Throughput time				Discontinued (%)
	Nominal (%)	Nominal + 1 year (%)	Nominal + 2 year (%)	Nominal + >2 years (%)	
2012 (MME-11)	95	-	-	-	5
2012 (MME-12)	90	5			5
2013 (MME-13)	79				7 (14 % is still expected to graduate with delay)
2013 (MME-14)	83,3	8,3			8,3
2014 (MME-15)	50				16,7 (33,3 % is still expected to graduate with delay)
2014 (MME-16)	78				22 % is still expected to graduate with delay



8. Executive Master of Marketing

Co-hort	Number of participants	Average age	Gender		Previous education			Average work experience (years)	Nationality	
			Male (%)	Fe-male (%)	WO (%)	HBO (%)	Overig (%)		Dutch (%)	Inter-national (%)
MM-21	29	40	72.4	27.6	34.5	48.3	13.8	11.5	100	0
MM-22	21	37	71.2	28.8	33.3	52.4	14.3	9.2	100	0
MM-23	15	37	94	6	15	55	22	8	100	0
MM-24	15	38	91	9	33	66	0	10	100	0
MM-25	13	40	87	13	31	61	8	10	100	0
MM-26	21	42	76	24	19	81	0	11	95	5

Cohort	Throughput time				Discontinued (%)
	Nominal (%)	Nominal + 1 year (%)	Nominal + 2 year (%)	Nominal + >2 years (%)	
MM-21	97	3	-	-	0
MM-22	67	20	-	-	13
MM-23	74	13	13	-	0
MM-24	67	27	-	-	6% is expected to graduate with delay 15% is expected to graduate with delay
MM-25	70	15	-	-	delay
MM-26	?	?	?	?	?

9. Executive Master of Operations and Supply Chain Excellence

Cohort	Number of participants	Average age	Gender		Previous education			Average work experience (years)	Nationality	
			Male (%)	Female (%)	WO (%)	HBO (%)	Overig (%)		Dutch (%)	International (%)
OPEXC-04 / MTL-20 (2010)	18	41.2	94.5	27.6	6.1	82.6	11.3	11.5	88.9	11.1
MOS-1 (2011)	14	38	100	0	14.3	78.6	7.1	14.1	100	0
MOS-2 (2013)	16	36	87.5	12.5	14.3	85.7	0	8.7	100	0
MOS-3 (2014)	15	38	86.7	13.3	40	60	0	14.7	100	0
MOS-4 (2015)	12	37	91.7	8.3	16.7	83.3	0	13.5	91.7	8.3
MOS-5 (2016)	15	34	100	0	20	80	0	10.9	100	0

Cohort	Throughput time				Discontinued (%)
	Nominal (%)	Nominal + 1 year (%)	Nominal + 2 year (%)	Nominal + >2 years (%)	
OPEXC-04 / MTL-20 (2010)	66,7	11,1	5,55	5,55	5,55 (5,55 % expected to graduate with delay)
MOS-1 (2011)	28,6	50	-	-	21,4
MOS-2 (2013)	87,5	-	-	-	6,25 (6,25 % expected to graduate with delay)
MOS-3 (2014)	73,3	-	-	-	13,3 (13,3 % expected to graduate with delay)
MOS-4 (2015)	83,3	-	-	-	16,7
MOS-5 (2016)	100	-	-	-	0



10. Executive Master of Public and Non-Profit Management

Cohort	Number of participants	Average age	Gender		Previous education			Average work experience (years)	Nationality	
			Male (%)	Female (%)	WO (%)	HBO (%)	Overig (%)		Dutch (%)	International (%)
2012 (MPM-15)	18	47	50	50	38,9	55,6	5,5	20	100	0
2012 (MPM-16)	18	44	72	28	44,4	55,6	0	15	100	0
2013 (MPM-17)	10	42	70	30	40	60	0	15	100	0
2013 (MPM-18)	16	47	50	50	37,5	50	12,5	18	100	0
2014 (MPM-19)	9	39	44	56	55,6	44,4	0	14	100	0
2014 (MPM-20)	10	47	80	20	40	60	0	22	100	0

Cohort	Throughput time				Discontinued (%)
	Nominal (%)	Nominal + 1 year (%)	Nominal + 2 year (%)	Nominal + >2 years (%)	
2012 (MPM-15)	95				5
2012 (MPM-16)	55,5	11	5,5		11 (17 % is still expected to graduate with delay)
2013 (MPM-17)	60	0			0 40 % is still expected to graduate with delay
2013 (MPM-18)	87.5				6.25 (6.25 % is still expected to graduate with delay)
2014 (MPM-19)	55.6				33.3 (11,1% is still expected to graduate with delay)
2014 (MPM-20)	80				10 (10 % is still expected to graduate with delay)

11. Executive Master of Real Estate

Co-hort	Number of participants	Average age	Gender		Previous education			Average work experience (years)	Nationality	
			Male (%)	Female (%)	WO (%)	HBO (%)	Other (%)		Dutch (%)	International (%)
MRE10	39	37	89%	11%	41%	52%	7%	7	100%	0%
MRE11	29	36	90%	10%	31%	55%	14%	8	100%	0%
MRE12	23	38	94%	6%	39%	52%	9%	10	100%	0%
MRE13	29	37	87%	13%	42%	54%	4%	12	100%	0%
MRE14	21	39	90%	10%	14%	86%	0%	10	95%	5%
MRE15	19	40	95%	5%	11%	89%	0%	15	100%	0%
MRE16	16	37	62%	38%	56%	44%	0%	15	94%	6%
MRE17	13	39	85%	15%	31%	69%	0%	13	100%	0%

Cohort	Throughput time				Discontinued (%)
	Nominal (%)	Nominal + 1 year (%)	Nominal + 2 year (%)	Nominal + >2 years (%)	
MRE10	62%	28%	3%	3%	4%
MRE11	69%	14%	4%	10%	3%
MRE12	57%	9%	4%	17%	13%
MRE13	66%	21%	0%	10%	3% is expected to discontinue
MRE14	48%	14%	33% is expected to graduate with delay	-	5% is expected to discontinue
MRE15	53%	42% is expected to graduate with delay			5% is expected to discontinue



12. International Full-Time Master of Business Administration

Co-hort	Number of participants	Average age	Gender		Previous education			Average work experience (years)	Nationality	
			Male (%)	Female (%)	Master (%)	Bachelor (%)	Other (%)		Dutch (%)	International (%)
2010	39	31	74	26	20	72	8	7	15	85
2011	33	29	55	45	18	76	6	6	9	91
2012	35	30	51	49	20	77	3	6	3	97
2013	31	31	55	45	26	74	0	7	0	100
2014	35	31	69	31	20	77	3	7	0	100
2015	39	31	59	41	13	87	0	7	0	100

Cohort	Throughput time				Discontinued (%)
	Nominal (%)	Nominal + 1 year (%)	Nominal + 2 year (%)	Nominal + > 2 years (%)	
2010	100	0	0	0	0
2011	100	0	0	0	0
2012	100	0	0	0	0
2013	88	9	0	0	3
2014	86	14	0	0	0
2015	89	8 (est)	0	0	3

13. International Master of Science in Business Administration

Full time Program

Cohort	Number of participants	Average age	Gender		Previous education			Nationality	
			Male (%)	Female (%)	WO (%)	HBO (%)	Other (%)	Dutch (%)	International (%)
FTMSc09	64	25	61%	39%	53%	47%	0%	57%	43%
FTMSc10	60	24	53%	47%	38%	62%	0%	67%	33%
FTMSc11	59	24	58%	42%	59%	41%	0%	57%	43%
FTMSc12	45	24	49%	51%	57%	43%	0%	47%	53%
FTMSc13	51	23	53%	47%	55%	45%	0%	43%	57%
FTMSc14	69	23	40%	60%	57%	43%	0%	42%	58%

Cohort	Throughput time				Discontinued (%)
	Nominal (%)	Nominal + 1 year (%)	Nominal + 2 year (%)	Nominal + >2 years (%)	
FTMSc09	78.0%	14.0%	2.0%	0.0%	6.0%
FTMSc10	96.0%	2.0%	1.0%	0.0%	1.0%
FTMSc11	93.0%	5.0%	0.0%	0.0%	2%
FTMSc12	91.0%	5.0%	1.0%	2.0%	1%
FTMSc13	86.0%	0.0%	4.0%	2.0%	8%
FTMSc14	89.0%	1.0%			4%

Distinction/ Cum Laude*	Merit/ Distinction**
6	20
8	16
1	11
0	11
2	8
1	16

* Changed Distinction to Cum Laude in 2012.

** Changed Merit to Distinction in 2012.



Part time Program

Cohort	Number of participants	Average age	Gender		Previous education			Nationality	
			Male (%)	Female (%)	WO (%)	HBO (%)	Other (%)	Dutch (%)	Inter-national (%)
PT MScBA 2009*	29	28	59%	41%	24%	76%	0%	72%	28%
PT MScBA 2011**	29	29	66%	34%	21%	79%	0%	83%	17%
PT MScBA 2012	21	28	67%	33%	57%	43%	0%	71%	29%
PT MScBA 2013	19	28	79%	21%	32%	68%	0%	79%	21%
PT MScBA 2014	32	30	53%	47%	44%	56%	0%	78%	22%
PT MScBA 2015	24	30	50%	50%	33%	67%	0%	54%	46%

Cohort	Throughput time				Discontinued (%)
	Nominal (%)	Nominal +1 year (%)	Nominal +2 year (%)	Nominal + >2 years (%)	
PT MScBA 2009*	90%	7%	0%	3%	0%
PT MScBA 2011**	66%	10%	3%	7%	7%
PT MScBA 2012	71%	5%	5%	0%	14%

Distinction/Cum Laude**	Merit/distinction****
3	8
7	6
0	4

PT MScBA 2013	74%	16%	0%	0%	5%
PT MSCBA 2014	75%	6%	0%	0%	0%
PT MScBA 2015					

0	6
3	7

* From 2005 to 2009 although the program started in January, the cohorts were termed by the name of the academic year. The MSc PTU 2009 cohort started in January 2010.

** In 2010 it was decided to call it by the calendar year. That year the cohort started in January 2011 and was called MSc PTU 2011 and since then by calendar year.

*** Changed Distinction to Cum Laude in 2012.

**** Changed Merit to Distinction in 2012.



Student-teacher ratio

(1) Executive Master of Business Valuation

The 20 lecturers have a total teaching time of 1.18 fte, specific for the Executive Master in Finance combined with the Executive Master of Business Valuation. This results in a student-teacher ratio of: 30 participants : 1.18 fte teaching time (= 25 : 1).

(2) Executive Master in Finance

The 23 lecturers have a total teaching time of 1.19 fte, specific for the Executive Master in Finance combined with the Executive Master of Business Valuation. This results in a student-teacher ratio of: 30 participants : 1.19 fte teaching time (= 25 : 1).

(3) Executive Master of Health Administration

The 46 lecturers have a total teaching time of 1.44 fte, specific for the Executive Master of Health Administration. This results in a student-staff ratio of: 25 participants: 1.44 fte teaching time (= 17 : 1).

(4) Executive Master in Information Management

The 43 lecturers have a total teaching time of 1.36 fte, specific for the Executive Master of Information Management. This results in a student-teacher ratio of: 15 participants : 1.36 fte teaching time (= 11 : 1).

(5) Executive Master of IT-Auditing

The 51 lecturers have a total teaching time of 2.79 FTE, specific to the EMITA program. This results in a student-teacher ratio of 43 participants to 2.79 FTE teaching time (= 17:1).

(6) Executive Master of Management and Organization

The 27 lecturers have a total teaching time of 1,23 fte, specific for the Executive Master of Management and Organization. This results in a student-teacher ratio of: 17 participants : 1,23 fte teaching time (= 14 : 1).

(7) Executive Master of Management in Education

The 26 lecturers have a total teaching time of 1,24 fte, specific for the Executive Master in Education combined with the Executive Master in Public and Non-Profit Management. This results in a student-teacher ratio of: 17 participants : 1.24 fte teaching time (= 14 : 1).

(8) Executive Master of Marketing

The 26 lecturers have a total teaching time of 1.29 fte, specific for the Executive Master of Marketing. This results in a student-teacher ratio of: 21 participants : 1.29 fte teaching time (= 16 : 1).

(9) Executive Master of Operations and Supply Chain Excellence

The 30 lecturers have a total teaching time of 1.29 fte, specific for the Executive Master of Operations and Supply Chain Excellence. This results in a student-teacher ratio of: 10 participants : 1.29 fte teaching time (= 12 : 1).

(10) Executive Master of Public and Non-Profit Management

The 26 lecturers have a total teaching time of 1,24 fte, specific for the Executive Master in Education combined with the Executive Master in Public and Non-Profit Management. This results in a student-teacher ratio of: 17 participants : 1.24 fte teaching time (= 14 : 1).

(11) Executive Master of Real Estate

The 23 lecturers have a total teaching time of 1,07 fte, specific for the Executive Master of Real Estate. This results in a participant-teacher ratio of: 13 participants: 1,07 fte teaching time (= 12:1).

(12) International Full-Time Master of Business Administration

The 542 contact hours translate into 3.11 fte of actual contact time, specific for the Full time MBA. This results in a student-teacher ratio of: 39 participants : 3.11 fte teaching time (= 13 : 1).

(13) International Master of Science in Business Administration

Due to the structure of the program, the split up of the groups (double foundation program in the FT program with teaching assistants), the different specialisation tracks and electives, as well as smaller PCDP and thesis workshops, a ratio does not do right to the program.

An overview of the numbers: the MScBA program had an intake of 87 full-time students (2015) and 24 part-time students (2015).

The educational program (360 day parts + PCDP meetings and lectures + thesis supervision) for the most recent cohort (FTMScBA-15) is taught by 18 to 21 lecturers depending on the specialisation. In total, more than 50 staff (teachers, teaching assistants, track coordinators and personal coaches) are involved in the program.



Number of contact hours

1. Executive Master of Business Valuation

Master of Business Valuation				
Program Part (module)	ECTS	Contact Hours	Dayparts	Self-Study
1. Quantitative Tools & Principles of Business Valuation	6	21	7	147
2. Fiscal/Business Law & Corporate Governance	4	21	7	91
3. Financial Reporting & Analysis	4	21	7	91
4. Strategy & Innovation	4	21	7	91
5. Quantitative Tools for Financial Management	2	18	6	38
6. Mergers & Acquisitions and Corporate Restructuring	4	21,5	7	91
7. Valuing Private Companies I	5	21	7	119
8. Valuing Private Companies II	5	22	7	119
9. Advanced Corporate Finance	5	21	7	119
10. Entrepreneurial Finance	5	24	8	119
Thesis	16	12	3	436,5
TOTAL	60	223,5	73	1456,5

2. Executive Master in Finance

Master in Finance				
Program Part (module)	ECTS	Contact Hours	Dayparts	Self-Study
1. Quantitative Tools & Principles of Business Valuation	6	21	7	147
2. Fiscal/Business Law & Corporate Governance	4	21	7	91
3. Financial Reporting & Analysis	4	21	7	91
4. Strategy & Innovation	4	21	7	91
5. Quantitative Tools for Financial Management	2	18	6	38
6. Mergers & Acquisitions and Corporate Restructuring	4	21	7	91
7. Financial Markets	5	21	7	119
8. International Risk Management	5	21	7	119
9. Advanced Corporate Finance/Portfolio Management	5	21	7	119
10. Entrepreneurial Finance/Topics in Financial Analysis	5	21	7	119
Thesis	16	5	0	448
TOTAL	60	212	69	1468

3. Executive Master of Health Administration

Program Part (Module)	ECTS	Contact hours	Self study / preparation (hours)	Course format	Assessment type
Business Research Methods	4	24	88	Class lectures	Research Paper
Research practice	1	10	18	Class lectures	
External Developments & Paradigms I	5	30	110	Class lectures	Paper
External Developments & Paradigms II	4	38	74	Class lectures, study trip	Paper
Organizational Development: internal and external relations	5	30	110	Class lectures	Paper
Internal processes	5	30	110	Class lectures	Paper
Coordination and governance	5	30	110	Class lectures	Paper
Implementation & societal embedding	5	38	102	Class lectures	Paper
The international study trip	4	40	72	Study trip	Group Presentations
Capita Selecta	5	16	124	Class lectures	Article, presentation
Personal Leadership for healthcare professionals	2	15	41	Class lectures, individual coaching	Learning log, individual coaching
Master Thesis	15	10	410	Class meetings, meeting with tutor	Master thesis, oral defence
Total	60	311	1369		



4. Executive Master in Information Management

Program part	ECTS	Budget in hours (1 ects = 28h)	Contact hours	Pre- and after module study (100% of contact hours)	Exams / Papers	Hours for exams / papers	Total work-load
Business Research Methods	3	84	24	24	Paper 1	40	88
Information Strategy and Management	6	168	36	36	Prel. exam	90	162
Developments and Trends in Business Information Systems	2	56	27	27	Paper 2	80	236
Strategic Business Architecture	3	84	27	27	Paper 2	-	
Management of IT-Based Business Innovation	3	84	24	24	Paper 2	-	
Business Value and IS investments	3	84	21	21	Paper 3	80	224
Sourcing IS services	2	56	21	21	Paper 3	-	
International Study Week- Bentley University	2	56	30	30	Refl. paper	10	70
Managing Implementation and Organizational Change	3	84	30	30	Paper 3	-	
Enterprise Governance of IT and Information Security	6	168	42	42	Paper 4	80	164
Special Topics	2	56	24	24		-	48
Capita Selecta and Integrated Skills 1 (Individual)	6	168	18	18	Indiv. paper	130	166
Capita Selecta and Integrated Skills 1 (Group)	4	112	12	12	Group paper	90	114
Final Project	15	420	12	12	Group paper	400	424
Totaal	60	1680	348	348		1000	1696

5. Executive Master of IT-Auditing

Program Part (Course)	ECTS	Dayparts	Contact hours	Self study / preparation (hours)
Business Process Control: Analysis	6	18	63	105
Business Process Control: Design	7	16	56	140
IT-Auditing Fundamentals	6	18	63	105
Business Research Methods	6	8	28	140
Management of IT	5	26	91	49
Security & Technology Management	7	28	98	98
IT delivery	4	16	56	56
Comprehensive IT-Auditing	4	20	70	42
Master thesis	15	30	105	315
Totaal	60	180	630	1050

6. Executive Master of Management and Organization

	Program Part (Course)	ECTS	Contact hours	Self-study / preparation hours
	Part I - INTRODUCTION			
1	Orientation on Management and Organization	4	24	85
2	Business Research Methods I	4	24	85
	Part II – BASICS			
3	Strategic Management en Implementation	4	24	85
4	The Dynamics of Interorganizational Relationships	4	24	85
5	Financial Management. Accounting and Control	4	24	85
6	Strategic Marketing and Management	4	24	85
7	Business Process Management en Logistics Management	4	24	85
8	Human Resources Management and Social Development	4	24	85
	Part III – SPECIAL TOPICS			
9	Innovation Management	4	24	65
10	Managing Change and Organizational Development	4	24	85
11	Business Research Methods II	1	9	25
12	European Business Systems – Study Trip	4	28	85
	Master Thesis	15	12	420
	Total	60	289	1360



7. Executive Master of Management in Education

Program Component/Course MME 19	ECTS	Sessions	Contact hours	Self-study / preparation (hours)
Theme 1: Positioning: non-profit organizations in their environment	15			
Module 1: Research Methods for Non-Profits		8	24.5	65
Exploring Theme 1		3	9	15
Module 2: Strategic Management in the Public Domain		5	15.5	55
Module 3: Introduction to the European Community and international environment		6	18	25
Module 4: Marketing and Public Affairs		6	18	60
Translation Theme 1		2	6.5	15
Theme 2: Successful organizations: design, operation and innovation	13.5			
Exploring Theme 2		3	9	15
Module 5: Introduction to organizations		5	15.5	55
Module 6: Organizing people		6	18	50
Module 7: Organizing resources		8	24.5	50
Module 8: Innovating organizations		3	9	30
Translate Theme 2		2	6.5	15
Theme 3: Accountability and taking responsibility	13.5			
Exploring Theme 3		3	9	15
Module 9: Governance: accountability		5	15.5	55
Module 10: Study trip: leadership in an international perspective		15	40	25
Module 11: Leadership: taking responsibility		5	15.5	55
Translate Theme 3		2	6.5	15
Capita Selecta Educational Science	3	7	22	60
Masterthesis	15	2	8	420
Total	60		291	1095

Please note that the assessments are not included in the table (total 10,5 ECTS=294 hrs.)

8. Executive Master of Marketing

Program Part (Course)	ECTS	Contact hours	Self study / preparation (hours)
De essentie van marketing	3	24	60
Marketing spelenderwijs	4	24	88
Onderzoeksmethodologie voor marketeers	4	24	88
Marketing intelligence	4	24	88
Product- en prijsbeleid	6	33	107
Communicatiestrategie	3	24	60
Verkoop- en distributiestrategie	5	24	116
Dienstenmarketing	3	24	60
E-marketing	5	24	116
Essentiële marketing interfaces	4	24	88
Marketing leiderschap	3	24	60
Afstudeeronderzoek	15	12	436
Boekbespreking	1	-	28
Totaal	60	285	1395

9. Executive Master of Operations and Supply Chain Excellence

Program Part (Course)	ECTS	Contact Hours	Self study / preparation (hours)
Business Research Methods	3	36	48
Strategy and Innovation	4	24	88
Operations Management	6	24	144
Supply Chain Management	4	24	88
Quality Management	3	24	60
Purchasing	4	24	88
Service Network Design	3	24	60
Supply Chain Finance	4	15	97
IT Management	4	24	88
Management and Governance of Projects, Programs and Portfolios of Projects	4	24	88
Life Cycle Management	6	24	120
International Study Week - Innovation Management	2	30	26
Masterthesis	16	18	430
Totaal	62	315	1425



10. Executive Master of Public and Non-Profit Management

Program Component/Course MPM23	ECTS	Sessions	Contact hours	Self-study / preparation (hours)
Theme 1: Positioning: non-profit organizations in their environment	15			
Module 1: Research Methods for Non-Profits		8	24.5	65
Exploring Theme 1		3	9	15
Module 2: Strategic Management in the Public Domain		5	15.5	55
Module 3: Introduction to the European Community and international environment		6	18	25
Module 4: Marketing and Public Affairs		6	18	60
Translate Theme 1		2	6.5	15
Theme 2: Successful organizations: design, operation and innovation	13.5			
Exploring Theme 2		3	9	15
Module 5: Introduction to organizations		5	15.5	55
Module 6: Organizing people		6	18	50
Module 7: Organizing resources		8	24.5	50
Module 8: Innovating organizations		3	9	15
Translate Theme 2		2	6.5	15
Theme 3: Accountability and taking responsibility	13.5			
Exploring Theme 3		3	9	15
Module 9: Governance: accountability		5	15.5	55
Module 10: Study trip: leadership in an international perspective		15	40	15
Module 11: Leadership: taking responsibility		5	15.5	55
Translate Theme 3		2	6.5	15
Capita Selecta: Public Administration	3	7	22	60
Master thesis	15	2	8	420
Total	60		291	1095

11. Executive Master of Real Estate

Module	Name	ECTS	Contact hours	Self study / preparation (hours)
1	Real Estate Market Analysis	5	24	116
2	Real Estate Exploitation and Transformation	5	24	116
3	Corporate Real Estate Management	5	24	116
4	Financial Analysis	5	24	116
5	Valuation	5	18	122
6	Real Estate Investment	5	24	116
7	Cooperations in Networks and Alliances	5	24	116
8	Strategy Development	5	24	116
9	Urban Investment Strategies	5	24	116
10	Business Research Methods and Master Thesis	15	48	372
		60	258	1422

12. International Full-Time Master of Business Administration

Program Part (Course)	ECTS	Contact hours	Self study / preparation (hours)
Quantitative Methods	3	30	54
Financial Accounting	3	24	60
Economics for Business	3	30	54
Cross-Cultural Psychology	2	18	38
Marketing Management	3	24	60
Managerial Finance	3	30	54
Managerial Accounting	2	15	41
Leadership and Organizational Behavior	3	18	66
Business Research Methods	2	21	35
Corporate Strategy	3	24	60
Operations and Supply Chain Management	3	24	60
Business Game	1	8	20
Innovation Management	3	24	60
Entrepreneurship	2	18	38
Change Management	2	24	32
International Management (Module Abroad)	2	30	26
Choice of 3 of the following modules (each 2 ECTS): <ul style="list-style-type: none"> - M&A Valuation and Corporate Restructuring (24) - International Business Law (15) - Management Control (18) - Business-to-Business Marketing (18) - Management Consulting (18) - Data Science for Business (15) 	6	Average 20 per elective, see list.	Average 36 per elective
Master Project	15	10 (variable)	410
Personal Development and Career Program	3	75	9
Societal Program	3	42	42
Total	67	552	1324



13. International Master of Science in Business Administration

FTMSc15	FTMSc15	FTMSc15	FTMSc15	FTMSc15				
Marketing Track	Finance Track	Investment Track	Change and Business Track	Business Analytics Track	ECTS	Day-parts	3 contact hours per day-part	28 learning hours per ECTS
Accounting and Finance	Accounting and Finance	Accounting and Finance	Accounting and Finance	Accounting and Finance	3	8	24	84
Marketing Management	Marketing Management	Marketing Management	Marketing Management	Marketing Management	3	8	24	84
Business Economics	Business Economics	Business Economics	Business Economics	Business Economics	3	8	24	84
Organizational Behavior and Leadership	Organizational Behavior and Leadership	Organizational Behavior and Leadership	Organizational Behavior and Leadership	Organizational Behavior and Leadership	3	8	24	84
Operations and Supply Chain Management	Operations and Supply Chain Management	Operations and Supply Chain Management	Operations and Supply Chain Management	Operations and Supply Chain Management	3	8	24	84
Managing Information Systems/IT	Managing Information Systems/IT	Managing Information Systems/IT	Managing Information Systems/IT	Managing Information Systems/IT	3	8	24	84
Business Research Methods	Business Research Methods	Business Research Methods	Business Research Methods	Business Research Methods	3	8	24	84
International Business and Marketing	Financial Management	Financial Management	Entrepreneurship	Business Process and Data Mapping	3	8	24	84
Marketing Communications	International Financial Management	Risk Management	Organizational Coaching and Consulting	Business Data Analytics	3	8	24	84
Services Marketing	Capital Markets and Investment Management	Capital Markets and Investment Management	Change Management	Decision Analysis and Optimization	3	8	24	84
Internet Marketing	Advanced Financial Management	Institutional Investor Management	Business Dynamics	Business Intelligence	3	8	24	84
Strategic Management	Strategic Management	Strategic Management	Strategic Management	Strategic Management	3	8	24	84
Corporate Social Responsibility and Ethics	Corporate Social Responsibility and Ethics	Corporate Social Responsibility and Ethics	Corporate Social Responsibility and Ethics	Corporate Social Responsibility and Ethics	1,5	4	12	42
Study Trip	Study Trip	Study Trip	Study Trip	Study Trip	1,5	4	12	42
Elective	Elective	Elective	Elective	Elective	3	8	24	84
Change Management	Change Management	Change Management	Financial Management	Change Management				
Entrepreneurship	Entrepreneurship	Entrepreneurship	International Business and Marketing	Entrepreneurship				
Thesis Project	Thesis Project	Thesis Project	Thesis Project	Thesis Project	18			504
Personal Leadership and Career Development	Personal Leadership and Career Development	Personal Leadership and Career Development	Personal Leadership and Career Development	Personal Leadership and Career Development	3	8	24	84
			Total:	Total:	63			1764

APPENDIX 6: PROGRAMME OF THE SITE VISIT

Sunday February 12

Location: Hotel Auberge du Bonheur

Time	Activity
16.00 - 17.30	PRT meeting

Time	Activity
17.30 - 18.00	PRT meets project managers accreditation

Project Managers Accreditation

Yvonne de Vries, TiSEM

Judith Dieleman, TIAS

Time	Activity
18.00 - 20.30	Dinner PRT with Deans and Vice Deans Education TiSEM and TIAS and project managers accreditation

Participants from TiSEM

Name	Additional information
Lex Meijdam	Dean Professor of Economics
Philip Joos	Vice Dean of Education Professor of Accountancy
Yvonne de Vries	Project Manager Accreditation
Mira Gorris	Accreditation Officer

Participants from TIAS

Name	Additional information
Kees Koedijk	Dean and Director Professor of Financial Management
Jenke ter Horst	Vice Dean Professor of Finance
Edith Hooge	Vice Dean Professor Boards and Governance in Education
Judith Dieleman	Policy Advisor

Monday February 13

Locations:

- Sessions: Room T 013 (TIAS building)
- Base room: TZ 1
- Lunch: Faculty Club
- Cocktail hour: Faculty Club
- Dinner: Hotel

Time	Activity
08.00 - 08.30	Meeting with rector Tilburg University Emile Aarts

08.30 - 09.00	PRT to settle down in meeting room T 013 and Introduction to base room TZ 1
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Time	Activity
09.00 - 09.45	PRT meets Leadership team TiSEM Dean, Vice Dean of Education, Vice Dean of Research, Director

Leadership team TiSEM

Name	Additional information
Lex Meijdam	Dean Professor of Economics
Philip Joos	Vice Dean of Education Professor of Accountancy
Geert Duysters	Vice Dean of Research Professor of Entrepreneurship
Mat van Essen	Managing Director
Thijs Kramer	Student member Management Team Student BSc Econometrics and Operational Research

Time	Activity
09.45 - 10.30	PRT meets Vice Dean of Education, Associate Dean BSc Programs and Associate Dean Internationalization

Participants

Name	Additional information
Philip Joos	Vice Dean of Education Professor of Accountancy
Bart Vos	Associate Dean of BSc programs Professor of Purchasing Management
Niels Noorderhaven	Associate Dean of Internationalization Professor of International Management

Time	Activity
10.30 - 10.45	Break

Time	Activity
10.45 - 11.45	PRT meets Academic Directors BSc programs TiSEM

Academic Directors MSc programs

All Academic Directors also teach courses in their own (and) other programs

Name	Additional information
Astrid Kramer	Academic Director BSc in Business Economics, Assistant Professor of Management
Dirk Brounen	Academic Director BSc in Economics and Business Economics Professor of Real Estate Economics
Louis Raes	Academic Director BSc in Economics and Business Economics Assistant Professor of Economics
Cees Peters	Academic Director BSc in Tax Economics Assistant Professor of International Tax Governance
Vincent Wiegerinck	Academic Director BSc in International Business Administration Senior Lecturer of Marketing
Bas van Groezen	Academic Director BSc in Economics Assistant Professor of (Macro) Economics
Edwin van Dam	Academic Director BSc in Econometrics and Operations Research Professor of Mathematics and Operations Research

Time	Activity
11.45 - 12.45	PRT meets Academic Directors MSc programs TiSEM

Academic Directors BSc programs

All Academic Directors also teach courses in their own (and other) programs

Name	Additional information
Stephan Hollander	Academic Director MSc in Accountancy Associate Professor of Accountancy
Frank de Jong	Academic Director MSc in Finance Professor of Financial Markets and Risk Management
Anick Bosmans	Academic Director MSc in Marketing Management and Marketing Analytics Assistant Professor of Marketing
Wendy van der Valk	Academic Director MSc in Supply Chain Management Assistant Professor of Supply Chain Management
Aswin van Oijen	Academic Director MSc in Strategic Management Associate Professor of Strategy and Organization
Anja De Waegenare	Academic Director MSc in EME, ORMS and QFAS Professor of Actuarial Science and Accounting
Jeroen Kuilman	Academic Director MSc in International Management Associate Professor of Entrepreneurship and Organization Theory
Hans Weigand	Academic Director MSc in Information Management Associate Professor of Information Management
Sjak Smulders	Academic Director MSc in Economics Professor of Economics
Cees Peters	Academic Director MSc in Tax Economics Assistant Professor of International Tax Governance

12.45 - 13.45	Lunch PRT in Faculty Club
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Time	Activity
13.45 - 14.30	PRT meets support staff TiSEM

Support staff

Name	Additional information
Gerwin Pols	Head of Education Support Team TiSEM
Linda van Klink	Team leader of Research Support Team TiSEM Policy Advisor Research and International Affairs TiSEM
Yvonne de Vries	Policy Advisor Education, Education Support Team TiSEM Project Manager Accreditation TiSEM
Natascha van Enckevort	Program Coordinator BSc Business Economics, Education Support Team TiSEM
Mira Gorris	Program Coordinator MSc Accountancy, Education Support Team TiSEM Accreditation Officer TiSEM
Simone Hofland	Career Services Officer, Office of Student Development Tilburg University
Linda van der Tuijn	Project Manager/Policy Advisor International Office Tilburg University

14.30 - 14.45	Break
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Time	Activity
14.45 - 15.30	PRT meets Dean and Vice Deans TIAS

Participants

Name	Additional information
Kees Koedijk	Dean and Director Professor of Financial Management
Jenke ter Horst	Vice Dean Professor of Finance
Edith Hooge	Vice Dean Professor Boards and Governance in Education
Frans de Roon	Associate Dean Executive Masters Professor of Finance
Gert-Jan Vermeer	Manager Finance & Control

Time	Activity
15.30 - 16.15	PRT meets Division Directors, Associate Deans, and Policy Advisers Business & Society and Quality Assurance TIAS

Participants

Name	Additional information
Edwin Gerritsen	Division Director Executive Masters
Miranda Bol	Director Company Specific Programs
Tim de Leeuw	Division Director PhD Associate Professor
Frans de Roon	Associate Dean Executive Masters Professor of Finance
Dirk Brounen	Associate Dean Research & Development Professor of Real Estate
Nardo van der Meer	Director HealthLAB Professor of Healthcare Management
Menno Maas	Associate Dean Business Development Adjunct Professor of Real Estate Development
Mirjam Minderman	Policy Adviser / Lecturer Business and Society
Judith Dieleman	Policy Adviser Educational Quality

16.15 - 16.30	Break
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Time	Activity
16.30 - 17.30	PRT meets Academic Directors TIAS

Academic Directors TIAS

Name	Additional information
Peter van der Voort	Executive Master of Health Administration (MHA) Professor of Health Care
Eric Dooms	International Fulltime Master of Business Administration (MBA) Associate Professor of Strategy
Marc Vermeulen	Executive Master of Public and Non-Profit Management (MPM), Executive Master of Management in Education (MME) Professor of Educational Sociology
Ton de Kok	Executive Master of Operations and Supply Chain Excellence (MOS) Professor Operations Management
Frans de Roon	Executive Master in Finance (MiF), Executive Master of Business Valuation (MBV) Professor of Finance
Toni Sfirtsis	Executive Master of Management in Organization (MMO), Executive Master in Marketing (MM) Professor of Strategy & Innovation
Ingrid Janssen	Executive Master of Real Estate (MRE) Associate Professor of Real Estate

Nicolette van Gestel	Preparation Module (VOMO) Professor of New Modes of Governance in Social Security and Employment Services
Chris de Neubourg	PhD Programs Professor of Public Policy and Management

Time	Activity
17.30 - 18.30	PRT meets Support Staff TIAS: program managers, support services and career services, facilities, tutoring, student information services, etc.

Participants

Name	Additional information
Ingrid LaFlamme	Program Manager Executive Master of IT-Auditing
Leanne Westerink	Program Manager Master of Science in Business Administration (MScBA)
Gretchen van der Spek	Director Alumni Relations - Head of Career Development
Hanny Breel	Manager Marketing & Communications and Program Advice
Marjolein Kooren,	HR Manager
Marianne Appeldoorn	Projectmanager LMS
Bonnie van Engelen	Manager Faculty & Education Office/ Policy Advisor
Marijn Veijgen	Information Analyst

Time	Activity
18.30 - 19.30	Cocktail hour: PRT meets Advisory Board TiSEM and Advisory Board TIAS, industry partners etc. in Faculty Club

Participants from TiSEM

Name	Company/organization and position
Eric Engesaeth	Advisory Council TiSEM Korn Ferry Hay Group, Head of Executive Pay and Governance Netherlands & Senior Client Partner
Ab Gilhaus	Advisory Council TiSEM DLL Rabobank Group, Chief Risk Officer
Rob Zandbergen	Advisory Council TiSEM USG People, CEO
Huub Dekkers	Chair Alumni Committee TiSEM Director Education PwC Consulting
Ron Berndsén	DNB, Head of Market Infrastructure Policy Department, Endowed Chair of Financial Market Infrastructures and Systemic Risk at Tilburg University
Eduard Ponds	APG, Head Research and Policy Endowed Chair of Economics of Collective Pension Plans at Tilburg University
Theo Poolen	Dutch Tax Authorities, Director Quality
Maureen Vermeij	CZ, Director Internal Audit
Leon Jansen	BDO, Partner Audit and Assurance
Ivo Kuiper	Kempen Capital Management, Senior Investment Strategist
Marcel Dreef	Quintiq Supply Chain Planning and Optimization, Director
Pepijn Bos	City of Tilburg, Policy adviser Economics and Labor Market

Participants from TIAS

Name	Company/organization and position
Theo de Raad	Chairman Supervisory Board TIAS
Willemien Bisschot	Member Supervisory Board TIAS
Josette Dijkhuizen	Member Business & Society Advisory Board TIAS; Entrepreneurship consultant/ Maastricht School of Management, Krachtbedrijf
Margriet van der Sluis	Partner GovernanceLAB Senior Adviser/ BMC Advies
Tak Lam	Partner FinanceLAB AMVEST



Olof Suttorp	Partner HealthLAB Amphia Hospital
Anko van Hoepen	Member Advisory Board MPM/MME (Executive Master in Public and Non-Profit Management / Management in Education) Vice Chair/ PO-Raad (Dutch Council for Primary Education)
Jan Tjerk Boonstra	Member Advisory Board MScBA Principal/ Human Capital Group
Hanneke Toebes	Member Advisory Board MHA (Executive Master of Health Administration) Director/ Care & Quality Institute
Bart de Volder	Member Advisory Board MiF/MBV (Executive Master in Finance / Business Valuation) Consultant/ ESJ Corporate Finance
Bie de Grave	Member Advisory Board MBA Trusted Advisor Management Development/ Apini BVBA
Otwin Günther	Member Advisory Board MOS (Executive Master of Operations and Supply Chain Excellence) Managing Director/ De Voogt Naval Architects

20.00	Dinner PRT in hotel
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Tuesday February 14

Location

- Open visiting hour: hotel
- Sessions: Room T 013 (TIAS building)
- Lunch: Faculty Club
- Dinner: Hotel

Time	Activity
08.00 - 09.00	Open Visiting Hour in hotel

Information on participants: Mark Delmartino

09.00 - 09.15	Transfer to meeting room T 013
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Time	Activity
09.15 - 10.00	PRT meets BSc students TISEM (including members Education Committees)

Students BSc programs

Name	Additional information
Jack Arkesteijn	BSc International Business Administration Year 1
Robert Beckett	BSc Economics Year 1
Julia Klimaszewska	BSc Econometrics and Operations Research Year 2
Boi van der Vleuten	BSc Tax Economics Year 2
Laura Trommelen	BSc Business Economics Year 3
Odette Mutsaers	BSc Economics and Business Economics Year 3 Member of Education Committee Economics
Semra Woldemikael	International Business Administration Year 3

Time	Activity
10.00 - 11.00	PRT meets MSc and Research MSc students

Students MSc programs and Research Masters

Name	Additional information
Iris Mulkens	MSc Financial Management and MSc Strategic Management
Jurriaan Vogel	MSc Information Management
Laurens Lamper	MSc Supply Chain Management
Michiel Hennevelt	MSc Tax Economics
Alex Niklas	MSc Strategic Management
Thomas Kohlbacher	MSc Quantitative Finance and Actuarial Science and MSc Econometrics and Mathematical Economics
Michelle Meijer	MSc International Management
David Bedari	MSc Accountancy
Gleb Gertsman	Research Master in Business
Ernst Roos	Research Master in Business
Pintao Lyu	Research Master in Economics
Hugo van Buggenum	Research Master in Economics

11.00 - 11.15	Break
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Time	Activity
11.15 - 12.00	PRT meets junior staff TiSEM (including members Education Committees)

Junior staff

Name	Additional information
Anne Balter	Assistant Professor on a tenure track Department of Econometrics and Operations Research Joined TiSEM in 2016 Teaches courses in: – BSc in Econometrics and Operations Research – MSc in QFAS, MSc in ORMS and MSc in EME
Hannes Datta	Assistant Professor on a tenure track Department of Marketing Teacher of the year 2016 Tilburg University Teaches courses in: – BSc In Business Economics – BSc in International Business Administration – MSc in Marketing Management and MSc in Marketing Analytics
Elena Golovko	Assistant Professor (with tenure) Department of Management Teaches courses in: – BSc in International Business Administration (until 2015-2016) – MSc in Strategic Management
Mart van Hulten	Lecturer Department of Tax Economics Teaches courses in: – BSc in Tax Economics – MSc in Tax Economics
Nicola Pavanini	Assistant Professor on a tenure track Department of Finance Joined TiSEM in 2016 Teaches courses in MSc in Finance
Sofie Vandenbogaerde	Lecturer Department of Accountancy Teaches courses in: – BSc in Business Economics – BSc in Economics and Business Economics – BSc in International Business Administration – MSc in Accountancy



	Thesis Coordinator Member of the Education Committee BSc and MSc programs in Business
Loes Verstegen	PhD candidate Department of Economics Thesis expected in 2017 Teaches courses in: <ul style="list-style-type: none"> – BSc Economics and Business Economics – MSc in Economics – MSc in QFAS, MSc in ORMS and MSc in EME

Time	Activity
12.00 - 12.45	PRT meets senior staff TiSEM (including members program committees)

Senior staff members

Name	Additional information
Harald Benink	Professor of Banking and Finance Chairman Education Committee BSc and MSc programs in Economics Teaches courses in: <ul style="list-style-type: none"> – BSc in International Business Administration – BSc in Economics – MSc in Economics
Bob van den Brand	Associate Professor of Accountancy Development of the I-Star Teaching Method Teacher of the year 2014 Tilburg University Teaches courses in BSc in Business Economics
Bart Dierynck	Associate Professor of Accountancy Member of Faculty Council of TiSEM Teaches courses in: <ul style="list-style-type: none"> – MSc in International Management – MSc in Accountancy
Peter Essers	Professor of Tax Law Fiscal Institute Tilburg University Member of Assessment Committee on Career Decisions TiSEM Teaches courses in: <ul style="list-style-type: none"> – BSc in Tax Economics – MSc in Tax Economics
Inge Geyskens	Professor of Marketing Department of Marketing Teaches courses in: <ul style="list-style-type: none"> – BSc in Business Economics – BSc in International Business Administration – MSc in Marketing Management and MSc in Marketing Analytics
Anne-Françoise Rutkowski	Professor of Information Management Coordinator international programs in MSc Information Management Teaches courses in: <ul style="list-style-type: none"> – BSc in International Business Administration – MSc in Information Management
James Small	Scientific Director of Tilburg Center of Entrepreneurship Senior Lecturer Teaches courses in: <ul style="list-style-type: none"> – BSc in International Business Administration – BSc in Business Economics – MSc in Strategic Management
Oliver Spalt	Professor of Behavioral Finance Thesis Coordinator MSc in Finance Teaches courses in MSc in Finance
Bas Werker	Professor of Finance and Econometrics Netspar research coordinator Teaches courses in: <ul style="list-style-type: none"> – BSc in Econometrics and Operations Research – MSc in EME, MSc in QFAS and MSc in ORMS

Time	Activity
12.45 - 13.45	Lunch PRT (internal) Short presentation new Utrecht campus by Menno Maas + campus tour TIAS by Gretchen van der Spek

Time	Activity
13.45 - 14.30	PRT meets Examination Committees TiSEM and TIAS

Participants Examination Committee TiSEM

Name	Additional information
Herbert Hamers	Chairman Examination Committee TiSEM Professor of Game Theory and Operations Research
Eric Kemmeren	Vice chairman Examination Committee TiSEM Professor of International Tax Law
Marieke Quant	Member Examination Committee TiSEM Assistant Professor department of Econometrics and Operations Research
Susan van Soest	Education Specialist TiSEM, Project Manager assessment plans and specification tables (no member of Examination Committee)

Participants Examination Committee TIAS

Name	Additional information
Bob van den Brand	Chairman Examination Committee TIAS Associate professor of Financial Accounting
Theo Poiesz	Member Examination Committee TIAS Professor of Economic Psychology, Health Care Marketing
Bas van de Lest	External Member Examination Committee TIAS Project manager at ACM - Autoriteit Consument & Markt
Marc Vermeulen	Representative Review committee Professor of Educational Sociology

Time	Activity
14.30 - 15.15	PRT meets program directors and staff of 2 research masters TiSEM

Participants for Research Masters

Name	Additional information
Geert Duysters	Vice Dean of Research Professor of Entrepreneurship
Bart Bronnenberg	Director of Graduate Studies in Business Professor of Marketing Teaches courses in: – Research Master in Business – MSc Marketing Management and MSc in Marketing Analytics
Arthur van Soest	Director of Graduate Studies in Economics Professor of Econometrics Teaches courses in: – Research Master in Economics – MSc in EME, MSc in QFAS and MSc in ORMS – BSc in Econometrics and Operations Research
Burak Uras	Educational Coordinator Research Master in Economics Assistant Professor of Economics Teaches courses in: – Research Master in Economics – MSc in Economics
Barbara Deleersnyder	Educational Coordinator Research Master in Business track Marketing Associate Professor of Marketing Teaches courses in: – Research Master in Business – MSc in Marketing Management and MSc in Marketing Analytics



Bart Dierynck	Educational Coordinator Research Master in Business track Accountancy Associate Professor of Accountancy Teaches courses in: – Research Master in Business – MSc in Accountancy – MSc in International Management
Sigrid Suetens	Associate Professor of Economics Teaches courses in Research Master in Economics

Time	Activity
15.15 - 15.30	Break

Time	Activity
15.30 - 16.30	PRT meets students TIAS

Students TIAS

Name	Additional information
Jeroen van Woerden	Executive Master of Marketing (MM) Managing Director/ Kemira Chemicals
Joost Gijsbers	Executive Master of Operations and Supply Chain Excellence (MOS) Program Manager/ Friesland Campina
Benedicta de Fretes	Full-time International MSc in Business Administration (MScBA) President Commissioner/ PT. Aduna Mulia Indonesia
Therry van der Burgt	Executive Master of Information Management (MIM) Solution Architect/ Rijkswaterstaat CIV
Erik de Cock	Executive Master of IT-Auditing (EMITA) General Management/ USG People
Marc Raaijmakers	Executive Master of Management in Education (MME) Director Hospitality Department/ Koning Willem I College
Robert Versteeg	Executive Master of Management and Organization (MMO) Chief of Staff, Head of HR & MarCom/ Witlox Van den Boomen
Frédérique van Berkestijn	Executive Master of Health Administration (MHA) Medisch hoofd klinische zorg/ Wilhelmina kinderziekenhuis
Ernst Peeman	Executive Master of Real Estate (MRE) Business Controller/ Blauwhoed Groep b.v.
Hayati Arman Gezer	Executive Master in Finance / of Business Valuation (MiF/MBV) Business Controller/Transformation Manager / Philips Electronics Nederland B.V.
Pascal Böni	Executive PhD Chairman & CEO Remaco AG

Time	Activity
16.30 - 17.30	PRT meets staff TIAS

Staff TIAS

Name	Additional information
Arco van de Ven	Bestuurlijke Informatievoorziening/ Administratieve Organisatie, (BIV/ AO)
Filip Caeldries	Associate Dean Company Specific Programs
Roger Bougie	Associate Professor for Business and Society
Toni Sfirtsis	Professor of Strategy & Innovation
Carla Koen	Professor of Technology Management and Entrepreneurship
Roemer Visser	Executive Professor, experienced Leadership development coach
Theo Poiesz	Professor of Economic Psychology, Health Care Marketing
Freek Aertsen	Academic Director Executive Master of Operations and Supply Chain Management (MOS)

Time	Activity
17.30 - 17.45	Break

Time	Activity
17.45 - 18.15	PRT meets alumni TiSEM

Alumni TiSEM

Name	Program TiSEM, Current organization and position
Mathijs van den Kieboom	Alumnus MSc in Supply Chain Management 2015 Fabory, Product Manager
Irene Laureijs	Alumnus MSc in Economics 2016 FNV Labor Union, Social Economic Policy Advisor
Renata Rabovic	Alumnus Research master in Economics 2013 Tilburg University, PhD candidate
Niels Zuurbier	MSc in Tax Economics 2016 and MSc Information Management 2017 Deloitte, Tax Management Consulting Analyst
Renée van Poppel	Alumnus MSc in Strategic Management 2016 Supply Value, Consultant
Bas Nuijten	Alumnus MSc International Management 2014 Finch Beak, Consultant
Yvet Roest	Alumnus MSc in Marketing Management 2014 Mondelēz International, Junior Brand Manager Milka
Popke Rein Munniksma	Alumnus MSc in Information Management 2005 CogNIAM Finance, Chief Executive Officer
Thijs Bock	Alumnus MSc in Accountancy 2015 BDO, Assistant Accountant

Time	Activity
18.15 - 18.45	PRT meets alumni TIAS

Alumni TIAS

Name	Program, Current position and organization
Susanne Lambregts-Winters	Alumnus Executive Master of Marketing (MM) Marketing Communication Advisor/ Brabantse Ontwikkelings Maatschappij
Mike Hamilton	Alumnus Executive Master of IT-Auditing (EMITA) IT-Auditor/ Adviser/ Hamilton IT Audit & Advisory
Jesscia de Lange	Alumnus Executive Master in Public and Non-Profit Management (MPM) Policy Advisor / The Netherlands Coastguard
Job Hoevenaars	Alumnus Global Executive MBA (IMM) CEO/ Schuurman BV
Paul Mencke	Alumnus Executive Master of Business Valuation (MBV) Partner/ Govers Accountants
Ammara Naeem	Alumnus Full-Time Master of Business Administration (FT MBA) Employer Brand MBA Project/ Booking.com
Bart van de Garde	Executive Master of Business Administration (EMBA) Manager IT-Development/ Bol.com
Bart-Fedde Heinsius	FT International Master of Business Administration (MScBA) EMEA Sales Manager/ Bomi Group – Healthcare Logistics



Time	Activity
19.30	Dinner PRT and work on report in hotel

Wednesday February 15

Locations:

- 8.30 -11.30: Hotel and/or meeting room(s) TIAS building
- 12.00-13.00: Meeting room T 013 (TIAS building)
- 13.00 Lunch in Faculty Club

Time	Activity
08.30 – 11.30	PRT works on report
08.30 – 11.30	Possible "recall" of TiSEM or TIAS if still issues to be resolved.
11.30 – 12.00	PRT internal meeting

Time	Activity
12.00 – 13.00	PRT has a final session with Deans of both schools, Vice Deans and the Rector

Participants

Rector: Emile Aarts

Participants from TiSEM

Name	Additional information
Lex Meijdam	Dean Professor of Economics
Philip Joos	Vice Dean of Education Professor of Accountancy
Geert Duysters	Vice Dean of Research Professor of Entrepreneurship
Yvonne de Vries	Project Manager Accreditation

Participants from TIAS

Name	Additional information
Kees Koedijk	Dean and Director Professor of Financial Management
Jenke ter Horst	Vice Dean Professor of Finance
Edith Hooge	Vice Dean Professor of Boards and Governance in Education
Judith Dieleman	Policy Advisor

Time	Activity
13.00	Lunch PRT in Faculty Club and departure

APPENDIX 7: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the expert committee studied the theses of the students with the following student numbers:

<i>(1) Executive Master of Business Valuation</i>				
3032733	4422160	6935775	8803245	9123681
<i>(2) Executive Master in Finance</i>				
1793880	1827107	5007659	8378753	9775699
<i>(3) Executive Master of Health Administration</i>				
1535991	2203950	3216303	8855034	9466070
<i>(4) Executive Master in Information Management</i>				
2030881	3477101	7921427	8374985	8563729
<i>(5) Executive Master of IT-Auditing</i>				
4311638	4530391	7879848	8410959	8540736
<i>(6) Executive Master of Management and Organization</i>				
5178721	5545789	6370804	7977560	8343099
<i>(7) Executive Master of Management in Education</i>				
3340979	4005797	4813881	4859906	7197066
<i>(8) Executive Master of Marketing</i>				
2271354	2371641	2730514	4326912	5609084
<i>(9) Executive Master of Operations and Supply Chain Excellence</i>				
3451028	4259741	5768642	5926670	6177722
<i>(10) Executive Master of Public and Non-Profit Management</i>				
1437141	3639327	5806032	7290725	7508857
<i>(11) Executive Master of Real Estate</i>				
2102787	3187767	5001942	6396733	8868957
<i>(12) International Full-Time Master of Business Administration</i>				
1451133	4676824	6070129	8569007	9650803
<i>(13) International Master of Science in Business Administration</i>				
Full-time variant				
2380920	5111224	5439479	7254799	8775949
Part-time variant				
2979259	3504372	5380421	5591924	6443634



Prior to the site visit, the panel received following documents produced by TIAS School for Business and Society:

- AACSB Continuous Improvement Review Report 2016-2017
- Appendices to the Continuous Improvement Review Report 2016-2017
- Self-evaluation reports for the programmes under review
 - Executive Master in Business Valuation
 - Executive Master in Finance
 - Executive Master in Health Administration
 - Executive Master in Information Management
 - Executive Master in IT-auditing
 - Executive Master of Management and Education
 - Executive Master in Management and Organisation
 - Executive Master in Marketing
 - Executive Master of Operations and Supply Chain Excellence
 - Executive Master in Public and Non-Profit Management
 - Executive Master in Real Estate
 - International Full-time Master of Business Administration
 - International Master of Science in Business Administration
- Shared appendices to the TIAS self-evaluation reports, November 2016

Moreover, the panel had access to other school-wide and programme-specific materials in a dedicated section ('base-room') of the university's electronic learning environment.