

**ECONOMICS AND BUSINESS**

NIJMEGEN SCHOOL OF MANAGEMENT

**RADBOUD UNIVERSITY**

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# CONTENTS

## **REPORT ON THE BACHELOR'S PROGRAMMES BUSINESS ADMINISTRATION AND ECONOMICS AND BUSINESS ECONOMICS AND THE MASTER'S PROGRAMMES BUSINESS ADMINISTRATION, ECONOMICS AND BEDRIJFSKUNDE OF THE RADBOUD UNIVERSITY 4**

ADMINISTRATIVE DATA REGARDING THE PROGRAMMES.....	4
ADMINISTRATIVE DATA REGARDING THE INSTITUTION.....	5
COMPOSITION OF THE ASSESSMENT PANEL.....	5
WORKING METHOD OF THE ASSESSMENT PANEL.....	6
SUMMARY JUDGEMENT.....	9
DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS.....	13
PROGRAMME SPECIFIC FINDINGS – BACHELOR'S PROGRAMMES.....	22
PROGRAMME SPECIFIC FINDINGS – MASTER'S PROGRAMMES.....	28
<b>APPENDICES .....</b>	<b>36</b>
APPENDIX 1: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE.....	37
APPENDIX 2: INTENDED LEARNING OUTCOMES.....	41
APPENDIX 3: OVERVIEW OF THE CURRICULUM.....	44
APPENDIX 4: PROGRAMME OF THE SITE VISIT.....	66
APPENDIX 5: THESES AND DOCUMENTS STUDIED BY THE PANEL.....	71

# REPORT ON THE BACHELOR'S PROGRAMMES BUSINESS ADMINISTRATION, AND ECONOMICS AND BUSINESS ECONOMICS AND THE MASTER'S PROGRAMMES BUSINESS ADMINISTRATION, ECONOMICS AND BEDRIJFSKUNDE OF THE RADBOUD UNIVERSITY

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point (September 2016).

## ADMINISTRATIVE DATA REGARDING THE PROGRAMMES

### **Bachelor's programme Business Administration**

Name of the programme:	Business Administration
CROHO number:	50645
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	Business Administration Business Economics Innovation & Entrepreneurship International Business Administration
Location(s):	Nijmegen
Mode(s) of study:	full time
Language of instruction:	Dutch, English
Expiration of accreditation:	31/12/2019

### **Bachelor's programme Economics and Business Economics**

Name of the programme:	Economics and Business Economics
CROHO number:	50950
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	Business Economics Financial Economics International Economics and Policy International Economics and Business
Location(s):	Nijmegen
Mode(s) of study:	full time
Language of instruction:	Dutch, English
Expiration of accreditation:	31/12/2019

### **Master's programme Business Administration**

Name of the programme:	Business Administration
CROHO number:	60644
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Marketing, Strategic Management International Management Organizational Design & Development Strategic Human Resource Management

Location(s):	Business Analytics and Modelling European Master System Dynamics Nijmegen
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	31/12/2019

### **Master's programme Economics**

Name of the programme:	Economics
CROHO number:	66401
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Accounting & Control Multinational Corporate Finance Financial Economics Economics & Policy International Economics & Business International Economics & Development
Location(s):	Nijmegen
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	31/12/2019

### **Master's programme Bedrijfskunde**

Name of the programme:	Bedrijfskunde
CROHO number:	75104
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	
Location(s):	Nijmegen
Mode(s) of study:	part time
Language of instruction:	Dutch
Expiration of accreditation:	01/01/2020

The visit of the assessment panel Economics and Business to the Nijmegen School of Management of the Radboud University took place on 18-21 February 2018.

## **ADMINISTRATIVE DATA REGARDING THE INSTITUTION**

Name of the institution:	Radboud University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

## **COMPOSITION OF THE ASSESSMENT PANEL**

The NVAO has approved the composition of the panel on 15 January 2018. The panel that assessed the bachelor's programmes Business Administration, and Economics and Business Economics, and the master's programmes Business Administration, Economics and Bedrijfskunde consisted of:

- Prof. D.M. (Dag Morten) Dalen, professor in Economics and provost and senior vice president of the BI Norwegian Business School in Oslo (Norway) [chair];

- Prof. H.C. (Harald) Gall, dean and professor in Software Engineering at the Faculty of Business, Economics and Informatics of the University of Zurich (Switzerland);
- Prof. M.W. (Marianne) Lewis, dean and professor in Management at Cass Business School (United Kingdom);
- Prof. dr. H. (Hans) van Ees, professor in Corporate Governance and Institutions and dean of University College of the University of Groningen;
- Samantha van den Hoek, BSc, master's student in Fiscal Economy and Fiscal Law at the University of Amsterdam [student member].

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. H. (Hans) van Ees, professor in Corporate Governance and Institutions and dean of University College of the University of Groningen [chair];
- Em. prof. dr. J.C. (Jan Kees) Looise, professor emeritus in Human Resource Management at the University of Twente;
- Prof. dr. J.W.B. (Jaap) Bos, professor in Finance at Maastricht University;
- Prof. dr. Marjolein Caniëls, professor in Organisational Learning at the Open University of the Netherlands.

The panel was supported by dr. B.M. (Barbara) van Balen, who acted as secretary.

## WORKING METHOD OF THE ASSESSMENT PANEL

This report presents the assessment of five programmes according to the NVAO framework for limited programme assessments. The assessment of two programmes, which will apply for initial accreditation is described in a separate report. The programme assessments took place as part of a broader exercise. It combined an initial accreditation review by AACSB of the Nijmegen School of Management (NSM) of Radboud University with the programme assessment of NVAO accredited programmes at NSM. The description of the working method reflects the approach to the entire accreditation exercise. This so-called 'combined AACSB/NVAO accreditation' was organised following the April 2015 AACSB-NVAO Agreement of cooperation. The combined AACSB-NVAO assessment at Radboud University is the fifth visit in which Dutch Business Schools and their programmes are assessed in accordance with both AACSB and NVAO quality standards. On behalf of QANU, this project is coordinated by its director, Sietze Looijenga. In accordance with the AACSB-NVAO Agreement and in close deliberation with NVAO, AACSB, the universities 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.

### *Preparation*

In preparation of the combined assessment, the NSM produced one Self Evaluation Report with annexes, which was organised according to the 15 AACSB standards for Initial Accreditation Review. Moreover, it produced five management summaries with additional information for limited programme assessments and two self-evaluation reports for the initial accreditation. Policy documents and materials such as the Teaching and Examination Regulations, the description of 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 panel, also called the Peer Review Team (PRT): the AACSB volunteers, the QANU director, the Dutch academic expert, the student member and the panel secretary met in Nijmegen on the Sunday before the site visit.

In this session the specific character of this combined accreditation exercise was presented, as well as the particular perspectives of the AACSB review and the NVAO limited programme assessments.

In establishing the quality of the programmes the panel has followed the assessment framework for limited programme assessments of higher education programmes in the Netherlands, as described in the NVAO publication of December 2016. This framework is used for institutions such as Radboud University, which successfully completed the institutional quality assurance assessment. The limited programme assessment is based on a discussion with peers regarding the content and quality of the programme. It focuses on four questions: (i) What is the programme aiming for? (ii) How does the programme achieve its objectives? (iii) How does the programme assess its performance? (iv) Are the objectives achieved? These questions have been translated into four standards: intended learning outcomes, teaching-learning environment, assessment and achieved learning outcomes.

The NVAO standard on achieved learning outcomes is tested by examining a sample of theses. For each programme the QANU project coordinator selected five theses among those approved in the academic years 2015-2016 and 2016-2017. The selection was based on variation in grades, specialisations and examiners involved. The theses reviewed are listed in Appendix 5. Such thesis review is not part of the AACSB accreditation exercise. This task was therefore outsourced to a thesis committee of four academic experts from the Netherlands. The chair of the thesis committee was also a member of the PRT. The theses were allocated per programme and according to the expertise of the individual expert. The experts reviewed and reported on the quality of the theses prior to the site visit. On the basis of their feedback, a report was drafted on the findings and considerations of the thesis committee in general and for each programme individually. The PRT verified these considerations on site and issued its own judgement on the basis of the findings of the thesis committee and the discussions during the site visit.

#### *Site visit*

The programme of the site visit was established and fine-tuned between NSM, AACSB, QANU and NVAO. The panel visited the NSM from Sunday 18 February until Wednesday 21 February 2018. On Sunday afternoon, the PRT had an internal discussion. At this meeting, panel members discussed their initial findings at the level of the faculty (AACSB) and of the programmes (NVAO), as well as the key issues they wanted to raise with the different stakeholders during the site visit. The programme featured an open office hour; nobody made use of this opportunity. The panel prepared its assessment of the seven programmes during two internal sessions on Monday evening and Tuesday morning. At the end of the site visit, the PRT chair and the Dutch expert member presented the main findings of the panel to the management. A detailed overview of the programme is provided in Appendix 4.

#### *Report*

After the site visit, the secretary wrote a draft version of this report and circulated it to the panel for review and feedback. The comments of the panel members were incorporated in a pre-final version, which was validated by the chair. This final draft was sent to the institution for a check on factual errors. The feedback from the institution was discussed in the panel who modified the text where it thought this was appropriate. The chair then established the final version of this report.

#### *Definition of judgements standards*

In accordance with the NVAO's Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of both the standards and the programme as a whole.

#### **Generic quality**

The quality that, in an international perspective, may reasonably be expected from a higher education Associate Degree, Bachelor's or Master's programme.



**Unsatisfactory**

The programme does not meet the generic quality standard and shows shortcomings with respect to multiple aspects of the standard.

**Satisfactory**

The programme meets the generic quality standard across its entire spectrum.

**Good**

The programme systematically surpasses the generic quality standard.

**Excellent**

The programme systematically well surpasses the generic quality standard and is regarded as an international example.



# SUMMARY JUDGEMENT

## *Introduction*

This document reports on the assessment of five academic degree programmes at the Nijmegen School of Management (NSM) of the Radboud University. The assessment was undertaken as part of a broader exercise combining the initial accreditation review of NSM by AACSB with the assessment of programme quality according to the NVAO framework for limited programme assessments.

The panel met a dedicated team of management, lecturers and students and appreciated the open atmosphere in the discussions. The information the panel received before and during the site visit was illuminating and complete. The panel felt it was able to make well-grounded assessments.

## *Standard 1 Intended learning outcomes*

The school aims to be a centre for academic knowledge that concerns the structure and performance and legitimacy of public, semi-public and private organisations. The combination of disciplines and perspectives within the School offers innovative opportunities for the critical disposition of societal issues from different perspectives and developing new approaches to these issues in teaching and research. The degree programmes offered by the Departments of Business Administration and Economics and Business that are assessed in this report obviously have distinctive profiles when comparing with other Business Administration and Economics degree programmes in the Netherlands. The programmes are offered by a school that combines a unique combination of disciplines, which enables a combined disciplinary and multidisciplinary approach. The aims of each programme are translated into intended learning outcomes. The five degree programmes submitted for accreditation are all of academic orientation. The panel considers that for each programme, the intended learning outcomes are sufficiently concrete with regard to content, level and orientation. They address all competencies and fit the subject-specific reference framework for the business and economics disciplines.

In preparation of the AACSB accreditation the NSM extended its quality assurance system with the Assurance of Learning (AOL) approach with the focus on programme learning outcomes. The panel appreciates the efforts undertaken in implementing AOL. In the view of the panel this will improve the quality of students' learning. The profile of NSM with its combination of disciplinary and multidisciplinary approaches and the focus on intervention-oriented social sciences is recognizable in all its programmes. The panel considers that in terms of intended learning outcomes, the five programmes are of comparable quality. As a result, the panel judges that standard 1, intended learning outcomes, is satisfactory across all programmes.

## *Standard 2 Teaching Learning Environment*

The two bachelor's programmes have a three-year, full-time programme consisting of six semesters. In each semester, students follow five courses (30 ECTS) divided over two blocks of two courses each and one course that is spread over the entire semester. In three semesters, the extended course is a project integrating the other courses in the semester. Each semester is devoted to a central theme and the courses per semester are aligned to that theme and each other, including the research methodology courses. The 60 EC curriculum of the master's programmes consists of 42 EC courses and a master thesis (18 EC). The master's programmes extend on the basis provided by the bachelor's programmes and offer several tracks or specialisations, except for the executive master's programme which is directed at specific target groups.

The didactical approach is based on the educational philosophy of Radboud University. This philosophy contains the following principles: motivating and challenging education, integration of education and research and sufficient contact hours in all phases of the programme. This means that in the courses the emphasis is on small groups, an intensive research-oriented programme and a variety of activating teaching methods. In the courses a combination of lectures and small-scale study groups is offered, as well as a close connection between knowledge acquisition, skill development and the application of knowledge and skills in projects.



The panel established that the curriculums are well structured. The NSM profile is visible in all programmes under review: the combination of a disciplinary and multidisciplinary approach and the focus on intervention oriented social sciences. The panel appreciates the didactical approach, which is in line with the educational philosophy of Radboud University and is of the opinion that the approach and the teaching forms are in line with the level and orientation of the programmes. The panel has established that the quantity and quality of the teaching staff of the NSM is of a sufficient level. It had some concerns about the seniority of the teachers for programmes in Economics and Business Economics, but is convinced that this question will be solved in the near future.

#### *Standard 3 Assessment*

The quality assurance system of NSM includes several elements and processes. Exam matrices are maintained to link programme-level objectives to course goals and exam elements per course. For every programme, an Education and Examination Regulation (EER) is established every year which describes the programme and the rights and responsibilities of the students. For all individual courses, the coordinators file a course dossier that consists of a course description, the examination and grading principles, the exam matrix, the student evaluation of the course and the teacher evaluation with improvement measures when they are needed. The panel has established that NSM has an active system for curriculum management, which enables continuous improvement. Each department in the school has its own Board of Examiners. These boards are therefore responsible for the quality of exams and the graduates of the programmes offered by its respective department. The Boards of Examiners assess the validity, content and level of the exams and theses. In addition, they assess the exams on issues such as variability and clarity of questions, grade distribution and availability of standard answers.

The panel established that the NSM has implemented an adequate quality assurance system which guarantees that intended learning outcomes for programmes are translated in learning outcomes for the courses and in the course exams. The panel also established that the school has an adequate assessment system, which is implemented in the programmes under review. The quality assurance system assures that the exams are valid, transparent and reliable. The panel furthermore finds the way the school documents the courses and the exams very thorough and transparent. The procedures and criteria for the assessment criteria are according to the panel adequate, however, and in this respect the panel follows the recommendations of the thesis committee, the thesis assessment forms can be improved by the addition and/or obligatory use of the subsection for feedback and recommendations by the examiners.

The panel finds that the Boards of Examiners are performing their legally mandated tasks sufficiently.

#### *Standard 4 Achieved learning outcomes*

The panel established that the intended learning outcomes for all programmes under review are adequately translated in learning lines, learning outcomes for the courses and in the course exams.

The panel has seen that the entire set of course exams, including the bachelor's, respectively the master's thesis, cover the intended learning outcomes of the programmes. The panel therefore concludes that it is guaranteed that graduates will have achieved the intended learning outcomes.

In order to gain insight in the achieved learning outcomes of students, the thesis committee, consisting of four academic experts from the Netherlands, studied a total of 37 theses, as well as the filled assessment forms belonging to these theses, across all programmes applying for (re-)accreditation. The committee reported that all theses fulfilled at least the minimum criteria one would expect of a final product of academic orientation at bachelor's or master's level. In general it agrees with the marking of the theses, although it would have graded some theses somewhat lower and some somewhat higher. The panel considers that across all NSM programmes under review, students who pass the thesis invariably achieve the intended learning outcomes and are therefore entitled to graduate. The curricula allow students/graduates to move on to a relevant degree

programme or find proper employment when they enter the labour market. The panel therefore issues a positive judgement on standard 4 for all programmes under review.

The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

*Bachelor's programme Business Administration*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
Overall conclusion	satisfactory

*Bachelor's programme Economics and Business Economics*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
Overall conclusion	satisfactory

*Master's programme Business Administration*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
Overall conclusion	satisfactory

*Master's programme Economics*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
Overall conclusion	satisfactory

*Master's programme Bedrijfskunde*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
Overall conclusion	satisfactory

The chair, prof. Dag Morten Dalen, and the secretary, dr. Barbara van Balen, 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: 8 June 2018

# DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS

## **Introduction**

This report covers the assessment of two bachelor's and three master's programmes, undertaken in the framework of the joint AACSB-NVAO accreditation visit. The AACSB accreditation looks into the performance of the entire Nijmegen School of Management (NSM). The visit is part of the initial accreditation process in which the School is evaluated on its alignment with the accreditation standards and receives consultative advice from experienced Peer Reviewers. All programmes under consideration were also submitted for re-accreditation by NVAO.

The underlying report, which the NSM will submit to NVAO as part of the accreditation process, takes on board some of the findings and considerations, which the panel issued for the purpose of the AACSB report, but are also relevant at programme level and for NVAO standards. Moreover, some issues regarding the four NVAO standards are addressed in a very similar way in each of the programmes. Hence the organisation of this reports in two sections: (i) general findings that apply across all programmes are presented per standard; (ii) specific findings are described per programme, and include the panel's considerations and conclusions on each of the five programmes.

Radboud University is a broad, international, student-oriented research university. The mission of Radboud University is to provide academic education and research. Radboud University aims to educate students in an international context and encourages them to engage in an independent quest for knowledge, realising that this quest will continue after they have completed their studies. Quality, involvement and clarity underpin the educational approach. The University aims to create a lively, successful research community, generating new insights and ideas that contribute to social, cultural and economic development across the full spectrum of academic disciplines, both nationally and internationally. Research feeds back into education; this close connection between education and research is the most important aspect of the University's pursuit of excellence.

Nijmegen School of Management is a centre for academic knowledge concerning the structure and performance of public, semi-public and private organisations. NSM engages in research and education in the seven disciplines of Business Administration, Economics, Environment and Society Studies, Human Geography, Political Science, Public Administration and Regional Planning. This distinctive combination of disciplines within the School provides the base for the School's profile. Within and between these disciplines, the School seeks to make high-level academic contributions based on combined disciplinary and multidisciplinary collaboration, to understanding and improving the effectiveness, efficiency and legitimacy of the institutional, organisational and management arrangements that are used in the governance of social and community systems. The degree programmes assessed in this report are offered by the Departments of Business Administration and Economics and Business Economics.

## General Findings and Considerations

### **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.

#### **Explanation:**

The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch qualifications framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or 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

### *Profile*

In the Self-evaluation Report of the Nijmegen School of Management is described that the school aims to be a centre for academic knowledge that concerns the structure and performance and legitimacy of public, semi-public and private organisations. The combination of disciplines and perspectives within the School offers innovative opportunities for the critical disposition of societal issues from different perspectives and developing new approaches to these issues in teaching and research. During the site visit the Dean of the School elaborated on the vision and approach connecting the seven disciplines within the school and introduced the concept of intervention oriented social sciences. All research and education within the school is focused at the understanding what policy and management is about. In this respect the degree programmes offered by the Departments of Business Administration and Economics and Business that are assessed in this report obviously have distinctive profiles when comparing with other Business Administration and Economics degree programmes in the Netherlands. The programmes are offered by a school that combines a unique combination of disciplines, which enables a combined disciplinary and multidisciplinary approach.

The five degree programmes submitted for accreditation are all of academic orientation and can be divided in two clusters: three-year Bachelor of Science (BSc) programmes prepare students either for a position on the labour market or a study at master level. One-year Master of Science (MSc) programmes target bachelor students from both the Netherlands and abroad. Admission is subject to entry qualifications and selection.

According to the self-evaluation report NSM updates its mission and revises its strategic plans every four years. NSM has a distinctive profile as a multidisciplinary business school that combines expertise from a broad set of areas, ranging from economics and business administration to human geography and spatial planning. This profile is consistent with its mission, saying that 'NSM delivers academic professionals with the combined disciplinary and multidisciplinary knowledge that is needed to understand and improve effectiveness, efficiency and legitimacy of public, semi-public and private organisations.' Mission and strategy are in line with the Radboud University policies and directions.

During the process of preparation of the visit and the site visit itself the panel understood that the school is in a process of working out a strategic plan. In the introductory meeting the dean gave a short presentation of the draft version of the plan. It confirms continuation of, and further strengthen the mission of NSM. Although the panel recognizes the strategic plan restates the current mission, it sees an unexploited potential in the way the school articulates a vision as a business school that distinguishes itself with an interdisciplinary approach and strong presence in relevant disciplines that are not often connected with business schools.

The panel noticed not only in the presented reports, but also during all discussions on site that all interviewees – management, staff and students – were very much aware of the specific profile of the school and its degree programmes and the focus on intervention oriented social sciences.

#### *Intended learning outcomes*

The aims of each programme are translated into intended learning outcomes, which are listed in the Teaching and Examination Regulations (TER). The intended learning outcomes of each programme submitted for accreditation are listed in Appendix 2 to this report. The panel established that the intended learning outcomes are of a sufficient level for an academic bachelor's respectively academic master's degree programme as described in the Dublin Descriptors in so far as knowledge and understanding, applying knowledge and understanding, making judgements, communication, and learning skills are concerned. The intended learning outcomes of the five programmes clearly indicate, according to the panel, that the programmes have an academic orientation. The panel has looked into the intended learning outcomes and compared these to the provisions of the subject-specific reference framework for economics and business. This framework, which is provided in Appendix 1, was drawn up by representatives of all economics and business faculties in the Netherlands and sets the standard for curriculum content and design in business and economics disciplines. According to the panel, the intended learning outcomes of the respective programmes under accreditation are in line with the subject-specific reference framework. Moreover, they constitute a good mixture of what students should know and how they should apply this knowledge.

#### *Assurance of learning*

The AACSB standard 'Assurance of Learning' (AOL) refers to processes demonstrating that students achieve the learning expectations for the programmes in which they participate. The panel believes the NSM has an active system for curriculum management, which enables continuous improvement. NSM has provided many specific examples of changes enacted in the recent past. The school has long experience in undertaking annual reviews of teaching and courses, with extensive engagement for students. The NSM has extended its approach with a system for AOL with a focus on learning outcomes. Each degree programme has a programme coordinator recruited from the academic staff, and produces an annual programme report, which is used by the programme committees to identify needs for improvements. The school is in the process of better integrating their AOL-system into the general quality assurance system that used to have a stronger focus on individual courses.

#### **General considerations**

The panel considers that for each programme, the intended learning outcomes are sufficiently concrete with regard to content, level and orientation. They address all competencies and fit the subject-specific reference framework for the business and economics disciplines. In preparation of the AACSB accreditation the NSM extended its quality assurance system with the AOL approach with the focus on programme learning outcomes. The panel appreciates the efforts undertaken in implementing AOL. In the view of the panel this will probably improve the quality of students' learning. The profile of NSM with its combination of disciplinary and multidisciplinary approaches and the focus on intervention-oriented social sciences is recognizable in all its programmes.

The panel considers that in terms of intended learning outcomes, the five programmes are of comparable quality. As a result, the panel judges that standard 1, intended learning outcomes, is satisfactory across all programmes.



**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.

**Explanation:**

The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum, and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). Programme-specific services and facilities are assessed, unless they involve institution-wide services and facilities already reported on during the institutional audit.

**General findings***Programmes*

The panel noticed that the two bachelor's programmes, which are assessed in this report, have the same structure. The three-year, full-time programme consists of six semesters. In each semester, students follow five courses (30 ECTS) divided over two blocks of two courses each and one course that is spread over the entire semester. In three semesters, the extended course is a project integrating the other courses in the semester. Each semester is devoted to a central theme and the courses per semester are aligned to that theme and each other, including the research methodology courses.

The 60 EC curriculum of the master's programmes consists of 42 EC courses and a master thesis (18 EC). The master's programmes extend on the basis provided by the bachelor's programmes and offer several tracks or specialisations, except for the executive master's programme which is directed at specific target groups.

*Didactical concept*

The didactical approach is based on the educational philosophy of Radboud University. This philosophy contains the following principles: motivating and challenging education, integration of education and research and sufficient contact hours in all phases of the programme. This means that in the courses the emphasis is on small groups, an intensive research-oriented programme and a variety of activating teaching methods. In the courses a combination of lectures and small-scale study groups is offered, as well as a close connection between knowledge acquisition, skill development and the application of knowledge and skills in projects. The teachers subscribe to the principle of 'theory and action based learning' that is characterized by a continuous interrelation between theory and practice. Theoretical and methodological concepts and insights are applied in case studies; subsequently there is feedback from practice to theory. During the site visit the undergraduate students confirmed that in particular in the projects the interrelation between theory and practice is discussed. They also recognized that theories and concepts are applied in case studies. The teaching methods are aimed at challenging the students to actively engage with study material; students work, for instance, on assignments in class. These activating teaching forms are appreciated by the students. According to the panel the didactical approach is in line with the profile and the objectives of the programmes. The panel finds the didactical approach and the teaching forms appropriate for the target groups and the level of the programmes.

*Feasibility and success rates*

All students with a Dutch VWO degree and a satisfactory grade for Mathematics are eligible to enrol in the bachelor's programmes. In order to maximise the likelihood of a good match between students and programme the programmes offer a study check for Dutch students. This study check contains a questionnaire on the student's background and study-choice process. Certain specific answers by the students (red flags) result in an invitation for an interview.



Admission to the post-propaedeutic phase of the bachelor's programme is granted to students with a positive binding study advice. The threshold for a binding study advice at the Radboud University is 42 EC, students who have achieved less than 42 of 60 EC after one year receive a negative binding study advice.

The policy of the NSM is that all first year students are assigned a mentor. This person is their lecturer for the first-year course Academic Skills. The completion rates of the bachelor's programmes indicate that the threshold of 70% graduation within four years will be achieved by the bachelor's programmes Business Administration and Economics and Business Economics. The panel also did not identify any specific obstacles in the curriculums, which would prevent the students to finish their studies in time.

The Master's programmes attract students from the Netherlands as well as from abroad. In order to be admitted students must meet one of the following options:

- An academic bachelor's degree in respectively Business Administration or Economics or a related discipline from a research university.
- A successfully completed pre-master's programme for university-transfer students (students who come from a different field of study).
- A successfully completed pre-master's programme for HBO transfer students.

Additionally students must have sufficient proficiency in English.

The executive master's programme has an additional requirement for admission: a minimum of three years of work experience.

Both departments offer pre-master programmes and report about a strong increase of premaster students. During the site visit was mentioned that measurements are taken to streamline the inflow in the premaster programmes, among others by providing arrangements with related Universities of Applied Sciences.

The panel noticed that a considerable percentage of the master's students take more than one year to graduate. This issue was discussed during the site visit, but the panel could not identify specific reasons for the delay.

#### *Teaching staff*

The panel has received a list of the involved teaching staff and their academic and professional qualifications, as well as the CV's of the teaching staff. Furthermore the panel had an interview with several members of the teaching staff. The majority of the staff has a PhD degree and holds a University Teaching Qualification (UTQ). The staff has a diverse cultural background, one third of the staff originates from outside the Netherlands. Besides quality certification, the evaluation of teacher performance is an integral element of the overall system of quality control. The panel has established that the school has an adequate Human Resources Policy and the quality and quantity of the teaching staff in the school is sufficient.

The panel has however some concerns about the seniority of the teaching staff for the programmes in Economics and Business Economics. It discussed these concerns with the representatives of the programme during the site visit, who confirmed that part of the teaching in this programme is done by PhD students and associated teachers (not PhD) not involved in research. According to the representatives this situation will change in short time. The NSM is in the process of recruiting and appointing new assisted professors for the department of Economics and Business. The panel has confidence that this question will be solved in the near future.

Evaluation results (NSE) indicate that students are satisfied with the quality and quantity of the teaching staff, which is confirmed by the students interviewed during the site visit. When asked what could be improved the students mentioned that some staff members could improve their presentation skills and English proficiency.



### General Considerations

The panel established that the curriculums are well structured. The NSM profile is visible in all programmes under review: the combination of a disciplinary and multidisciplinary approach and the focus on intervention oriented social sciences.

The panel appreciates the didactical approach, which is in line with the educational philosophy of Radboud University and is of the opinion that the approach and the teaching forms are in line with the level and orientation of the programmes.

The panel has established that the quantity and quality of the teaching staff of the NSM is of a sufficient level. It had some concerns about the seniority of the teachers for the Economics and Business programmes, but is convinced that this question will be solved in the near future.

#### **Standard 3: Student assessment**

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

#### **Explanation:**

The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

### General findings

In the self-evaluation report of NSM, composed for the AACSB accreditation, is described that the quality assurance of the learning goals starts with a vision document in which the study programme defines its ambitions and goals. These objectives (or 'end qualifications') are the basis for designing curricula. The quality assurance system includes several elements and processes. Exam matrices are maintained to link programme-level objectives to course goals and exam elements per course. For every programme, an Education and Examination Regulation (EER) is established every year and communicated to teachers, current and prospective students and other interested parties. The EER describes the programme (objectives, courses, forms of examination, admission requirements). In the EER the rights and responsibilities of the students and the programme are elaborated. For all individual courses, the coordinators file a course dossier that consists of a course description, the examination and grading principles, the exam matrix, the student evaluation of the course and the teacher evaluation with improvement measures when they are needed. The programme coordinator collects the course dossiers in writing the evaluation of the programme. The evaluations and the underlying course dossiers are reviewed and discussed in the programme committees.

The assurance of learning system that the school uses to collect data and to assess whether the objectives are achieved is also extensively described in the self-evaluation report. The panel has established that NSM has an active system for curriculum management, which enables continuous improvement. NSM has provided, both in the self-evaluation report, as well as during the site-visit, many specific examples of changes enacted in the recent past. The school has long experience in undertaking annual reviews of teaching and courses, with extensive engagement of students. Each programme has a programme coordinator, who collect evaluations, discusses courses and evaluation with faculty and produces an annual report, which is used by the programme committees to identify needs for improvements. The panel noticed that the focus of evaluation and improvements has been on the individual courses, it recommends to have more attention for the evaluation of the entire curriculum.

During the site visit the panel had access to several course dossiers, which are as described above as an integral part of the quality assurance system of the school. The panel was impressed by the thoroughness of these dossiers. The panel established that in the process of construction of exams peer-review was applied. According to the panel the exams were valid and reliable.

Each Department in the school has its own Board of Examiners. These boards are therefore responsible for the quality of exams and the graduates of the programmes offered by its respective department. The Boards of Examiners assess the validity, content and level of the exams and Bachelor's theses. In addition, they assess the exams on issues such as variability and clarity of questions, grade distribution and availability of standard answers. On the basis of the exam assessments, the Boards of Examiners suggest improvements to the examiners relating to the examination. The boards ultimately have the authority to discharge the examiner. The boards also yearly check the quality of bachelor's and master's theses by an independent reading and grading by each of the board members of a selection of the theses. The findings are discussed in regular board meetings and compared to the grades that students actually received for their theses, providing a cross-check on the quality of grading as well. In addition, the Boards of Examiners evaluates the general procedure for writing a bachelor's or master's thesis. All findings of the boards are communicated to the coordinators, discussing options for further improvement. Finally, the Boards of Examiners investigate fraudulent behaviour of students with regard to examination and decides on sanctions if fraud is considered proven. According to the panel, the Boards of Examiners (BoE) are performing their legally mandated tasks adequately.

Most exams are written by more than one teacher in which case they peer-review each other's questions, thus ensuring a first control of the level and quality of the exam and its relation to the intended learning outcomes. In the rare instance an exam is compiled by one teacher, another teacher is always explicitly appointed as the peer reviewer of the exam. The grading of the theses is done by two independent examiners via a standardised form. In case the two examiners have a disagreement about the grade that cannot be resolved, a third, senior, examiner performs another independent examination of the thesis. The grade proposed by the third examiner is binding in such cases.

The thesis committee assessed a selection of bachelor's and master's theses and the accompanying assessment forms and noticed that the some assessment forms were not very clear or fully completed, in particular not by the second examiner. The committee recommends to add a subsection to the assessment form for feedback and recommendations by the examiners.

### **General Considerations**

The panel established that the NSM has implemented an adequate quality assurance system which guarantees that intended learning outcomes for programmes are translated in learning outcomes for the courses and in the course exams. The panel also established that the Nijmegen School of Management has an adequate assessment system, which is implemented in the programmes under review. The quality assurance system assures that the exams are valid, transparent and reliable. The panel furthermore finds the way the school documents the courses and the exams very thorough and transparent.

The procedures and criteria for the assessment criteria are according to the panel adequate, however, and in this respect the panel follows the recommendations of the thesis committee, the thesis assessment forms can be improved by the addition of a subsection for feedback and recommendations by the examiners.

The panel finds that the Boards of Examiners are performing their legally mandated tasks sufficiently.

#### **Standard 4: Achieved learning outcomes**

The programme demonstrates that the intended learning outcomes are achieved.

#### **Explanation:**

The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in post-graduate programmes.



## General findings

The Assurance of Learning System the school has implemented include the development of exam matrices which show the relationships between learning lines, courses and forms of examination. The panel established that the intended learning outcomes for all programmes under review are adequately translated in learning lines, learning outcomes for the courses and in the course exams.

The panel has seen that the entire set of course exams, including the bachelor's, respectively the master's thesis, cover the intended learning outcomes of the programmes. The panel therefore concludes that it is guaranteed that graduates will have achieved the intended learning outcomes.

In order to gain insight in the achieved learning outcomes of students, the thesis committee consisting of four academic experts from the Netherlands studied a total of 37 theses, as well as the filled assessment forms belonging to these theses, across all programmes applying for (re-)accreditation. The committee was tasked to check whether each thesis fulfilled the minimum criteria to pass and if the score given by the assessor(s) was adequate.

QANU made a selection of theses out of the lists provided by NSM of the graduates in 2015-2016 and 2016-2017. The principles underlying the selection were: a division of above standard (>8,5), standard quality (7 – 8,4) and below standard (< 7). After approval of the selection by the chair of the thesis committee, the theses and the assessment forms were provided by the school and divided to the committee members on basis of their expertise. The committee members were asked to make up a short report about each of the assessed theses. In some of the cases the committee member doubted about the assessment by the school. The concerning theses were reassessed by another committee member.

The committee reported that all theses fulfilled at least the minimum criteria one would expect of a final product of academic orientation at bachelor's or master's level. In general it agrees with the marking of the theses, although it would have graded some theses somewhat lower and some somewhat higher. According to the committee the structure of the thesis process and the supervision of the theses is adequate. It has some general remarks concerning the theses:

- Research questions are often too broad, supervisors should stimulate to define a question that can be studied in the time given for a bachelor's thesis.
- The chosen subjects are mostly not very challenging. The committee would advise to stimulate students to reflect on the relevance of their research in the thesis.
- The research cycle is in many cases not completed. It would, in the view of the committee, help to put more emphasis on reflection.

The majority of the graduates of the bachelor's programmes continue their studies in a master's programme, either in the same discipline, in NSM, in a master's programme at Radboud University or at another university.

According to the self-evaluation report research among alumni of the Business Administration (BA) and Economics (EC) programmes of NSM shows that they are successful regarding their entrance into the job market. Figures show that 53% of the BA master's students and 58% of the EC master's students have previously found a job at the time of their graduation; six months after graduation, these figures have increased to 91% and 95%, respectively. Data also show that 82% of the NSM graduates are (very) satisfied with their job. The panel had during the site visit a meeting with alumni. It was very impressed by the way the school keeps contact with the alumni and by the efforts the school takes to organise involvement of the labour market and the working field in the programmes. Each department has its own advisory board and representatives of these advisory boards told the panel that their input is taken seriously and often leads to adjustments and improvements of the programme. Alumni and members of the advisory board were, referring to their experience with (other) graduates of the school, very positive about the performance of graduates in actual practice.

**General considerations**

The panel considers that across all NSM programmes under review, students who pass the thesis invariably achieve the intended learning outcomes and are therefore entitled to graduate. The curricula allow students/graduates to move on to a relevant degree programme or find proper employment when they enter the labour market. The panel therefore issues a positive judgement on standard 4 for all programmes under review.

# PROGRAMME SPECIFIC FINDINGS – BACHELOR'S PROGRAMMES

## Bachelor's programme Business Administration

### **Standard 1: Intended learning outcomes**

#### **Findings**

The profile of the bachelor's programme in Business Administration is focused on social processes in organizations and management, it has a social science orientation, takes an integrated approach to Business Administration and an active interest in intervention, and offers the full spectrum of research methodology. The programme prepares students for a master's programme in Business Administration. The teaching is linked to the research programme, entitled 'The Responsible Organization'. The programme offers three tracks: Business Administration, International Business Administration (IBA), and Business Economics (in cooperation with the bachelor programme in Economics). All tracks are grounded in a multidisciplinary approach. Issues related to management and organization are studied from several disciplines, such as Psychology, Sociology and Economics, and inter-disciplines, such as systems theory, institutional theory and organization theory. This approach allows the integrated examination of numerous aspects of complex issues, both in the academic world and in professional practice. The IBA track furthermore focusses on international aspects of business administration, whereas the business economics track has a specific focus on accounting and financial aspects of business administration. In order to do more justice to the specific profile of the IBA track the Nijmegen School of Management applied for a separate bachelor's programme International Business Administration. The panel established that the profile of the bachelor's programme Business Administration is in line with the mission and focus of NSM.

This profile is translated into intended learning outcomes (see appendix 2). The panel established that the intended learning outcomes are of a sufficient level for an academic bachelor's degree programme as described in the Dublin Descriptors. The intended learning outcomes clearly indicate, according to the panel, that the programme has an academic orientation. Furthermore, the panel compared the learning goals and intended learning outcomes to the provisions of the subject-specific reference framework for economics and business. According to the panel, the intended learning outcomes of the Business Administration programme are in line with the subject-specific reference framework.

#### **Considerations**

The panel's general considerations on intended learning outcomes apply fully to this bachelor's programme Business Administration.

*Bachelor's programme Business Administration:* the panel assesses Standard 1 as 'satisfactory'.

### **Standard 2: Teaching-learning environment**

#### **Findings**

The panel's general findings on the teaching-learning environment are valid for this bachelor's programme. The curriculum covers all aspects of Business Administration with an explicit focus on the social and societal processes and their fundamental role in organizations and relations with their stakeholders. These processes are approached from a social science perspective: students learn to understand what organizations are by seeing them as social systems interacting with their business ecosystem, as institutions and in relation to their stakeholders.

The three-year, full-time programme consists of six semesters. In each semester, students follow five courses (30 ECTS) divided over two blocks of two courses each and one course that is spread over the entire semester. In three semesters, the extended course is a project integrating the other

courses in the semester. Each semester is devoted to a central theme and the courses per semester are aligned to that theme and each other, including the research methodology courses. The programme makes use of different teaching methods and environments, such as lectures, tutorials, individual supervision, supervised and non-supervised practical work, seminars, and a management game. Although students receive lectures in large groups, small-scale forms of teaching prevail. Another didactic principle is that academic teaching is related to research. In years 2 and 3, there are the specialisations in Business Administration and Business Economics, which have different curricula beginning in the second semester of the second year, and the specialisation in International Business Administration, which has its own programme.

Most courses are taught by faculty members who are active researchers. The majority of the teaching staff has a PhD and holds a UTQ. The staff's professionalism, the quality of courses and of the programme as a whole are guaranteed by a system of quality control. All course coordinators finalize a course dossier at the end of their teaching period. Course evaluations are discussed with the responsible chair holder, and the Programme Committee and Vice-dean of Education monitor the quality of courses. Evaluation results (NSE) indicate that students are satisfied with the quality and quantity of the teaching staff, which is confirmed by the students interviewed during the site visit. When asked what could be improved the students mentioned that some staff members could improve their presentation skills and English proficiency. The panel has established that the school has an adequate Human Resources Policy and the quality and quantity of the teaching staff for this bachelor's programme is sufficient.

### **Considerations**

The panel's general considerations concerning the teaching learning outcomes apply fully to the bachelor's programme Business Administration.

*Bachelor's programme Business Administration:* the panel assesses Standard 2 as 'satisfactory'.

### **Standard 3: Student assessment**

#### **Findings**

The panel's general findings on the assessment system and the Board of Examiners are valid for this bachelor's programme Business Administration. The quality of the exams is ensured by the Board of Examiners and is regulated by the Education and Examination Regulations (EER), which is updated annually. Course coordinators match the form of examination to the learning goals of the individual courses. They often use combinations of examination forms, such as written exams (open and/or closed questions), paper assignments, and assignment portfolio's. Every course grade is determined by individual assessments for at least 50% of the grade to ensure that every student meets the course and curriculum goals.

Most exams are written by more than one teacher in which case they peer-review each other's questions, thus ensuring a first control of the level and quality of the exam and its relation to the intended learning outcomes. In the rare instance an exam is compiled by one teacher, another teacher is always explicitly appointed as the peer reviewer of the exam. The grading of bachelor's theses is done by two independent examiners via a standardised form. In case the two examiners have a disagreement about the grade that cannot be resolved, a third, senior, examiner performs another independent examination of the thesis. The grade proposed by the third examiner is binding in such cases. The thesis committee assessed a selection of bachelor's theses and the accompanying assessment forms and noticed that the some assessment forms were not very clear or fully completed, in particular not by the second examiner. The committee recommends to add a subsection for feedback and recommendations by the examiners to all thesis forms and see to it that this subsection is used.

The self-evaluation report indicates course dossiers, in which the documentation of exams is included, as an integral part of the quality assurance system of the school. During the site visit the



panel had access to a number of course dossiers and was impressed by the thoroughness and transparency of these dossiers.

### **Considerations**

The panel's general considerations concerning student assessment apply fully to the bachelor's programme Business Administration.

*Bachelor's programme Business Administration:* the panel assesses Standard 3 as 'satisfactory'.

### **Standard 4: Achieved learning outcomes**

The panel established that the intended learning outcomes for the bachelor's programme Business Administration are adequately translated in learning lines, learning outcomes for the courses and in the course exams. The panel has seen that the entire set of course exams, including the bachelor thesis, cover the intended learning outcomes of the programme. The panel therefore concludes that it is guaranteed that graduates will have achieved the intended learning outcomes.

To assess whether the programme meets the requirements for standard 4 the panel also reviewed a selection of theses. The five theses were selected by the QANU project manager out of the theses finalised in the last two academic years. As mentioned in the description of the panel's working method the thesis review was outsourced to a thesis committee of four academic experts. The chair of the thesis committee was also a member of the panel. The experts reviewed and reported on the quality of the theses and their evaluation prior to the site visit. The panel agreed to the findings and conclusions of the thesis committee.

The thesis committee reviewed nine theses of the bachelor's programme Business Administration including five theses of the track International Business Administration. It assesses all theses as sufficient. In general the committee agrees with the marking of the theses, although it would have graded some theses somewhat lower and some somewhat higher. According to the thesis committee all theses meet the criteria and the level that can be expected from a bachelor's thesis.

The majority of the graduates of the bachelor's programme continue their studies in a master's programme, either in the same discipline, in NSM, in a master's programme at Radboud University or at another university.

### **Considerations**

The panel's considerations concerning the achieved learning outcomes fully apply to the bachelor's programme Business Administration.

*Bachelor's programme Business Administration:* the panel assesses Standard 4 as 'satisfactory'.

### **Overall conclusion**

The panel assesses the *bachelor's programme Business Administration* as 'satisfactory'.

## **Bachelor's programme Economics and Business Economics**

### **Standard 1: Intended learning outcomes**

#### **Findings**

The Bachelor of Economics and Business Economics programme offers students a solid education in traditional economics, but also introduces institutional, social, psychological, historical and ethical perspectives on important economic issues. In other words, it is geared more towards solving today's real-world problems, and less towards advancing the foundations of mainstream economic theory. As such, the programme represents the current pluralism within the discipline of economics. This approach is called Economics+.



In this approach the bachelor's programme connects to the mission of NSM: to deliver academic professionals with the combined disciplinary and multidisciplinary knowledge needed for understanding and improving the effectiveness, efficiency and legitimacy of public, semi-public and private organizations.

In the first year of the bachelor Economics and Business Economics students enrol in a Dutch language programme (Economie en Bedrijfseconomie) or in an English-language programme (Economics). After one and a half year of the bachelor's programme, students in the Dutch programme specialize in one of three bachelor's tracks: Business Economics, Financial Economics or International Economics and Policy. In Business Economics students are taught skills and knowledge that are needed to become an expert in corporate financial management. In Financial Economics students are taught about the functioning of financial markets and the financial products sold by banks and insurance companies that help firms and organizations to mitigate the effects of financial markets on their financial situation. In International Economics and Policy students are taught about differences in economic development between countries, how markets operate in different parts of the world and aspects of human decision-making concerning the alternative uses of resources.

The profile of the programme is translated into ten intended learning outcomes. The panel established that the intended learning outcomes are of a sufficient level for an academic bachelor's degree programme as described in the Dublin Descriptors. The intended learning outcomes clearly indicate, according to the panel, that the programme has an academic orientation.

Furthermore, the panel compared the learning goals and intended learning outcomes to the provisions of the subject-specific reference framework for economics and business. According to the panel, the intended learning outcomes of the bachelor's programme Economics and Business Economics are in line with the subject-specific reference framework.

### **Considerations**

The panel's considerations concerning the intended learning outcomes fully apply to the programme Economics and Business Economics.

*Bachelor's programme Economics and Business Economics:* the panel assesses Standard 1 as 'satisfactory'.

## **Standard 2: Teaching-learning environment**

### **Findings**

The panel's general findings on the teaching-learning environment are valid for this bachelor's programme. The three-year, full-time programme consists of six semesters. In each semester, students follow five courses (30 ECTS) divided over two blocks of two courses each and one course that is spread over the entire semester. In three semesters, the extended course is a project integrating the other courses in the semester. Each semester is devoted to a central theme and the courses per semester are aligned to that theme and each other, including the research methodology courses.

The didactic concept is based on the combination of lectures and small-scale study groups, as well as a close connection between knowledge acquisition, skill development and the application of theoretical knowledge and practical skills in projects. Most teaching is done in face-to-face settings. Courses combine written--and in some courses oral--examinations with assignments, allowing students to apply knowledge that is offered. All bachelor's programmes include at least fifteen hours of face-to-face instruction per week in each semester. Remaining study hours involve collaborative work in student team and self-study (assignments, literature and lecture preparation). The Department of Economics and Business Economics aims to create an informal, small-scale learning community of professional lecturers, researchers and students. Quality management is important. Courses and programmes are evaluated in the Programme Committee to improve quality of teaching



and learning. Staff and students also meet once a year in a jamboree to discuss topics concerning the bachelor's programme (JOE: Jaarlijks Overleg Economen). In year one and two, the programme has a tutoring system where each student is assigned a mentor who is part of the teaching staff. In case of problems that go beyond the scope of the mentor, students can also turn to their student counsellor.

The panel has received a list of the involved teaching staff and their academic and professional qualifications, as well as the CV's of the teaching staff. Furthermore the panel had an interview with several members of the teaching staff. The panel has some concerns about the seniority of the teaching staff for the Economics and Business Economics programme. It discussed these concerns with the representatives of the programme during the site visit, who confirmed that part of the teaching in this programme is done by PhD students and associated teachers (not Ph.D) not involved in research. According to the representatives this situation will change in short time. The NSM is in the process of recruiting and appointing new assisted professors for the department of Economics and Business. The panel has confidence that this question will be solved in the near future.

### **Considerations**

The panel's considerations concerning teaching learning environment apply to the bachelor's programme Economics and Business Economics. The panel is convinced that the curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes, although it has some concerns regarding the seniority of the staff for this programme. It recommends the management of the school to speed up in recruiting and appointing new assistant professors for the Department.

*Bachelor's programme Economics and Business Economics: the panel assesses Standard 2 as 'satisfactory'.*

### **Standard 3: Student assessment**

#### **Findings**

The panel's general findings on the assessment system and the Board of Examiners are valid for this bachelor's programme Economics and Business Economics.

The quality of the exams is ensured by the Board of Examiners and is regulated by the Education and Examination Regulations (EER), which is updated annually. Course coordinators match the form of examination to the learning goals of the individual courses. They often use combinations of examination forms, such as written exams (open and/or closed questions), paper assignments, and assignment portfolio's. Every course grade is determined by individual assessments for at least 50% of the grade to ensure that every student meets the course and curriculum goals.

Most exams are written by more than one teacher in which case they peer-review each other's questions, thus ensuring a first control of the level and quality of the exam and its relation to the intended learning outcomes. In the rare instance an exam is compiled by one teacher, another teacher is always explicitly appointed as the peer reviewer of the exam. The grading of bachelor's theses is done by two independent examiners via a standardised form. In case the two examiners have a disagreement about the grade that cannot be resolved, a third, senior, examiner performs another independent examination of the thesis. The grade proposed by the third examiner is binding in such cases. The thesis committee assessed a selection of bachelor's theses and the accompanying assessment forms and noticed that some assessment forms were not very clear or fully completed, in particular not by the second examiner. The committee recommends to add a subsection for feedback and recommendations by the examiners.

The self-evaluation report indicates course dossiers, in which the documentation of exams is included, as an integral part of the quality assurance system of the school. During the site visit the panel had access to a number of course dossiers and was impressed by the thoroughness and transparency of these dossiers.

## **Considerations**

The panel's general considerations concerning student assessment apply fully to the bachelor's programme Business Administration.

*Bachelor's programme Economics and Business Economics:* the panel assesses Standard 3 as 'satisfactory'.

## **Standard 4: Achieved learning outcomes**

### **Findings**

The panel established that the intended learning outcomes for the bachelor's programme Economics and Business Economics are adequately translated in learning lines, learning outcomes for the courses and in the course exams. The panel has seen that the entire set of course exams, including the bachelor thesis, cover the intended learning outcomes of the programme. The panel therefore concludes that it is guaranteed that graduates will have achieved the intended learning outcomes.

To assess whether the programme meets the requirements for standard 4 the panel also reviewed a selection of theses. The theses were selected by the QANU project manager out of the theses finalised in the last two academic years. As mentioned in the description of the panel's working method the thesis review was outsourced to a thesis committee of four academic experts. The chair of the thesis committee was also a member of the panel. The experts reviewed and reported on the quality of the theses and their evaluation prior to the site visit. The panel agreed to the findings and conclusions of the thesis committee.

The thesis committee reviewed nine theses of the bachelor's programme Economics and Business Economics including five theses of the track International Economics and Business. It assesses all theses as sufficient. In general the committee agrees with the marking of the theses, although it would have graded some theses somewhat lower and some somewhat higher. According to the thesis committee all theses meet the criteria and the level that can be expected from a bachelor's thesis.

The majority of the graduates of the bachelor's programme continue their studies in a master's programme, either in the same discipline, in NSM, in a master's programme at Radboud University or at another university.

## **Considerations**

The panel's considerations concerning the achieved learning outcomes fully apply to the bachelor's programme Economics and Business Economics.

*Bachelor's programme Economics and Business Economics:* the panel assesses Standard 4 as 'satisfactory'.

## **Overall conclusion**

The panel assesses the *bachelor's programme Economics and Business Economics* as 'satisfactory'.



# PROGRAMME SPECIFIC FINDINGS – MASTER’S PROGRAMMES

## Master’s programme Business Administration

### **Standard 1: Intended learning outcomes**

#### **Findings**

The master programme in Business Administration offers eight specializations grounded in a multidisciplinary approach. Issues related to management and organization are studied from several disciplines, such as Psychology, Sociology and Economics, and inter-disciplines, such as systems theory, institutional theory and organization theory. The programme offers the following specializations: Strategic management, Marketing, Organizational Design and Development, Strategic Human Resources Leadership, International Management, Business Analysis Modelling, Innovation and Entrepreneurship and Gender Equality, diversity and inclusion in Management. The social science orientation and the focus on social processes and interventions in those processes in organizations are distinctive features of the master’s programme.

In the management summary is described that that students graduate as independent academics whose attitudes and practices are characterized by a social science orientation to organizational problems. The master’s programme is an English taught program. The graduates are qualified to work in a wide range of professional contexts where the ability to think and act in a distinctly academic, abstract and critical fashion is required in order to contribute to improving the performance of organizations, creating sustainability in an economic, environmental, and social sense

The profile of the programme is translated in intended learning outcomes, which are listed in appendix 2. The panel established that the intended learning outcomes are of a sufficient level for an academic master’s degree programme as described in the Dublin Descriptors. The intended learning outcomes clearly indicate, according to the panel, that the programme has an academic orientation.

Furthermore, the panel compared the learning goals and intended learning outcomes to the provisions of the subject-specific reference framework for economics and business. According to the panel, the intended learning outcomes of the master’s programme Business Administration are in line with the subject-specific reference framework.

#### **Considerations**

The panel’s considerations concerning the intended learning outcomes fully apply to the master’s programme Business Administration.

*Master’s programme Business Administration: the panel assesses Standard 1 as ‘satisfactory’.*

### **Standard 2: Teaching-learning environment**

#### **Findings**

The 60 EC curriculum consists of four theme-based courses within the specialization (each course is 6 EC), one advanced research methods course (also 6 EC), two electives (6 EC each), and a master thesis (18 EC). The programme is based on the following didactic principles: linking academic teaching and research, theory and action-based learning, challenging and stimulating students, and small-scale forms of teaching.

Master’s courses are taught by faculty members who are active researchers and use their knowledge and skills to familiarize students with the most up-to-date insights and debates in their fields of expertise, connected to the Responsible Organization research programme. Students are increasingly

involved in staff research projects. The programme has an integrated approach, i.e. all specializations connect their specialized questions and themes to the broader field of Business Administration.

The panel has received a list of the involved teaching staff and their academic and professional qualifications, as well as the CV's of the teaching staff. Furthermore the panel had an interview with several staff members. The staff involved in the teaching of master's programme has a PhD degree and holds a UTQ. Besides quality certification, the evaluation of teacher performance is an integral element of the overall system of quality control. The panel has established that the school has an adequate Human Resources Policy and the quality and quantity of the teaching staff in the school is sufficient.

### **Considerations**

The panel's considerations concerning the teaching learning environment fully apply to the master's programme Business Administration.

*Master's programme Business Administration:* the panel assesses Standard 2 as 'satisfactory'.

### **Standard 3: Student assessment**

The panel's general findings on the assessment system and the Board of Examiners are valid for this master's programme Business Administration. The quality of the exams is ensured by the Board of Examiners and is regulated by the Education and Examination Regulations (EER), which is updated annually. Course coordinators match the form of examination to the learning goals of the individual courses. They often use combinations of examination forms.

Most exams are written by more than one teacher in which case they peer-review each other's questions, thus ensuring a first control of the level and quality of the exam and its relation to the intended learning outcomes. In the rare instance an exam is compiled by one teacher, another teacher is always explicitly appointed as the peer reviewer of the exam.

Every student has the right to a supervisor from the degree programme when writing his or her Master's thesis. This supervisor is also the first evaluator of the thesis. In addition, the thesis is reviewed by a second assessor, who is on the staff of one of the departments involved in the degree programme. This second assessor must have a PhD from an accredited university. If the first assessor is not on the staff of one of the departments involved in the degree programme, the Examining Board must approve this appointment.

The grading of master's theses is done by two independent examiners via a standardised form. In case the two examiners have a disagreement about the grade that cannot be resolved, a third, senior, examiner performs another independent examination of the thesis. The grade proposed by the third examiner is binding in such cases. The thesis committee assessed a selection of theses and the accompanying assessment forms and noticed that some assessment forms were not very clear or fully completed, in particular not by the second examiner. The committee recommends to add a subsection for feedback and recommendations by the examiners.

### **Considerations**

The panel's considerations concerning student assessment fully apply to the master's programme Business Administration.

*Master's programme Business Administration:* the panel assesses Standard 3 as 'satisfactory'.

### **Standard 4: Achieved learning outcomes**

The panel established that the intended learning outcomes for the master's programme Business Administration are adequately translated in specialisations, learning outcomes for the courses and in the course exams. The panel has seen that the entire set of course exams, including the master



thesis, cover the intended learning outcomes of the programme. The panel therefore concludes that it is guaranteed that graduates will have achieved the intended learning outcomes.

To assess whether the programme meets the requirements for standard 4 the panel also reviewed a selection of theses. The theses were selected by the QANU project manager out of the theses finalised in the last two academic years. As mentioned in the description of the panel's working method the thesis review was outsourced to a thesis committee of four academic experts. The committee members reviewed eight theses. They agreed in general with the grading of the theses. The committee reviewed two theses graded with a 6 and agreed to these marks. The theses showed failures in the analysis of theory and literature, the methodology, the discussion and the conclusions, but are nevertheless sufficient. The theses which were graded with high marks, were in the opinion of the thesis committee, relevant and interesting. In general the thesis committee found the theses well written, with an interesting research question, a transparent structure and adequately elaborated theory and research methods. The panel agreed to the findings and conclusions of the thesis committee.

### **Considerations**

The panel's considerations considering the achieved learning outcomes fully apply to the master's programme Business Administration.

*Master's programme Business Administration: the panel assesses Standard 4 as 'satisfactory'.*

### **Overall conclusion**

The panel assesses the *master's programme Business Administration* as 'satisfactory'.

## Master's programme Economics

### **Standard 1: Intended learning outcomes**

#### **Findings**

The master's programme Economics extends traditional Economics with insights from related disciplines such as Political Science, Psychology and Sociology (Economics+). A student will learn about contemporary issues in Economics and Business by applying various theoretical approaches to real-life case, scenarios, and firms. Combined with applied knowledge from the many guest-lectures that feature in our courses, a student will acquire in-depth knowledge that can be readily applied in today's globalising world.

The following specialisations are offered in the master's programme: Accounting and Control, Corporate Finance and Control, Economics, Behaviour and Policy, Financial Economics, International Economics and Business, International Economics and Development and International Political Economy. In the management summary is described that the unique characteristics of the programme comprise theoretical and practical aspects, interpersonal and social approaches, latest insights on relevant economic and financial trends, development of deep understanding, evaluation, and improvement of economic decision-making, and insights from related disciplines such as Political Science, Psychology and Sociology.

The intended learning outcomes have been formulated in line with the mission of the programme and are next to that based on experience and expertise of senior lecturers and professors from several universities in the Netherlands, in Germany, Switzerland, the US, and as well from programmes at partner Universities. This expertise allowed to form state-of-the-art learning outcomes with respect to the discipline (Economics) and beyond (Economics+). The programme management and teachers have frequent meetings with the external advisory board—consisting of experts from other universities, from industry, or from the ministry—to discuss relevant abilities students should have when they approach the job market.

The panel has established that the profile of the programme is translated in intended learning outcomes (see appendix 2). The intended learning outcomes are of a sufficient level for an academic master's degree programme as described in the Dublin Descriptors and clearly indicate, that the programme has an academic orientation.

Furthermore, the panel compared the learning goals and intended learning outcomes to the provisions of the subject-specific reference framework for economics and business. According to the panel, the intended learning outcomes of the master's programme Business Administration are in line with the subject-specific reference framework.

### **Considerations**

The panel's considerations concerning the intended learning outcomes fully apply to the master's programme Economics.

*Master's programme Economics: the panel assesses Standard 1 as 'satisfactory'.*

## **Standard 2: Teaching-learning environment**

### **Findings**

The master's programme in Economics is an English language, one year, full-time programme with a total of 60 ECs. Each of the seven tracks provides some degrees of freedom to follow own interests by choosing among electives. Courses are either track-specific, like Accounting and Control, cross-track, like International Financial Markets as those concepts are relevant for more than one track (in this case FE, CF&C, and IE&D), or programme-specific, like Methods of empirical Analysis, teaching economics methods relevant for the entire programme. The programme ends with a 18 EC Master's thesis which finally test all learning outcomes.

The course related learning outcomes connect to the learning outcomes defined for the entire programme. The programme tries to take into account the different level of learning abilities by among others application of different state-of-the-art teaching methods including blended learning and peer-review techniques. There are student counsellors available who help students when they face problems and a master panel group in which in-block issues can be discussed anonymously with the master coordinator.

The panel has received a list of the involved teaching staff and their academic and professional qualifications, as well as the CV's of the teaching staff. Furthermore the panel had an interview with several members of the teaching staff. The panel has some concerns about the seniority of the teaching staff for the Economics and Business Economics programme. It discussed these concerns with the representatives of the programme during the site visit, who confirmed that part of the teaching in this programme is done by PhD students and associated teachers not involved in research. According to the representatives this situation will change in short time. The NSM is in the process of recruiting and appointing new assisted professors for the department of Economics and Business. The panel has confidence that this question will be solved in the near future.

### **Considerations**

The panel's considerations concerning teaching learning environment apply to the master's programme in Economics. The panel is convinced that the curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes, although it has some concerns regarding the seniority of the staff for this programme. It recommends the management of the school to speed up in recruiting and appointing new assistant professors for the Department.

*Master's programme Economics: the panel assesses Standard 2 as 'satisfactory'.*



### **Standard 3: Student assessment**

#### **Findings**

The panel's general findings on the assessment system and the Board of Examiners are valid for this master's programme in Economics. The quality of the exams is ensured by the Board of Examiners and is regulated by the Education and Examination Regulations (EER), which is updated annually. Course coordinators match the form of examination to the learning goals of the individual courses. They often use combinations of examination forms.

Most exams are written by more than one teacher in which case they peer-review each other's questions, thus ensuring a first control of the level and quality of the exam and its relation to the intended learning outcomes. In the rare instance an exam is compiled by one teacher, another teacher is always explicitly appointed as the peer reviewer of the exam.

Every student has the right to a supervisor from the degree programme when writing his or her Master's thesis. This supervisor is also the first evaluator of the thesis. In addition, the thesis is reviewed by a second assessor, who is staff member of one of the departments involved in the degree programme. This second assessor must have a PhD from an accredited university. If the first assessor is not on the staff of one of the departments involved in the degree programme, the Examining Board must approve this appointment.

The grading of master's theses is done by two independent examiners via a standardised form. In case the two examiners have a disagreement about the grade that cannot be resolved, a third, senior, examiner performs another independent examination of the thesis. The grade proposed by the third examiner is binding in such cases. The thesis committee assessed a selection of theses and the accompanying assessment forms and noticed that some assessment forms were not very clear or fully completed, in particular not by the second examiner. The committee recommends to add a subsection for feedback and recommendations by the examiners.

#### **Considerations**

The panel's considerations concerning student assessment fully apply to the master's programme in Economics

*Master's programme Economics: the panel assesses Standard 3 as 'satisfactory'.*

### **Standard 4: Achieved learning outcomes**

#### **Findings**

The panel established that the intended learning outcomes for the master's programme in Economics are adequately translated in specialisations, learning outcomes for the courses and in the course exams. The panel has seen that the entire set of course exams, including the master thesis, cover the intended learning outcomes of the programme. The panel therefore concludes that it is guaranteed that graduates will have achieved the intended learning outcomes.

To assess whether the programme meets the requirements for standard 4 the panel also reviewed a selection of theses. The theses were selected by the QANU project manager out of the theses finalised in the last two academic years. As mentioned in the description of the panel's working method the thesis review was outsourced to a thesis committee of four academic experts. The committee members reviewed six theses, one thesis per specialisation. They agreed in general with the grading of the theses. They found the quality and level of the theses at least satisfactory. The assessment of the theses is correct, not more than in one case the panel would have graded the thesis significantly lower (1 point) than the examiners. The committee has established that even the theses of lower quality meet the criteria for graduation. The higher quality theses are well written, have clear defined research questions and are based on well executed and substantiated research.



### **Considerations**

The panel's considerations considering the achieved learning outcomes fully apply to the master's programme in Economics.

*Master's programme Economics: the panel assesses Standard 4 as 'satisfactory'.*

### **Overall conclusion**

The panel assesses the *master's programme Economics* as 'satisfactory'.

## Master's programme Bedrijfskunde (Executive programme)

### **Standard 1: Intended learning outcomes**

#### **Findings**

The executive master's programme Bedrijfskunde focusses on a specific target group: the students have a completed relevant bachelor's degree and a minimum of three years working experience. The students are already functioning at the middle, and sometimes higher, management level in their organisation. The programme offers them a social-organizational perspective based on the systems theory about the regulation of complex problems and an integral perspective on organisations. The emphasis is on social processes, on collaborative, cooperative interaction. Students are trained with a different (social-organizational) perspective on organizations. They learn to systematically think about organization development and change. This not only equips them with the necessary skills to be more successful in their current jobs, but also provides opportunities to play a more important role in their organization.

The profile of the programme is translated in intended learning outcomes which are listed in appendix 2. The panel established that the intended learning outcomes are of a sufficient level for an academic master's degree programme as described in the Dublin Descriptors. The intended learning outcomes clearly indicate, according to the panel, that the programme has an academic orientation.

Furthermore, the panel compared the learning goals and intended learning outcomes to the provisions of the subject-specific reference framework for economics and business. According to the panel, the intended learning outcomes of the master's programme Business Administration are in line with the subject-specific reference framework.

#### **Considerations**

The panel's considerations concerning the intended learning outcomes fully apply to the executive master's programme Bedrijfskunde.

*Master's programme Bedrijfskunde: the panel assesses Standard 1 as 'satisfactory'.*

### **Standard 2: Teaching-learning environment**

#### **Findings**

The executive master's programme has the same structure as the master's programmes Business Administration and Economics and consists of 42 EC courses and a thesis project of 18 EC. The programme is however scheduled over two years.

The teaching staff is selected based on both scientific and teaching qualities. Most members of the staff work as full professor, associate professor, or assistant professor in an academic institution. This means that they are actively involved in scientific research and teaching, meeting the related criteria in terms of scientific output and teaching requirements (Senior University Teaching Qualification, UKO). Moreover, most members of the teaching staff also teach at other institutions



for executive education (SIOO, TIAS/NIMBAS, Maastricht University, TSM, Flanders Synergy, Nyenrode Business Universiteit).

Courses are developed and implemented by small teams of teachers under the supervision of a course coordinator who is responsible for the course. Course-related teams are supported by the Academic Director of the MSc program.

The panel has received a list of the involved teaching staff and their academic and professional qualifications, as well as the CV's of the teaching staff. Furthermore the panel had an interview with several members of the teaching staff. The staff involved in the teaching of master's programme has a PhD degree and holds UTQ. Besides quality certification, the evaluation of teacher performance is an integral element of the overall system of quality control. The panel has established that the school has an adequate Human Resources Policy and the quality and quantity of the teaching staff in the school is sufficient.

### **Considerations**

The panel's considerations concerning the teaching learning environment fully apply to the executive master's programme Bedrijfskunde.

*Master's programme Bedrijfskunde:* the panel assesses Standard 2 as 'satisfactory'.

### **Standard 3: Student assessment**

#### **Findings**

The panel's general findings on the assessment system and the Board of Examiners are valid for this executive master's programme Bedrijfskunde. The quality of the exams is ensured by the Board of Examiners and is regulated by the Education and Examination Regulations (EER), which is updated annually. Course coordinators match the form of examination to the learning goals of the individual courses. They often use combinations of examination forms. Most exams are written by more than one teacher in which case they peer-review each other's questions, thus ensuring a first control of the level and quality of the exam and its relation to the intended learning outcomes. In the rare instance an exam is compiled by one teacher, another teacher is always explicitly appointed as the peer reviewer of the exam.

Every student has the right to a supervisor from the degree programme when writing his or her Master's thesis. This supervisor is also the first evaluator of the thesis. In addition, the thesis is reviewed by a second assessor, who is a staff member of one of the departments involved in the degree programme. This second assessor must have a PhD from an accredited university. If the first assessor is not on the staff of one of the departments involved in the degree programme, the Examining Board must approve this appointment.

The grading of master's theses is done by two independent examiners via a standardised form. In case the two examiners have a disagreement about the grade that cannot be resolved, a third, senior, examiner performs another independent examination of the thesis. The grade proposed by the third examiner is binding in such cases. The thesis committee assessed a selection of theses and the accompanying assessment forms and noticed that some assessment forms were not very clear or fully completed, in particular not by the second examiner. The committee recommends to add a subsection for feedback and recommendations by the examiners.

### **Considerations**

The panel's considerations considering student assessment fully apply to the executive master's programme Bedrijfskunde.

*Master's programme Bedrijfskunde:* the panel assesses Standard 3 as 'satisfactory'.

## **Standard 4: Achieved learning outcomes**

### **Findings**

The panel established that the intended learning outcomes for the master's programme Bedrijfskunde are adequately translated in learning outcomes for the courses and in the course exams. The panel has seen that the entire set of course exams, including the master thesis, cover the intended learning outcomes of the programme. The panel therefore concludes that it is guaranteed that graduates will have achieved the intended learning outcomes.

To assess whether the programme meets the requirements for standard 4 the panel also reviewed a selection of theses. The theses were selected by the QANU project manager out of the theses finalised in the last two academic years. As mentioned in the description of the panel's working method the thesis review was outsourced to a thesis committee of four academic experts. The thesis committee reviewed five recent theses of this master's programme. The committee concluded that the quality of all theses was sufficient. However, the committee found the grading of the assessed theses in most cases too high. The committee agreed with only one of the marks and found the marks for three of the theses significantly higher than it would have graded them itself. The committee found in particular that the academic level of the theses could be improved. Most theses were practically oriented and relevant, but could use more theoretical foundation. The panel agrees with these observations and recommends the school to instruct the thesis supervisors to pay more attention to the theoretical foundation of the theses.

According to the management summary graduates of the executive programme frequently indicate that they have become a serious partner or advisor for senior management and that they become a linking pin between the managerial levels in their organization. This evaluation was supported by the alumni and the master's students the panel interviewed during the site visit. The panel established that the performance of the graduates in actual practice indicates that the programme meets the requirements of standard 4.

### **Considerations**

The panel established that the entire set of course exams, including the master's thesis cover the intended learning outcomes in the programme and that it is therefore guaranteed that the graduates will have achieved the intended learning outcomes. The committee furthermore concluded that the quality of the reviewed graduation theses was sufficient and that the performance of graduates in actual practice indicates that the intended learning outcomes are achieved.

*Master's programme Bedrijfskunde:* the panel assesses Standard 4 as 'satisfactory'.

### **Overall conclusion**

The panel assesses the *master's programme Bedrijfskunde* as 'satisfactory'.

## APPENDICES

# APPENDIX 1: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

## **Subject-specific reference framework**

The subject-specific reference framework provides the framework within which programmes are assessed. This can be very important for smaller or niche programmes which compare themselves against a very limited number of other programmes. In this respect, the more focused the programme, the more important the benchmarks that are chosen, because comparing with a programme with a different focus will then show substantial omissions in the programme. However, in the broad fields of business and economics, it is well understood that a university will discuss a number of fields in-depth, and others only marginally. The reference frameworks reflect this.

## **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 Resource Management, Organizational 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 are 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 specialization. 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.



## The Economics 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.

The skills acquired by students on an Economics degree programme depend on the subfield and specialization of the programme in question. A degree programme 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 programme provides students with the basic tools needed to study one or more disciplines in depth.

## 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.

## Subject-specific skills

The skills acquired by students on a degree programme depend on the subfield and specialization 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).

The subject-specific skills of students on MSc degree programmes build on the skills they acquired in the BSc degree programme. In the spirit of the Treaty of Bologna, and given the increasing international character of degree programmes, quality standards must be as 'international' as possible.

Students with a BSc degree in Business and/or Economics 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 sub-disciplines of business using the conceptual and methodological principles of the disciplines.

Graduates of an MSc degree programme in Business and/or 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 analyse variations on existing models to some extent.

## **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 2: INTENDED LEARNING OUTCOMES

### Bachelor's programme Business Administration

*Bachelor Students are capable of*

#### **Theory**

1a. Regarding the most important ideas, theories and concepts in social and integral business administration (in the areas of organisation, strategy, finance, marketing and management): explaining them and relating them to current developments and debates.

1b. Regarding the most important ideas, theories and concepts in social and integral business administration (in the areas of organisation, strategy, finance, marketing and management): critically assessing them by making judgements about their scientific/practical application and implications.

#### **Research**

2. Using the most important concepts and techniques in social science research methodology and intervention methodology, to critically evaluate empirical research and perform business administration research (or components thereof).

#### **Application**

3. Set up and implement a study into a practical business administration problem and translate the results into a design and recommendations for focused intervention so that problems in organisations will be adequately diagnosed and effective solutions will be generated.

#### **Communication**

4. Adequately communicate and report on research and interventions by working systematically on the collection and processing of information, and reporting the results in writing and orally to specialists and non-specialists alike.

### Bachelor's programme in Economics and Business Economics

*Bachelor Students are capable of*

#### **Theory**

1a. Understanding the most important ideas, theories and concepts from the fields of economics and business economics, specifically international economics and economic policy, financial economics, and business economics, and can identify them, explain them, and relate them to current developments and debates.

1b. Understanding the most important ideas, theories and concepts from the fields of economics and business economics, specifically international economics and economic policy, financial economics and business economics, and can critically evaluate their foundations and their analytical and predictive power, and reflect on the relationship between theoretical problems and practical solutions.

#### **Research**

2a. Regarding the key concepts and techniques in economics and business economics research methodology: assess their applicability.

2b. Regarding the key concepts and techniques in economics and business economics research methodology: use them - under supervision - to conduct research into practical problems and theories in economics and business economics.

#### **Application**

3. Analyse problems in economics and business economics with the aim of assessing and improving or developing solutions, while referring explicitly to existing scientific notions, concepts and theories.

#### **Communication and cooperation**



- 4a. Communicating adequately about economics and business economics research by working systematically to collect and process information and reporting on this orally and in writing.
- 4b. Working together in task-oriented groups.

### **Self-Reflection**

5. Indicating the contours of their own competencies with respect to knowledge and skills and identifying new learning outcomes and routes in the light of subsequent study programmes.

## **Master's programme in Business Administration**

*Master's students are capable of*

### **Theory**

1. Autonomously explaining, critically assessing and adequately applying available theories and concepts, current developments and scientific debates to complex, multidisciplinary business administration issues.

### **Research**

2. Using autonomously conducted research based on social science research methodology and intervention methodology to provide an innovative contribution to the development of scientific knowledge and to formulate the implications for management practice and society.

### **Application**

3. Diagnosing and analysing complex, multidisciplinary business administration issues in organisations, relations with stakeholders and their environment and product-market combinations; designing effective, responsible, sustainable, solution-oriented and research-based interventions and implementing and evaluating these interventions.

### **Reflection**

4. Assessing the scientific value of business administration research and reflecting on the implications for management practice and society.

### **Communication**

5. In a scientifically credible and persuasive manner, communicating and reporting on business administration research and interventions and adequately accounting for the research and interventions, in writing and orally, in academia and in a professional environment.

## **Master's programme in Economics and Business Economics**

*Master's students are capable of*

### **Theory**

1. Following, clarifying and critically evaluating the various movements and research programmes in the science of economics, particularly in the field of the chosen specialisation.

### **Application**

2. Analysing complex multidisciplinary and interdisciplinary problems and developing advice based on theoretical and empirical scientific insight with the aid of autonomous assessments of strengths and weaknesses of the proposed policy and the identification of relationships between theoretical problems and practical solutions, particularly in the field of the chosen specialisation.

### **Research**

3. Designing and conducting autonomous economics research which contributes to the development of scientific knowledge.

**Reflection**

4. Reflecting critically on one's own scientific contribution and that of others regarding methodology, and positioning this in a broader scientific debate (policy discussion).

**Communication**

5. In a scientifically credible fashion, communicating and reporting on analyses and research, and adequately accounting for this analysis and research, in writing and orally, in both academia and in a professional environment.

## Master's programme Bedrijfskunde

*Master's students are capable of*

**1. Theory**

1a. To critically assess the most important concepts, theories, ideas and insights in regard to social and integral business regarding: the validity and internal consistency (also in relationship to other theories and subject areas), the academic and practical applications and the implications for society.

1b. To critically assess the most important concepts, theories, ideas and insights in regard to social and integral business regarding: to relate these to recent developments and the current academic debates within their field of study.

1c. To critically assess the most important concepts, theories, ideas and insights in regard to social and integral business regarding: to use these concepts, theories, ideas and insights to signal gaps in knowledge, to suggest when adjustments need to be made, to gauge the scope of these gaps and to produce effective solutions for complex business problems.

**2. Research**

To independently design and carry out scientific research and intervention-oriented research projects in the field of business administration, and subsequently to reflect critically and if necessary (iterative design) to redirect this research, by critically making use of the most important concepts and techniques used in social academic research and intervention methodology and by taking into account the ethical and normative aspects of 'thinking and doing' in business.

**3. Application**

To diagnose in an adequate manner the complex problems that appear within organisations and to design a focused intervention (for example, to make recommendations) to solve complex problems in organisational practices and to provide advice as to how the solution should be implemented, how to evaluate the solution, while taking the social context into account.

**4. Reflection**

To assess and discuss whether business administration and (one's own) business research projects can contribute to management practices and society.

**5. Communication**

To communicate and to report in an academic manner on research and solutions found to deal with organisational problems and to explain him- or herself sufficiently, both verbally and in writing, to other experts in the field (academics and professionals) and other parties.



## APPENDIX 3: OVERVIEW OF THE CURRICULUM

### Bachelor's programme Business Administration

#### Het programma van de Nederlandstalige propedeuse

##### *Semester 1.1 Inleiding bedrijfskunde*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
BPRA148A	Onderzoeks- en interventiemethodologie A (Bedrijfskunde)	6	Nederlands	1
BIN001A	Inleiding in de bedrijfskunde 1	6	Nederlands	1
BCU194B	Economie van de managementwetenschappen (Bedrijfskunde)	6	Nederlands	2
BIN002A	Inleiding in de bedrijfskunde 2	6	Nederlands	2
BIN117B	Academische vaardigheden (Bedrijfskunde)	6	Nederlands	1 & 2

##### *Semester 1.2 De lerende organisatie*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
BCU007	Organisatietheorie	6	Nederlands	3
BPRA153A	Onderzoeks- en interventiemethodologie B (Bedrijfskunde)	6	Nederlands	3
BIN118B	Filosofie van de managementwetenschappen (Bedrijfskunde)	6	Nederlands	4
BCU168	Accounting	6	Nederlands	4
BPRO100A	Project lerende organisaties (onderzoeksontwerp)	6	Nederlands	3 en 4

#### Het programma van de Engelstalige propedeuse

##### *Semester 1.1*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
BCU341	Introduction to Business Administration	6	Engels	1
MOR002	Methods of Research and Intervention	6	Engels	1
MOR004	Statistics	6	Engels	2
MOR001	Organisation Theory	6	Engels	2
BIN117BA	Academic Skills (International Business Administration)	6	Engels	1 & 2

##### *Semester 1.2*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
BIN116BA	Introduction to Economics and Business IBA	6	Engels	3
BCU162	International Business Ethics	6	Engels	3
BCU168EN	Accounting	6	Engels	4
BCU345	Cross-Cultural Management and Communication	6	Engels	4
BPRO120	Project: Learning Organisations	6	Engels	3 & 4

## Het programma van de specialisatie Bedrijfskunde

### Semester 2.1 Interne processen

code	Cursusnaam	EC	Taal	Blok
BCU008A	Strategic Human Resource Management	6	Engels	1
BCU2020	Corporate Finance	6	Engels	1
BCU201B	Operationeel management en logistiek	6	Nederlands	2
BPRA347	Kwalitatieve onderzoeksmethodologie	6	Nederlands	1 & 2
	Keuzevak	6		

### Semester 2.2 Strategie en omgeving

code	Cursusnaam	EC	Taal	Blok
BCU012	Strategie	6	Nederlands	3
BPRA247	Kwantitatieve onderzoeksmethodologie	6	Nederlands	3
BCU2008	Marketing	6	Engels	4
MOR003	Organisation and Environment	6	Engels	4
BPRO363	Business Analysis for Responsible Organisations	6	Engels	3 & 4

### Semester 3.1 Systeem en omgeving

code	Cursusnaam	EC	Taal	Blok
BCU321	Systeemtheorie	6	Nederlands	1
BCU019B	Interventiemethodologie	6	Nederlands	1
BCU320	Organisatieontwerp	6	Nederlands	2
BCU322A	Knowledge Management	6	Engels	2
BPRO370A	Project: systeem en omgeving	6	Nederlands	1& 2

### Semester 3.2 De Bachelorthesis

Code	Cursusnaam	EC	Taal	Blok
	Keuzevak	6		
	Keuzevak	6		
	Keuzevak	6		
BPRO372A	Bachelorthesis voor specialisatie Bedrijfskunde	12	Nederlands **	3 & 4

\*\* Ter voorbereiding op de Engelstalige master heeft de student de mogelijkheid de bachelorthesis in het Engels te schrijven om zo de Engelse taalvaardigheid te trainen.

## Het programma van de specialisatie Business Economics

### Semester 2.1 Interne processen

Code	Cursusnaam	EC	Taal	Blok
BCU008A	Strategic Human Resource Management	6	Engels	1
BCU2020	Corporate Finance	6	Engels	1
BCU201B	Operationeel management en logistiek	6	Nederlands	2
BPRA347	Kwalitatieve onderzoeksmethodologie	6	Nederlands	1 & 2
	Keuzevak	6		



### Semester 2.2

code	Cursusnaam	EC	Taal	Blok
BCU012	Strategie	6	Nederlands	3
BPRA247	Kwantitatieve onderzoeksmethodologie	6	Nederlands	3
BCU2008	Marketing	6	Engels	4
BCU2016	Financial Accounting and Reporting	6	Engels	4
BPRO208	Project: Financial Instruments	6	Engels	3 & 4

### Semester 3.1

code	Cursusnaam	EC	Taal	Blok
	Keuzevak	6		1
	Keuzevak	6		1
	Keuzevak	6		1 of 2
BCU2004	Management Accounting and Control	6	Engels	2
BCU320	Organisatieontwerp	6	Nederlands	2

### Semester 3.2 De Bachelorthesis

code	Cursusnaam	EC	Taal	Blok
BCU328	Voortgezet boekhouden*	6	Nederlands	3
BKV57	of Interorganisational Networks		Engels	
BCU3016	Topics in Business Economics	6	Engels	3
MOR003	Organisation and Environment	6	Engels	4
BIM303	Bachelorthesis voor specialisatie Business Economics	12	Nederlands **	3 & 4

\* Studenten die opteren voor een postinitiële opleiding RA dienen deze cursus te kiezen.

\*\* Ter voorbereiding op de Engelstalige master heeft de student de mogelijkheid de bachelorthesis in het Engels te schrijven om zo de Engelse taalvaardigheid te trainen.

### Het programma van de specialisatie International Business Administration

#### Semester 2.1

code	Cursusnaam	EC	Taal	Blok
BCU008A	Strategic Human Resource Management	6	Engels	1
BCU2020	Corporate Finance	6	Engels	1
BCU344	Organisational Culture & Communication	6	Engels	2
BCU320EN	Introduction to Organisation Design	6	Engels	2
BPRA347E N	Qualitative Research Methods	6	Engels	1 & 2

### Semester 2.2

code	Cursusnaam	EC	Taal	Blok
BCU012EN	Strategy	6	Engels	3
BPRA247EN	Quantitative Research Methods	6	Engels	3
BCU2008	Marketing	6	Engels	4
MOR003	Organisation and Environment	6	Engels	4
BPRO363	Business Analysis for Responsible Organisations	6	Engels	3 & 4

### Semester 3.1

code	Cursusnaam	EC	Taal	Blok
	Studie in het buitenland*	30		1&2

\* Het programma voor de Studie in het buitenland dient voor aanvang te worden goedgekeurd door de examencommissie Bedrijfskunde.

### Semester 3.2

code	Cursusnaam	EC	Taal	Blok
BKV47	International Management	6	Engels	3
BCU019A	Intervention Methodology	6	Engels	3
BKV54	Leadership in Organisations	6	Engels	4
BIM301	Bachelor's Thesis International Business Administration	12	Engels	3 & 4

## Bachelor's programme Economics and Business Economics

Het bachelorprogramma omvat zes semesters. In het eerste jaar is er een Nederlandstalige en een Engelstalige propedeuse. In jaar 2 en 3 zijn er de specialisaties Business Economics, Financial Economics en International Economics & Policy, die onderling verschillen vanaf semester 2.2, en de specialisaties International Economics & Business en International Bachelor in Economics and Management met een eigen programma.

### Het programma van de Nederlandstalige propedeuse

#### Semester 1.1

code	Cursusnaam	EC	Taal	Blok
BCU194EC	Economie van de managementwetenschappen (Economie en Bedrijfseconomie)	6	Nederlands	1
BPRA149	Onderzoeks- en interventiemethodologie A (Economie en Bedrijfseconomie)	6	Nederlands	1
BCU163	Macro-economie	6	Nederlands	2
BCU188	Wiskunde	6	Nederlands	2
BIN117EC	Academische vaardigheden (Economie en Bedrijfseconomie)	6	Nederlands	1 & 2



*Semester 1.2*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
BPRA154	Onderzoeks- en interventiemethodologie B (Economie en Bedrijfseconomie)	6	Nederlands	3
BCU164	Micro-economie	6	Nederlands	3
BCU 168	Accounting	6	Nederlands	4
BIN118EC	Filosofie van de managementwetenschappen (Economie en Bedrijfseconomie)	6	Nederlands	4
BPRO140	Project: financiële instellingen en monetaire theorie	6	Nederlands	3 & 4



## Het programma van de Engelstalige propedeuse

### Semester 1.1

code	Cursusnaam	EC	Taal	Blok
MOR002	Methods of Research and Intervention	6	Engels	1
BIN116EN	Introduction to Economics and Business IE&B	6	Engels	1
MOR004	Statistics	6	Engels	2
BCU163EN	Macroeconomics	6	Engels	2
BIN117EN	Academic Skills (International Business & Economics)	6	Engels	1 & 2

### Semester 1.2

code	Cursusnaam	EC	Taal	Blok
BCU104	Mathematics in Economics and Business	6	Engels	3
BCU162	International Business Ethics	6	Engels	3
BCU168EN	Accounting	6	Engels	4
BCU164EN	Microeconomics	6	Engels	4
BPRO101	Methods and Integration: Money, Banking and Financial Markets	6	Engels	3 en 4

## Het programma van de specialisatie Business Economics

### Semester 2.1

code	Cursusnaam	EC	Taal	Blok
BCU2020	Corporate Finance	6	Engels	1
BCU2021	International Economics	6	Engels	1
BPRA202A	Economic Methodology	6	Engels	2
BCU316	Institutional Economics	6	Engels	2
BCU302	History of Economics	6	Engels	1 & 2

### Semester 2.2

code	Cursusnaam	EC	Taal	Blok
BCU3022	Investment Management	6	Engels	3
BPRA203	Econometrics	6	Engels	3
BCU2039	Multinational Finance	6	Engels	4
BCU2016	Financial Accounting and Reporting	6	Engels	4
BPRO208	Project: Financial Instruments	6	Engels	3 & 4



### Semester 3.1

code	Cursusnaam	EC	Taal	Blok
	Keuzevak	6		1
	Keuzevak	6		1
	Keuzevak	6		1 of 2
BCU2004	Management Accounting and Control	6	Engels	2
BPRA347EN	Qualitative Research Methods	6	Engels	1&2

### Semester 3.2

code	Cursusnaam	EC	Taal	Blok
BCU328	Voortgezet boekhouden*	6	Nederlands	3
BKV57	Interorganisational Networks		Engels	
BCU3016	Topics in Business Economics	6	Engels	3
	Keuzevak	6		
BIM304BE	Bachelor's Thesis Business Economics	12	Engels	3 & 4

\* Studenten die opteren voor een postinitiële opleiding RA dienen deze cursus te kiezen.

## Het programma van de specialisatie Financial Economics

### Semester 2.1

code	Cursusnaam	EC	Taal	Blok
BCU2020	Corporate Finance	6	Engels	1
BCU2021	International Economics	6	Engels	1
BPRA202A	Economic Methodology	6	Engels	2
BCU316	Institutional Economics	6	Engels	2
BCU302	History of Economics	6	Engels	1&2

### Semester 2.2

code	Cursusnaam	EC	Taal	Blok
BCU3022	Investment Management	6	Engels	3
BPRA203	Econometrics	6	Engels	3
BCU2039	Multinational Finance	6	Engels	4
BCU3023	Economic Policy & Public Finance of	6	Engels	4
BCU2016	Financial Accounting and Reporting			
BPRO208	Project: Financial Instruments	6	Engels	3 & 4

### Semester 3.1

code	Cursusnaam	EC	Taal	Blok
	Keuzevak	6		
	Keuzevak	6		
	Keuzevak	6		
BCU2037	International Financial Policy	6	Engels	2
BCU2038	Financial Regulation	6	Engels	2

*Semester 3.2*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
BCU2005	Behavioural Finance	6	Engels	3
BCU3019	Topics in Financial Economics	6	Engels	3
	Keuzevak	6		
BIM304FE	Bachelor's Thesis Financial Economics	12	Engels	3 & 4

**Het programma van de specialisatie International Economics & Policy***Semester 2.1*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
BCU2020	Corporate Finance	6	Engels	1
BCU2021	International Economics	6	Engels	1
BPRA202A	Economic Methodology	6	Engels	2
BCU316	Institutional Economics	6	Engels	2
BCU302	History of Economics	6	Engels	1 & 2

*Semester 2.2*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
BCU2040	Economic Development	6	Engels	3
BPRA203	Econometrics	6	Engels	3
BCU2017	Comparative Economic and Business Systems	6	Engels	4
BCU3023	Economic Policy and Public Finance	6	Engels	4
BPRO204E N	Project: European Integration in a Globalising Economy	6	Engels	3 & 4

*Semester 3.1*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
	Keuzevak	6		
	Keuzevak	6		
	Keuzevak	6		
BCU2037	International Financial Policy	6	Engels	2
BCU301	Markets and Strategy	6	Engels	2
BCU308	of Government and Policy		Engels	

*Semester 3.2*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
BCU2041	Behavioural Economics	6	Engels	3
BCU3018	Topics in International Economics and Policy	6	Engels	3
	Keuzevak	6	Engels	
BIM304IE	Bachelorthesis International Economics and Policy	12	Engels	3 & 4



## Het programma van de specialisatie International Economics & Business

### Semester 2.1

code	Cursusnaam	EC	Taal	Blok
BCU2020	Corporate Finance	6	Engels	1
BCU2021	International Economics	6	Engels	1
BPRA202A	Economic Methodology	6	Engels	2
BCU2037	International Financial Policy	6	Engels	2
BPRO2011	Methods and Integraton: Multinationals and Finance	6	Engels	1 & 2

### Semester 2.2

code	Cursusnaam	EC	Taal	Blok
BCU2040	Economic Development	6	Engels	3
BKV47	International Management	6	Engels	3
BCU345	Cross Cultural Management and Communication	6	Engels	4
BCU2017	Comparative Economic and Business Systems	6	Engels	4
BPRO2010	Methods and Integration: Multinationals and Economic Development	6	Engels	3 & 4

### Semester 3.1

code	Cursusnaam	EC	Taal	Blok
	Semester Abroad*	30		1 en 2

\* Het programma voor het Semester Abroad dient voor aanvang te worden goedgekeurd door de examencommissie Economie.

### Semester 3.2

code	Cursusnaam	EC	Taal	Blok
BCU2041 BCU2005	Behavioural Economics <i>of</i> Behavioural Finance	6	Engels	3
BCU012EN BKV57 BCU3016 BCU3019 BCU3018	Strategy <i>of</i> Interorganisational Networks <i>of</i> Topics in Business Economics <i>of</i> Topics in Financial Economics <i>of</i> Topics in International Economics and Policy	6	Engels	3
BCU2008 MOR003 BCU2016 BCU3023	Marketing <i>of</i> Organisation and Environment <i>of</i> Financial Accounting and Reporting <i>of</i> Economic Policy and Public Finance	6	Engels	4
BIM304EN	Bachelor's Thesis International Economics and Business	12	Engels	3 en 4

### Het programma van de specialisatie International Bachelor in Economics and Management

Het bachelor programma International Economics & Management maakt deel uit van het 4,5 jarige dual degree programma Economics and Management, waarin wordt samengewerkt met University of Victoria, Gustavson School of Business (Canada). Indien studenten het volledige 4,5 jarige programma voltooien, ontvangen zij, naast een bachelordiploma met specialisatie International Economics & Business van de Radboud Universiteit, ook een Bachelor of Commerce van University of Victoria. Na de Engelstalige propedeuse wordt het tweede jaar gevolgd aan de Radboud Universiteit. In jaar 3 en 4 studeren de studenten aan University of Victoria. In het eerste semester van het vijfde jaar wordt het programma in Nijmegen afgesloten.

### Semester 2.1

code	Cursusnaam	EC	Taal	Blok
BCU2020	Corporate Finance	6	Engels	1
BCU2021	International Economics	6	Engels	1
BPRA202A	Economic Methodology	6	Engels	2
BCU2037	International Financial Policy	6	Engels	2
BPRO2011	Methods and Integraton: Multinationals and Finance	6	Engels	1 & 2



### Semester 2.2

code	Cursusnaam	EC	Taal	Blok
BCU2040	Economic Development	6	Engels	3
BCU2041 BCU2005	Behavioural Economics of Behavioural Finance	6	Engels	3
BCU345	Cross Cultural Management and Communication	6	Engels	4
BCU2017	Comparative Economic and Business Systems	6	Engels	4
BPRO2010	Methods and Integration: Multinationals and Economic Development	6	Engels	3 & 4

### Semester 3.1 tot en met 4.2

In jaar 3 en 4 (semester 3.1 t/m 4.2) studeren studenten aan de University of Victoria. Om te worden toegelaten tot het derde jaar in Canada, dienen studenten de eerste twee jaar nominaal te studeren (alle 120 EC uit het programma te behalen) en bovendien voor de cursussen uit het eerste en tweede jaar gemiddeld minimaal 7,0 te scoren.

Om te voldoen aan de eisen van het programma International Economics & Business moeten aan de University of Victoria minimaal de volgende onderdelen worden behaald:

- Marketing Principles and Management (6 EC)
- International Business (6 EC)
- Strategic Management (6 EC)
- 30 EC aan overige onderdelen van het Semester Abroad. De invulling van dit programma dient te worden goedgekeurd door de examencommissie Economie en Bedrijfseconomie.

### Semester 5.1

code	Cursusnaam	EC	Taal	Blok
BIM304EN	Bachelor's Thesis International Economics and Business	12	Engels	1 & 2
	Keuzevak*	6		
	Keuzevak*	6		
	Keuzevak*	6		

\* Drie keuzevakken zijn noodzakelijk om te voldoen aan de eisen van de Bachelor of Commerce van University of Victoria.

# Master's programme Business Administration

1. De masteropleiding kent de volgende specialisaties:
  - Marketing
  - Strategic Management
  - Organisational Design & Development
  - Strategic Human Resources Leadership
  - Gender Equality, Diversity and Inclusion in Management
  - International Management
  - Innovation and Entrepreneurship
  - Business Analysis and Modelling.

Een variant van het programma van de masterspecialisatie Business Analysis and Modelling kan tevens gevolgd worden als onderdeel van de double degree constructie European Master System System Dynamics.

2. Studenten van de eerste vier specialisaties en Business Analysis and Modelling volgen bij één van de masterspecialisaties de cursussen van het eerste semester en schrijven daar de masterthesis. Ze vullen hun programma aan met twee van de keuzevakken die binnen de masteropleiding Business Administration worden aangeboden (zie artikel 6.10). In afwijking hiervan kiezen studenten van Innovation and Entrepreneurship één van die aangeboden keuzevakken. Studenten van International Management kiezen één van de cursussen aangeboden door de masteropleiding Business Administration in blok 2 of één van de andere aangegeven keuzevakken. Studenten van Gender Equality, Diversity and Inclusion in Management kiezen één van de cursussen aangeboden door de masteropleiding Business Administration in blok 2.
3. In afwijking van lid 2 kunnen studenten die een ander keuzevak willen volgen dan is aangegeven. Zij dienen daartoe een gemotiveerd verzoek te sturen naar de examencommissie, en de examencommissie moet hun verzoek inwilligen.

## Samenstelling masterspecialisatie Marketing

### Semester 1

code	Cursusnaam	EC	Taal	Blok
MMA024	Consumer Behaviour	6	Engels	1
MMA025	Marketing Performance	6	Engels	1
MMA026	Marketing and Innovation	6	Engels	2
MMA035A	International Brand Management	6	Engels	2
MMA032A	Methodology in Marketing and Strategic Management Research	6	Engels	1 en 2

### Semester 2

code	Cursusnaam	EC	Taal	Blok
	Keuzevak van masteropleiding Business Administration	6	Engels	3
	Keuzevak van masteropleiding Business Administration	6	Engels	3
MMATH	Master's Thesis in Marketing	18	Engels	3 en 4

## Samenstelling masterspecialisatie Strategic Management

### Semester 1

code	Cursusnaam	EC	Taal	Blok
MST014	Corporate Strategy	6	Engels	1
MST025	Strategy and Nonmarket Environment	6	Engels	1
MST021	Strategic Decision Making	6	Engels	2
MST023	Strategic Change	6	Engels	2
MMA032A	Methodology in Marketing and Strategic Management Research	6	Engels	1 en 2

### Semester 2

code	Cursusnaam	EC	Taal	Blok
	Keuzevak van masteropleiding Business Administration	6	Engels	3
	Keuzevak van masteropleiding Business Administration	6	Engels	3
MSTTH	Master's Thesis in Strategic Management	18	Engels	3 en 4

## Samenstelling masterspecialisatie Organisational Design & Development

### Semester 1

code	Cursusnaam	EC	Taal	Blok
MOD004	Organisations and Society	6	Engels	1
MOD008	Intervention in Organisations	6	Engels	1
MOD002A	Organisational Change	6	Engels	2
MOD001	Organisation Design	6	Engels	2
MOD012	Advanced Research Methods	6	Engels	1 en 2

### Semester 2

code	Cursusnaam	EC	Taal	Blok
	Keuzevak van masteropleiding Business Administration	6	Engels	3
	Keuzevak van masteropleiding Business Administration	6	Engels	3
MTHODA	Master's Thesis in Organisational Design & Development	18	Engels	3 en 4

## Samenstelling masterspecialisatie Strategic Human Resources Leadership

### Semester 1

code	Cursusnaam	EC	Taal	Blok
MHR015	A Critical Approach to SHRL	6	Engels	1
MHR005A	Gender and Diversity in Organisations	6	Engels	1
MHR013	SHRL and the Flexible Workforce	6	Engels	2
MHR002A	High Performance Work Systems	6	Engels	2
MOD012	Advanced Research Methods	6	Engels	1 en 2



*Semester 2*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
	Keuzevak van masteropleiding Business Administration	6	Engels	3
	Keuzevak van masteropleiding Business Administration	6	Engels	3
MTHHRA	Master's Thesis in Strategic Human Resources Leadership	18	Engels	4

## Samenstelling masterspecialisatie Gender Equality, Diversity and Inclusion in Management

### Semester 1

code	Cursusnaam	EC	Taal	Blok
MHR005A	Gender and Diversity in Organisations	6	Engels	1
MPOL027A	Power in Political Theory	6	Engels	1
MOD002A	Organisational Change	6	Engels	2
	<i>Keuzevak van masteropleiding Business Administration uit blok 2 (niet van de specialisatie BAM)</i>	6	Engels	2
MOD012	Advanced Research Methods	6	Engels	1 en 2

### Semester 2

code	Cursusnaam	EC	Taal	Blok
MGEM001	Gender, Conflict and International Institutions	6	Engels	3
MST020	Strategic Scenarios and Business Models	6	Engels	3
MTHGEM	Master's Thesis in Gender Equality, Diversity and Inclusion in Management	18	Engels	4

## Samenstelling masterspecialisatie International Management

### Semester 1

code	Cursusnaam	EC	Taal	Blok
MST014	Corporate Strategy	6	Engels	1
MST025	Strategy and Nonmarket Environment	6	Engels	1
MMA035A	International Brand Management	6	Engels	2
MEC050 MEC042	<i>Keuzevak: cursus van masteropleiding Business Administration uit blok 2 (niet van de specialisatie BAM) of Culture and Institutions of Inequality and Development</i>	6	Engels	2
MMA032A MOD012	Methodology in Marketing and Strategic Management Research of Advanced Research Methods	6	Engels	1 en 2

### Semester 2

code	Cursusnaam	EC	Taal	Blok
MIM408	Innovation in Emerging Markets	6	Engels	3
MHR009	International Human Resource Management	6	Engels	3
MTHIM	Master's Thesis (Strategic Management/ Marketing/ OD&D/ SHRL/ GEM with a focus on International Management)	18	Engels	4

## Samenstelling masterspecialisatie Innovation and Entrepreneurship

### Semester 1

code	Cursusnaam	EC	Taal	Blok
MST014	Corporate Strategy	6	Engels	1
MIE001	Innovation and Entrepreneurship in Context	6	Engels	1
MMA026	Marketing and Innovation	6	Engels	2
MIE002	Entrepreneurship & Finance	6	Engels	2
MMA032A MOD012	Methodology in Marketing and Strategic Management Research of Advanced Research Methods	6 6	Engels	1 en 2

### Semester 2

code	Cursusnaam	EC	Taal	Blok
MOC006	Social, Sustainable and Technological Innovation	6	Engels	3
	Keuzevak van masteropleiding Business Administration	6	Engels	3
MTHMIE	Master's Thesis in Innovation and Entrepreneurship	18	Engels	3 en 4

## Samenstelling masterspecialisatie Business Analysis and Modelling

### Semester 1

code	Cursusnaam	EC	Taal	Blok
MBAM006	Advanced Topics in Simulation Modelling	6	Engels	1
MBAM002	Group Model Building I	6	Engels	1
MST021	Strategic Decision Making	6	Engels	2
MBAM003	Group Model Building II	6	Engels	2
MBAM005	Research Methodology	6	Engels	1 en 2

### Semester 2

code	Cursusnaam	EC	Taal	Blok
	Keuzevak van masteropleiding Business Administration	6	Engels	3
	Keuzevak van masteropleiding Business Administration	6	Engels	3
MTHBAM	Master's Thesis in Business Analysis and Modeling	18	Engels	3 en 4

## Samenstelling masterspecialisatie Business Analysis and Modelling als onderdeel van de double degree constructie European Master System Dynamics

De Business Analysis and Modelling specialisatie maakt deel uit van de tweejarige 'double degree' constructie European Master System Dynamics, waarin wordt samengewerkt met Universiteit van Bergen (Noorwegen), de Università degli Studi van Palermo (Italië) en Universidade Nova van Lissabon (Portugal). De variant van de Business Analysis and Modelling specialisatie die onderdeel uitmaakt van European Master System Dynamics omvat de volgende cursussen:



### Semester 1

code	Cursusnaam	EC	Taal	Blok
MBAM006	Advanced Topics in Simulation Modelling	6	Engels	1
MBAM002	Group Model Building I	6	Engels	1
MST021	Strategic Decision Making	6	Engels	2
MBAM003	Group Model Building II	6	Engels	2
MBAM005	Research Methodology	6	Engels	1&2

### Semester 2

code	Cursusnaam	EC	Taal	Blok
MTHEMSD	Master's Thesis in System Dynamics	30	Engels	3&4

Tentamenresultaten behaald in deze masterspecialisatie verliezen, net als tentamenresultaten behaald in het eenjarige programma, hun geldigheid na verloop van twee jaren na de tentamendatum, indien binnen deze termijn het masterexamen niet met goed gevolg is afgelegd.

### Keuzevakken van de masteropleiding Business Administration

code	Cursusnaam	EC	Taal	Blok
MMA038	Digital Marketing	6	Engels	3
MOD011	Forms of Responsible Organising	6	Engels	3
MMA021	Global Marketing	6	Engels	3
MIM408	Innovation in Emerging Markets	6	Engels	3
MHR009	International Human Resource Management	6	Engels	3
MOC006	Social, Sustainable and Technological Innovation	6	Engels	3
MST017	Strategic Alliance Management	6	Engels	3
MST020	Strategic Scenarios and Business Models	6	Engels	3
MOC007	WEconomy: Exploring Transitional Business and Society Trends	6	Engels	3

## Master's programme Economics

De masteropleiding kent de volgende masterspecialisaties:

- Accounting & Control
- Corporate Finance & Control
- Financial Economics
- Economics, Behaviour & Policy
- International Economics & Business
- International Economics & Development
- International Political Economy.

### Samenstelling masterspecialisatie Accounting & Control

#### Semester 1

code	Cursusnaam	EC	Taal	Blok
MEC027	Methods of Empirical Analysis	6	Engels	1
MEC031	Accounting and Control	6	Engels	1
MEC049	Mergers & Acquisitions	6	Engels	2
MEC034	Accounting and Governance	6	Engels	2
MEC026	Pluralisms in Economics	6	Engels	1 & 2

*Semester 2*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
MEC040	Accounting Information Systems	6	Engels	3
MEC052	Accounting, Organisations and Society	6	Engels	3
MTHECAC	Master's Thesis Economics - Accounting & Control	18	Engels	3 & 4

**Samenstelling masterspecialisatie Corporate Finance & Control***Semester 1*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
MEC028	International Financial Markets	6	Engels	1
MEC027	Methods of Empirical Analysis	6	Engels	1
MEC034	Keuzevak CF&C1*	6	Engels	2
MEC049	Mergers & Acquisitions	6	Engels	2
MEC026	Pluralisms in Economics	6	Engels	1 & 2

*Semester 2*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
MEC053	Advanced Corporate Finance and Control	6	Engels	3
MEC024	Financial Risk Management	6	Engels	3
MTHECCFC	Master's Thesis Economics - Corporate Finance & Control	18	Engels	3 & 4

**\* Keuzevak CF&C1 kan gekozen worden uit:**

MEC034	Accounting and Governance	6	Engels	2
MIE002	Entrepreneurship & Finance	6	Engels	2

**Samenstelling masterspecialisatie Financial Economics***Semester 1*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
MEC027	Methods of Empirical Analysis	6	Engels	1
MEC028	International Financial Markets	6	Engels	1
	Keuzevak FE1*	6	Engels	2
MEC043	Advanced Behavioural Finance	6	Engels	2
MEC026	Pluralisms in Economics	6	Engels	1 en 2

*Semester 2*

<b>code</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Taal</b>	<b>Blok</b>
MEC035	Advanced Financial Economics	6	Engels	3
MEC024	Financial Risk Management	6	Engels	3
MTHECFE	Master's Thesis Economics - Financial Economics	18	Engels	3 en 4



**\* Keuzevak FE1 kan gekozen worden uit:**

MEC049	Mergers & Acquisitions	6	Engels	2
MEC050	Culture and Institutions	6	Engels	2
MEC010	Macroeconomics & Policy	6	Engels	2

**Samenstelling masterspecialisatie Economics, Behaviour & Policy**

*Semester 1*

code	Cursusnaam	EC	Taal	Blok
MEC041	Behavioural Economics & Policy	6	Engels	1
MEC027	Methods of Empirical Analysis	6	Engels	1
MEC010	Macroeconomics and Policy	6	Engels	2
	Keuzevak EB&P1*	6		2
MEC026	Pluralisms in Economics	6	Engels	1 en 2

*Semester 2*

code	Cursusnaam	EC	Taal	Blok
MEC046	Current Issues in Economics, Behaviour & Policy	6	Engels	3
MEC045	Technology & Innovation Policy	6	Engels	3
MTHECEP	Master's Thesis Economics – Economics, Behaviour & Policy	18	Engels	3 en 4

**\* Keuzevak EB&P1 kan gekozen worden uit:**

MEC042	Inequality & Development	6	Engels	2
MEC050	Culture and Institutions	6	Engels	2
MPOL026	Global Political Economy	6	Engels	2

**Samenstelling masterspecialisatie International Economics & Business**

*Semester 1*

code	Cursusnaam	EC	Taal	Blok
MEC027	Methods of Empirical Analysis	6	Engels	1
MEC028	International Financial Markets	6	Engels	1
	Keuzevak IE&B1*	6		2
MEC050	Culture and Institutions	6	Engels	2
MEC 026	Pluralisms in Economics	6	Engels	1 en 2

## Semester 2

code	Cursusnaam	EC	Taal	Blok
MEC047	Current Issues in International Economics & Business	6	Engels	3
	Keuzevak IE&B2*	6		3
MTHECIEB	Master's Thesis Economics - International Economics & Business	18	Engels	3 & 4

### \* Keuzevak IE&B1 kan gekozen worden uit:

MEC049	Mergers & Acquisitions	6	Engels	2
MST021	Strategic Decision Making	6	Engels	2
	Ander IE&B georiënteerd keuzevak <sup>+</sup>	6		2

<sup>+</sup> Toestemming examencommissie vereist

### \* Keuzevak IE&B2 kan gekozen worden uit:

MEC045	Technology & Innovation Policy	6	Engels	3
MST020	Strategic Scenarios and Business Models	6	Engels	3
	Ander IE&B georiënteerd keuzevak <sup>+</sup>	6		3

<sup>+</sup> Toestemming examencommissie vereist

## Samenstelling masterspecialisatie International Economics & Development

### Semester 1

code	Cursusnaam	EC	Taal	Blok
MEC027	Methods of Empirical Analysis	6	Engels	1
	Keuzevak IE&D1*	6		1
MEC042	Inequality & Development	6	Engels	2
MEC050	Culture and Institutions	6	Engels	2
MEC 026	Pluralisms in Economics	6	Engels	1 en 2

### Semester 2

code	Cursusnaam	EC	Taal	Blok
MEC048	Current Issues in International Economics & Development	6	Engels	3
	Keuzevak IE&D2*	6		3
MTHECIED	Master's Thesis Economics - International Economics & Development	18	Engels	3 & 4



**\* Keuzevak IE&D1 kan gekozen worden uit:**

MEC028	International Financial Markets	6	Engels	1
MEC041	Behavioural Economics & Policy	6	Engels	1
	Ander IE&D georiënteerd keuzevak <sup>+</sup>	6		1

<sup>+</sup> Toestemming examencommissie vereist

**\* Keuzevak IE&D2 kan gekozen worden uit:**

MKV011	Changes in World Politics: The Rise of the BRIC Countries	6	Engels	3
	Ander IE&D georiënteerd keuzevak <sup>+</sup>	6		3

<sup>+</sup> Toestemming examencommissie vereist

**Samenstelling masterspecialisatie International Political Economy**

*Semester 1*

code	Cursusnaam	EC	Taal	Blok
MPOL044	Current Debates in IPE	6	Engels	1
MEC027	Methods of Empirical Analysis	6	Engels	1
MPOL026	Global Political Economy	6	Engels	2
	Keuzevak IPE1*	6		2
MEC 026	Pluralisms in Economics	6	Engels	1 & 2

*Semester 2*

code	Cursusnaam	EC	Taal	Blok
	Keuzevak IPE2a*	6		3
	Keuzevak IPE2b*	6		3
MTHECIPE	Master's Thesis Economics - International Political Economy	18	Engels	3 & 4

**\* Keuzevak IPE1 kan gekozen worden uit:**

MEC050	Culture and Institutions	6	Engels	2
MEC042	Inequality & Development	6	Engels	2
MEC010	Macroeconomics and Policy	6	Engels	2

**\* Keuzevak IPE2a kan gekozen worden uit:**

MKV011	Changes in World Politics: The Rise of the BRIC Countries	6	Engels	3
MPOL039	The Politics of Reform	6	Engels	3

**\* Keuzevak IPE2b kan gekozen worden uit:**

MEC048	Current Issues in International Economics & Development	6	Engels	3
MEC046	Current Issues in Economics, Behaviour & Policy	6	Engels	3



## Master's programme Bedrijfskunde (deeltijd, post-initieel)

Deze wo-master omvat de volgende onderdelen:

<b>Blok</b>	<b>Cursusnaam</b>	<b>EC</b>	<b>Cursusnaam</b>	<b>EC</b>
1	Strategic Management (schriftelijk tentamen + werkstuk)	6	Analyse en Ontwerp van Organisaties (schriftelijk tentamen)	6
2	Strategisch Personeelsmanagement (schriftelijk tentamen)	6	Kennis en Leren in Organisaties (schriftelijk tentamen + werkstuk)	6
3	Analyse en Verandering van Organisaties (schriftelijk tentamen)	6	Methoden van Organisatieonderzoek (schriftelijk tentamen)	6
4	Management & Filosofie (schriftelijk tentamen)	3	Onderzoek in Organisaties (werkstuk)	3
5	Masterthesis (werkstuk)			18



## APPENDIX 4: PROGRAMME OF THE SITE VISIT

### **Sunday 18 February 2018**

16.00 Peer Review Team Meeting at Hotel  
18.30 Dinner Leadership Team/Accreditation Team

### **Monday 19 February 2018**

8.30 – 8.45 Welcome by the Dean  
8.45 – 9.00 Introduction to business school staff, overview of base room

#### **Strategic Planning:**

9.00 – 9.45 Meeting with Business School Leadership Team to discuss Strategic Planning, Financial Strategies (AACSB STANDARD 1 & 3)

Dean  
Vice Dean of Education  
Head of department Economics  
Head of department Business Administration  
Director NSM

#### **Curriculum Management/Student Support:**

9:45 – 10.30 Undergraduate Program Directors (AACSB STANDARD 8, 9, 10, 11, 12 / NVAO STANDARD 1, 2)

TNO1 BSc International Business Administration ((NVAO accreditation new programme)  
TNO BSc International Economics and Business (NVAO accreditation new programme)

Programme coordinator BSc Business Administration  
Programme coordinator BSc Economics and Business Economics  
Specialisation coordinator IBA  
Specialisation coordinator IE&B  
Vice Dean of Education  
NVAO observer

10.30 – 10.45 Break

10:45 – 11.30 Graduate Program Directors (AACSB STANDARD 8, 9, 10, 11, 12 / NVAO STANDARD 1, 2)

Programme coordinator MSc Economics  
Education department BA  
Programme coordinator MSc BA executive programme  
Representative programme committee BA  
Chair programme committee Ec

11.30 – 12.15 Meeting with examination committee members and programme committee Members (NVAO STANDARD 3, 4)

TNO BSc International Business Administration ((NVAO accreditation new programme)  
TNO BSc International Economics and Business (NVAO accreditation new programme)

Representative of examination committee BA  
Chair examination committee Ec  
Chair programme committee member BA  
Chair programme committee Ec  
Student member programme committee BA: student BSc International Business Administration  
Student member programme committee Ec: student BSc Financial Economics  
NVAO observer

12.15 – 13.15 Lunch with the Dean of Research & Pro Vice Chancellor

13.15 – 14.00 Parallel session Programme Management IBA & IE&B

TNO BSc International Business Administration (NVAO accreditation new programme)  
TNO BSc International Economics and Business (NVAO accreditation new programme)

Specialisation coordinator IBA  
Specialisation coordinator IE&B  
NVAO observer

13.15 – 14.00 Parallel session Faculty Qualifications (AACSB STANDARD 15)

Dean  
Director NSM  
Accreditation officer

14.00 – 14.45 Faculty IBA & IE&B

TNO BSc International Business Administration (NVAO accreditation new programme)  
TNO BSc International Economics and Business (NVAO accreditation new programme)

Faculty IBA: professor Comparative Management  
Faculty IBA: assistant professor SHRM  
Faculty IE&B: lecturer Business Economics  
Faculty IE&B: assistant professor Business Economics  
NVAO observer

14.45 – 15.30 Students IBA & IE&B

TNO BSc International Business Administration (NVAO accreditation new programme)  
TNO BSc International Economics and Business (NVAO accreditation new programme)

Three bachelor's students IBA  
Two bachelor's students IE&B  
One bachelor's student IE&B and IBA  
NVAO observer

15.30 – 16.00 Break – Campus Tour

16:00 – 16:45 Undergraduate Students (AACSB STANDARD 5, 10, 11, 12, 13 / NVAO STANDARD 1, 2, 3, 4)

Student assessor  
Three bachelor students Business Administration  
One bachelor student International Economics  
One bachelor student Economics

16:45 – 17:30 Graduate Students (AACSB STANDARD 5, 10, 11, 12, 13 / NVAO STANDARD 1, 2, 3, 4)

One master student International Management  
One master student Strategic Management  
One master student International Economics, Behaviour and Policy  
Two master students Business Administration executive programme

19:00 – 22.00 Dinner with Strategic Advisory Group, Industry Partners and Alumni Network Representatives

## **Tuesday 20 February 2018**

### **Assurance of Learning:**

9.00 – 10.00 Meeting with Dean of Learning & Teaching on Assurance of Learning processes (AACSB STANDARD 8 /NVAO STANDARD 2, 3)

Education Support  
Dean  
Programme coordinator BSc Business Administration  
Programme coordinator MSc BA executive programme  
Programme coordinator BSc Economics and Business Economics  
Programme coordinator MSc Economics  
Representative programme committee BA  
Chair programme committee Ec

### **Faculty Management and Support:**

10:00 – 10:45 Faculty Meeting-Assistant Professor and Junior Lecturers ( AACSB STANDARD 5, 6, 15 / NVAO STANDARD 1, 2, 3, 4)

11:00 – 11:45 Faculty Meeting-Associate Professor and Senior Lecturer Staff (AACSB STANDARD 5, 6, 15 / NVAO STANDARD 1, 2, 3, 4)

11:45 – 12.30 Meeting with Dean of International and key staff on internationalization (AACSB STANDARD 1, 4 / NVAO STANDARD 2)

Head ICR  
International Policy Officer/ Team Leader IMO  
International recruitment and admission MSc students:  
Study Advisor and Abroad Coordinator IBA and IE&B  
Head International Office RU

12.30 – 13.30 Working Lunch Panel only

13:30 – 14.15 Meeting with Research Committee and Research Center Directors (AACSB STANDARD 2)

Dean  
Head of IMR Research Services  
Hotspot coordinator Gender and Power in Politics and Management & Head of department Business Administration  
Head of department Economics  
Hotspot coordinator Integrated Decision-Making (ID)

Chair Scientific Advisory Committee  
Doctoral officer

14.15 – 15.00 PhD students session ( AACSB STANDARD 2, 4, 8, 9, 10, 11, 12 and 13)

15.00 – 15.45 Student Admissions and Support Services Staff (AACSB STANDARD 4, 7 /NVAO STANDARD 2)

International recruitment and admission MSc students  
International admission MSc students  
Doctoral officer  
Representative of examination committee BA  
Representative of examination committee Ec  
Head Education  
Programme coordinator MSc BA executive programme

15.45 – 16.00 Break

16.00 – 16.45 Career Advisors on student enrichment opportunities/ internships and alumni Engagement (AACSB STANDARD 4, 13 / NVAO STANDARD 2, 4

Career & Alumni Advisor NSM  
Head ICR  
Internship coordinator BA  
Internship coordinator Ec  
Representative of Alumni Network Business Administration  
Chairman Alumni Network Economics  
External Relations officer

16.45 – 17.30 Meeting on Resources and Administration (AACSB STANDARD 1, 3, 6, 7)

Dean  
Director NSM  
Head Finances  
Secretary board NSM  
Head Education  
HR Advisor

17.30 – 18.00 Parallel session Student support ( AACSB STANDARD 4)

Study Advisor BSc Business Administration  
Study Advisor IBA & IE&B  
Study Advisor BSc Economics and Business Economics & MSc Economics  
Study Advisor MSc Business Administration

17.30 – 18.00 Parallel session Open consultation hour – NVAO

18.00 – 18.30 Internal panel session to establish the conclusions for the programme assessments

19:00 Working dinner Panel only



### **Wednesday 21 February 2018**

09.00 – 11.45 Time for panel to work on report

11.45 – 12.00 Feedback on the degree programmes assessments to the programme coordinators and Faculty Board.

12.00 – 13.00 Lunch panel only

13.00 – 14.00 Debrief with Deans, Vice Deans

Dean  
Vice Dean of Education  
Director NSM  
Secretary NSM

## APPENDIX 5: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied four theses of the bachelor's programme Business Administration, four theses of the bachelor's programme Economics and Business Economics, eight theses of the master's programme Business Administration, six theses of the master's programme Economics and five theses of the master's programme Bedrijfskunde. Information on the selected theses is available from QANU upon request.

During the site visit, the panel studied, among other things, the following documents:

- Course dossiers
- Theses
- Quality Assurance Policy documents
- Annual reports of the Boards of Examiners
- Annual reports of the Programme Committees
- Exemplary publications of the research staff.
- Information of study associations.