

Assessment report
Limited Framework Programme Assessment

Bachelor Human Resource Studies

Tilburg University

Contents of the report

1. Executive summary	2
2. Assessment process	5
3. Programme administrative information.....	8
4. Findings, considerations and assessments per standard	9
4.1 Standard 1: Intended learning outcomes	9
4.2 Standard 2: Teaching-learning environment	12
4.3 Standard 3: Student assessment.....	15
4.4 Standard 4: Achieved learning outcomes	17
5. Overview of assessments.....	18
6. Recommendations	19

1. Executive summary

In this executive summary, the panel presents the main considerations which led to the assessment of the quality of the Bachelor Human Resource Studies (Bachelor Personeelwetenschappen) programme of Tilburg University, which has been assessed according to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, as published on 20 December 2016.

The programme objectives are sound and relevant, displaying relevant knowledge and understanding of the different levels of and various perspectives on employment relations and addressing organisation performances and efficiency and employee performances in economic terms and non-economic terms. The panel welcomes the thorough research orientation of the programme and is positive about the training in academic and vocational skills.

The *credible activist* concept is appreciated by the panel as a relevant notion to summarise the objectives of the programme. The panel, however, suggests to add specification to the concept, for it to serve better as the guiding principle of the programme. In addition, the panel advises to consider changing the current label of the programme to bring the label closer to the programme contents and to attract more students.

The panel welcomes the domain-specific reference framework which has been drafted by the joint Dutch programmes in this field of study. The programme objectives meet this reference framework.

The panel considers the intended learning outcomes to be comprehensive, well-articulated, state-of-the-art and corresponding to the programme objectives. The intended learning outcomes meet the bachelor level.

The panel supports programme management intentions to keep the student influx numbers at the current levels or raise them further and also supports the plans to offer an international track for foreign students.

The curriculum meets the intended learning outcomes. The panel is very positive about the curriculum. The contents of the courses definitely are high level. Relevant subjects are addressed in the courses and these subjects are discussed in-depth, especially in the later years of the curriculum. The study of journal articles in the courses is appreciated by the panel. The international and intercultural aspects of human resource management are adequately addressed. The curriculum is well-organized and is appropriately coherent. The panel noted students to be well-informed by lecturers about the curriculum coherence. In addition, the panel appreciates the substantial number of research methods and techniques courses and the academic and vocational skills' training. The panel recommends to try and expand professional practice experiences by students in the curriculum.

The panel considers the lecturers to be both good researchers in their fields and effective as teachers. The panel notes the students to be positive about the lecturers. The generous proportions of lecturers being PhDs and being BKO-certified testify to their research and educational capabilities. The lecturers meet very regularly to discuss the programme and to adjust the courses to each other. The panel suggests intensifying the lecturers' training on teaching vocational skills. In addition, the panel proposes to balance the gender diversity among the staff. As the lecturers' workload is quite demanding, the panel suggests to adjust this workload.

The programme educational concept and study methods are effective and allow students to gain the knowledge and skills required. The number of hours of face-to-face education and the students-to-staff ratio are satisfactory. The panel proposes to spread the study load more evenly across the curriculum. The mentoring system is adequate, but the panel proposes to intensify the mentor training. The student success rates of the programme are favourable.

Although the programme examination and assessment rules and regulations are appropriate, the panel proposes to formulate a clearer vision on assessment. The position and the responsibilities of the Examination Board are up to standard. The examination methods adopted for the courses are adequate, as these meet the course goals and contents. The panel welcomes the competency framework for assessment of vocational skills, at the same time encouraging programme management to elaborate this framework. The panel advises to require students to have a pass for vocational and personal skills.

The panel considers the supervision and assessment processes of the Bachelor thesis to be up to standard. The concept and implementation of the thesis circles are welcomed by the panel. The panel suggests to ensure comparable levels of supervision among supervisors, as these levels may differ. Although the thesis scoring forms include relevant criteria and are comprehensive in this respect, the panel advises to add written comments to substantiate the assessments.

The measures taken to assure the validity, reliability and transparency of examinations and assessments are appropriate. Although the programme assessment plan is appreciated by the panel, the panel proposes to elaborate on the constructive alignment of the programme.

The panel considers the course examinations to be very much up to standard and to be rather high level.

The Bachelor theses the panel studied, match the intended learning outcomes. The panel regards the theses in terms of contents and structure to be up to standard.

The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer a suitable preparation for programmes at master level. The range of master programmes, graduates are admitted to gives evidence of the graduates' knowledge and skills.

The panel that conducted the assessment of the Bachelor Human Resource Studies programme of Tilburg University assesses this programme to meet the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, judging the programme to be satisfactory. Therefore, the panel recommends NVAO to accredit this programme.

Rotterdam, 19 September 2018

Prof. dr. J.C. Looise
(panel chair)

drs. W. Vercouteren
(panel secretary)

2. Assessment process

The evaluation agency Certiked VBI received the request by Tilburg University to coordinate the limited framework programme assessment process for the Bachelor Human Resource Studies programme of this University. This objective of the programme assessment process was to assess whether the programme would conform to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, published on 20 December 2016 (Staatscourant nr. 69458).

Management of the programmes in the assessment cluster Organization Studies convened to discuss the composition of the assessment panel and to draft the list of candidates.

Having conferred with management of the Tilburg University programme, Certiked invited candidate panel members to sit on the assessment panel. The panel members agreed to do so. The panel composition was as follows:

- Prof. dr. J.C. Looise, professor emeritus Human Resource Management, University of Twente (panel chair).
- Prof. dr. S.M. Nkomo, professor, Department of Human Resource Management, University of Pretoria (panel member).
- Dr. M. Govaerts, associate professor, Department of Educational Development and Research, Maastricht University (panel member).
- Prof. dr. D. Faems, professor Innovation and Organisation, University of Groningen (panel member).
- E. de Rover MSc, student Master Business Administration, Radboud University (student member).

On behalf of Certiked, drs. W. Vercouteren served as the process coordinator and secretary in the assessment process.

All panel members and the secretary confirmed in writing being impartial with regard to the programme to be assessed and observing the rules of confidentiality. Having obtained the authorisation by the University, Certiked requested the approval of NVAO of the proposed panel to conduct the assessment. NVAO have given their approval.

To prepare the assessment process, the process coordinator convened with management of the programme to discuss the outline of the self-assessment report, the subjects to be addressed in this report and the site visit schedule. In addition, the planning of the activities in preparation of the site visit were discussed. In the course of the process preparing for the site visit, programme management and the process coordinator regularly had contact to fine-tune the process. The activities prior to the site visit have been performed as planned. Programme management approved of the site visit schedule.

Well in advance of the site visit date, programme management sent the list of final projects of graduates of the programme of the most recent years. Acting on behalf of the assessment panel, the process coordinator selected fifteen final projects. The grade distribution in the selection was ensured to conform to the grade distribution in the list, sent by programme management. No additional selection criteria applied.

The panel chair and the panel members were sent the self-assessment report of the programme, including appendices. In the self-assessment report, the student chapter was included. In addition, the expert panel members were forwarded a number of final projects of the programme graduates, these final projects being part of the selection made by the process coordinator.

A number of weeks before the site visit date, the assessment panel chair and the process coordinator met to discuss the self-assessment report provided by programme management, the procedures regarding the assessment process and the site visit schedule. In this meeting, the profile of panel chairs of NVAO was discussed as well. The panel chair was informed about the competencies, listed in the profile. Documents pertaining to a number of these competencies were presented to the panel chair. The meeting between the panel chair and the process coordinator served as the briefing for panel chairs, as meant in the NVAO profile of panel chairs.

Prior to the date of the site visit, all panel members sent in their preliminary findings, based on the self-assessment report and the final projects studied, and a number of questions to be put to the programme representatives on the day of the site visit. The panel secretary summarised this information, compiling a list of questions, which served as a starting point for the discussions with the programme representatives during the site visit.

Shortly before the site visit date, the complete panel met to go over the preliminary findings concerning the quality of the programme. During this preliminary meeting, the preliminary findings of the panel members, including those about the final projects were discussed. The procedures to be adopted during the site visit, including the questions to be put to the programme representatives on the basis of the list compiled, were discussed as well.

On 20 June 2018, the panel conducted a site visit on the Tilburg University campus. The site visit schedule was in accordance with the schedule as planned. In a number of separate sessions, panel members were given the opportunity to meet with Tilburg School of Social and Behavioral Sciences representatives, programme management, Examination Board representatives, lecturers and final projects examiners, and students and alumni.

In a closed session at the end of the site visit, the panel considered every one of the findings, weighed the considerations and arrived at conclusions with regard to the quality of the programme. At the end of the site visit, the panel chair presented a broad outline of the considerations and conclusions to programme representatives.

Clearly separated from the process of the programme assessment, the assessment panel members and programme representatives met to conduct the development dialogue, with the objective to discuss future developments of the programme.

The assessment draft report was finalised by the secretary, having taken into account the findings and considerations of the panel. The draft report was sent to the panel members, who studied it and made a number of changes. Thereupon, the secretary edited the final report. This report was presented to programme management to be corrected for factual inaccuracies. Programme management were given two weeks to respond. Having been corrected for these factual inaccuracies, the Certiked bureau sent the report to the University Board to accompany their request for re-accreditation of this programme.

3. Programme administrative information

Name programme in CROHO: B Human Resource Studies (B Personeelwetenschappen)
Orientation, level programme: Academic Bachelor
Grade: BSc
Number of credits: 180 EC
Specialisations: N.A.
Location: Tilburg
Mode of study: Full-time (instruction language is Dutch and partly English)
Registration in CROHO: 50755

Name of institution: Tilburg University
Status of institution: Government-funded University
Institution's quality assurance: Approved

4. Findings, considerations and assessments per standard

4.1 Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

The Bachelor Human Resource Studies is a research-based, multi-disciplinary, social sciences bachelor programme of Tilburg University. The programme is Dutch-taught with a number of courses in English.

The Bachelor Human Resource Studies programme is one of the programmes of Tilburg School of Social and Behavioral Sciences. The School offers bachelor, master and research master programmes in the social sciences. The management team of the School, being chaired by the Dean, is responsible for the quality of the programmes offered. The programme director and the programme coordinator manage the programme on the day-to-day basis. Lecturers in the programme are recruited from the Departments of Human Resource Studies, Organization Studies, Social Psychology, Sociology and Methodology and Statistics of the School and Tilburg Law School (TLS) and Tilburg School of Economics and Management (TISEM). The programme committee, being composed of both lecturers and students, advises programme management on the quality of the programme. The School's Examination Board has the responsibility to ensure the quality of examinations and assessments of this and the other School's programmes.

The objectives of the programme are to educate students to become *credible activists*, being pro-active human resource managers, who study employment relations from both the employer and the employee perspectives and who know how to balance the performance of organisations and employee performances, the latter ones being stated not only in economic terms but also in non-economic terms. The programme intends to teach students employment relationships at different levels and from different perspectives, being not only directed towards employee economic performances but also employee psychological and social well-being and development. The objectives of the programme are to educate students to understand the concepts and theories in this domain, but also to train students in academic, vocational and personal skills to take up human resource management positions in organizations. Of course, this may be the case after having completed one of the master programmes in this domain.

The programme is distinctly multi-disciplinary, addressing human resource studies, organization studies, sociology and (organizational) psychology, business economics and labour law. In addition, the programme is very much research-oriented. The programme also emphasizes academic and vocational skills development.

The programme objectives correspond to the requirements of the *Domain-specific frame of reference Organization Studies 2018*, which has been drafted by the Bachelor and Master Organization Studies and Bachelor and Master Human Resource Studies programmes of Tilburg University and by the Master Policy, Communication and Organization and the Master Culture, Organization and Management programmes of VU Amsterdam.

Students are educated to be able to proceed to the Tilburg University Master Human Resource Studies, but also to Master programmes Economics and Management, Psychology, Labour Law or Organization Studies of this or other universities. Students may enter the labour market, but this only rarely happens.

The programme objectives have been translated into the programme intended learning outcomes. These specify basic knowledge and understanding of concepts and theories of the disciplines mentioned above, application of this knowledge and understanding to cases and problems from practice, knowledge of and skills in research methods and statistics, academic and vocational skills, such as presentation, writing, advisory and interpersonal skills, evidence-based approaches of subjects in this field, critical reflection on the results of research, self-reflection and continuous personal development.

Programme management compared the intended learning outcomes to the Dublin descriptors for bachelor programmes, to show these to meet the bachelor level requirements.

The programme is unique in the Netherlands. Programmes in this domain are only offered by institutes for higher vocational education institutes (hbo). In comparison to these programmes, this programme takes distinctly academic and research-based approaches to human resource management subjects and problems.

Considerations

The panel regards the programme objectives to be sound and relevant. The objectives display relevant knowledge and understanding of the different levels of and various perspectives on employment relations and address organisation performances and efficiency and employee performances, the latter not only in economic terms but also in non-economic terms. The panel also welcomes the thorough research orientation of the programme. In addition, the panel is positive about students being trained in academic and vocational skills to perform as human resource experts in future.

The *credible activist* concept is appreciated by the panel as a relevant notion to summarise the objectives of the programme. The panel, however, advises to elaborate the concept and add specification to the concept, for it to serve better as the guiding principle of the programme. In addition, the panel recommends to consider changing the current label of the programme to bring the label closer to the programme contents and to attract more students.

The panel welcomes the domain-specific reference framework which has been drafted by the joint Dutch programmes in this field of study. The panel considers the programme objectives to meet this reference framework.

The panel considers the intended learning outcomes to be comprehensive, well-articulated and state-of-the-art. In the intended learning outcomes, the objectives of the programme have been clearly operationalised.

The panel regards the intended learning outcomes to correspond to the bachelor level.

Assessment of this standard

These considerations have led the assessment panel to assess standard 1, Intended learning outcomes, to be satisfactory.

4.2 Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

The average student influx between 2011 and 2017 was about 75 students per year. As a consequence of demographic trends, less students are expected to come from the Tilburg region. Therefore, programme management has introduced an international track in 2018, particularly meant for foreign students.

The programme takes three years to complete, the study load being 180 EC. Programme management drafted a comprehensive table with the relations of the intended learning outcomes to the curriculum components to show the curriculum meeting the programme intended learning outcomes. The curriculum of the programme has been organized through four learning paths, being strategic human resource management, organization behaviour and human resource practices, organization and society and professional and academic skills. The learning path strategic human resource management constitutes the core of the curriculum and studies employment relations from various disciplinary perspectives. The learning path organization behaviour and human resource practices explores the motivation, well-being and behaviour of employees in organizations. The learning path organization and society addresses the business and societal dimensions of human resource management. The learning path professional and academic skills is composed of the research methods and techniques courses and training of vocational skills such as presentation, writing and interpersonal skills. The curriculum comprises five courses addressing research methods and techniques (total of 30 EC), excluding the Bachelor thesis (12 EC). Part of this learning path are the *Strategy Scan*, allowing students to interview employees and managers and the internship, acquainting students with real-life organizations. The curriculum is predominantly composed of mandatory courses (162 EC) with general electives (18 EC) added in the third year. In these electives, students may take one of the minors offered or take courses abroad. The number of students going abroad, is about 20 students per year. Each of the courses is part of one of the four learning paths mentioned, allowing students to gain knowledge of and skills regarding these subjects. The first year courses introduce students to the key concepts and theories of the subjects mentioned in the learning paths. In the second year courses, students deepen their knowledge and understanding of these subjects. In the third year, students bring disciplinary knowledge together and address specific human resource subjects and issues. In all of the courses, students are presented a wide range of journal articles, exposing them to current research.

A total number of 35 staff are involved in the programme. In addition, 10 PhD candidates or junior teachers contribute to the programme. Lecturers in the programme are researchers of a wide range of Departments of Tilburg School of Social and Behavioral Sciences, among which the Departments of Human Resource Studies, Psychology, Methodology and Statistics, Organization Studies, Business, Law and Philosophy and Tilburg Law School (TLS), Tilburg School of Economics and Management (TISEM), and Tilburg School of Humanities and Digital Sciences (TSHD). The lecturers are experts in the fields they lecture in and are well-published in these fields. About 20 % of the staff are full professors. The proportion of lecturers having PhDs is about 91 %, excluding junior teachers.

About 71 % of the staff is BKO-certified, testifying to their educational qualities. Staff meet regularly to discuss the programme. In courses, two lecturers tend to teach. In their courses, lecturers refer to the relations with other courses in the curriculum. The lecturers' workload is quite demanding. Students are very positive about the lecturers.

The admission criteria for the programme are either a Dutch pre-university (vwo) diploma or a university or higher vocational institution (hbo) propaedeutic certificate or an equivalent prior education.

The programme adheres to the principles of the Tilburg Education Profile of Tilburg University, which aims for small-scale, activating and academic education, promoting vocational skills. The study methods include primarily lectures, working groups and practical sessions. All courses display more than one of these study methods. Both large-scale lectures and small-scale working groups or practical sessions are offered. The latter allow students to process and apply the knowledge acquired and to practice their skills. Lecturers use electronic study methods, such as knowledge clips and survey apps. The Faculty task group is in place to exchange information in this respect. The number of hours of face-to-face education are 10 to 11 hours per week in the first two years and about 6 hours per week in the third year. The students-to-staff ratio is little over 27 : 1. The programme may be regarded to be challenging, as the course contents are demanding and students have to study challenging journal articles. Generally, students do not face difficulties in the English-taught courses. The study load is adequate, but is unevenly spread across the curriculum. The programme is implementing the mentoring system, offering groups of 20 students guidance by the mentor, who guides them through the curriculum and assists them in case of study-related problems. Mentor groups remain intact for three years. The student success rates of the programme are on average about 50 % after three years and on average about 93 % after four years.

Considerations

The panel supports programme management intentions to keep the student influx numbers at the current levels or raise them further and supports also the programme management plans to offer an international track for foreign students.

The curriculum meets the intended learning outcomes. The panel is very positive about the curriculum. The contents of the courses definitely are high level. Relevant subjects are addressed in the courses and these subjects are discussed in-depth, especially in the later years of the curriculum. The study of journal articles in the courses is appreciated by the panel. The international and intercultural aspects of human resource management are adequately addressed. The curriculum is well-organized and is appropriately coherent. The panel noted students to be well-informed by lecturers about the curriculum coherence. In addition, the panel welcomes the substantial number of research methods and techniques courses and appreciates students being trained in vocational skills. The panel suggests to try and expand professional practice experiences by students in the curriculum.

The panel considers the lecturers to be both good researchers in their fields and effective as teachers. The panel notes the students to be positive about the lecturers. The generous proportions of lecturers being PhDs and being BKO-certified testify to their research and educational capabilities. The lecturers meet regularly to discuss the programme and to adjust the courses to each other. The panel suggests intensifying the lecturers' training on teaching vocational skills. In addition, the panel proposes to balance the gender diversity among the staff. As the lecturers' workload is quite demanding, the panel suggests to adjust this workload.

The programme educational concept and study methods are effective and allow students to gain the knowledge and skills required. The number of hours of face-to-face education and the students-to-staff ratio are satisfactory. The panel proposes to spread the study load more evenly across the curriculum. The mentoring system is adequate, but the panel proposes to intensify the mentor training. The student success rates of the programme are favourable.

Assessment of this standard

These considerations have led the assessment panel to assess standard 2, Teaching-learning environment, to be good.

4.3 Standard 3: Student assessment

The programme has an adequate system of student assessment in place.
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Findings

The programme examination and assessment rules are in line with the Tilburg School of Social and Behavioral Sciences assessment system and Tilburg University guidelines. As has been indicated, the School-wide Examination Board has the authority to monitor the quality of examinations and assessments of all the School's programmes, including this programme. One of the members of the Board is an external member. Two legal experts serve as secretaries to the Board. The Board publishes the School's Handbook for Constructing and Grading Exams, serving as the guide for examiners.

In nearly all of the courses, multiple examination methods are adopted. Examination methods include written examinations, with either multiple-choice questions or open-ended questions, individual and group assignments, papers and presentations. Students may get bonus points for presentations and assignments. Written examinations and group assignments are dominant examination methods in courses. Team work may, however, not exceed 50 % of the course grade. Programme management drafted the competency framework to assess vocational skills.

For the Bachelor thesis, students are offered subjects or topics by lecturers. Throughout the thesis drafting and writing process, students meet every two to three weeks in thesis circles, being small groups of students, to discuss the theses. Thesis circles are guided by the thesis supervisor. Students are to submit their thesis at one of the two fixed deadlines. The supervisor and the second reader assess the thesis separately and together come to the final grade of the thesis. They use the thesis scoring form, comprising a list of assessment criteria.

Programme management and the Examination Board have taken measures to promote the validity, reliability and transparency of examinations and assessments. The programme assessment plan has been drafted for the programme as a whole, specifying the relations of the intended learning outcomes and the examination methods. Examiners are appointed by the Examination Board, these examiners being required to be BKO-certified. Test matrices have been introduced for the course examinations, specifying the relations between the course goals and the examinations. Each of the course examinations and the model answers are drafted by examiners and are peer-reviewed by fellow-examiners. On behalf of the Examination Board, an ad-hoc committee inspects a number of examinations of the programme. Students are given model examinations. Students may inspect their own examinations. These procedures are much appreciated by students. The number of students' complaints are few. Papers and theses are screened for fraud and plagiarism. The Examination Board handles cases.

Considerations

Although the programme examination and assessment rules and regulations are appropriate, the panel recommends to formulate a clearer vision on assessment. The position and the responsibilities of the Examination Board are up to standard.

The examination methods adopted for the courses are adequate, as these meet the course goals and course contents. The panel welcomes the competency framework for assessment of vocational skills, at the same time encouraging programme management to elaborate this framework. The panel noted grades of 5.0 for vocational or personal skills to be allowed to be compensated for. Given the competency framework and the intended educational outcomes, the panel advises to require students to have a pass for these skills.

The panel considers the supervision and assessment processes of the Bachelor thesis to be up to standard. The concept and implementation of the thesis circles are welcomed by the panel. The panel suggests to ensure comparable levels of supervision among supervisors, as these levels may differ. Although the thesis scoring forms include relevant criteria and are comprehensive in this respect, the panel advises to add written comments to substantiate the assessments.

The measures taken to assure the validity, reliability and transparency of examinations and assessments are appropriate. Although the programme assessment plan is appreciated by the panel, the panel proposes to elaborate on the constructive alignment of the programme, linking intended learning outcomes, course goals and examinations.

Assessment of this standard

The considerations have led the assessment panel to assess standard 3, Student assessment, to be satisfactory.

4.4 Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel studied the examinations of a number of courses of the programme.

In addition, the panel reviewed fifteen Bachelor theses of the most recent years. The average grade for the theses was 7.5 both for the graduates of 2015/2016 and 2016/2017. Throughout the last five years, the average grade for the theses increased slightly. Bachelor theses are either literature reviews or are based on empirical research on existing data. At least part of the thesis should include empirical research.

The vast majority of the programme graduates continue their studies at master level. They opt for the Tilburg University Master Human Resource Studies programme, but also to related master programmes of this or other universities.

Considerations

The panel considers the course examinations, which the panel reviewed, to be very much up to standard and to be rather high level.

The Bachelor theses the panel studied, match the intended learning outcomes. Theses are literature reviews or based upon research of secondary data. The panel regards the theses in terms of contents and structure to be up to standard.

The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer a suitable preparation for programmes at master level. The range of master programmes, graduates are admitted to gives evidence of the graduates' knowledge and skills.

Assessment of this standard

The considerations have led the assessment panel to assess standard 4, Achieved learning outcomes, to be satisfactory.

5. Overview of assessments

Standard	Assessment
Standard 1. Intended learning outcomes	Satisfactory
Standard 2: Teaching-learning environment	Good
Standard 3: Student assessment	Satisfactory
Standard 4: Achieved learning outcomes	Satisfactory
Programme	Satisfactory

6. Recommendations

In this report, a number of recommendations by the panel have been listed. For the sake of clarity, these have been brought together below. These panel recommendations are the following.

- To add specification to the *credible activist* concept, for it to serve better as the guiding principle of the programme.
- To consider changing the current programme label to bring this closer to the programme contents and to attract more students.
- To try and expand experiences in the professional practice in the curriculum.
- To consider intensifying the lecturers' training on teaching vocational skills.
- To balance the gender diversity among the staff.
- To adjust the workload of the lecturers.
- To spread the study load more evenly across the curriculum.
- To intensify the mentor training.
- To formulate a clearer vision on assessment.
- To elaborate the competency framework for the vocational skills' assessments.
- To require students to have a pass for vocational and personal skills.
- To ensure comparable levels of supervision among supervisors of the Bachelor theses.
- To add written comments to the thesis scoring forms to substantiate the assessments.
- To elaborate on the constructive alignment in the programme, linking intended learning outcomes, course goals and examinations.