

The logo for AeQui, featuring the letters 'AeQui' in a purple, sans-serif font. A light blue, hand-drawn style line loops around the letters, starting from the 'A', passing under the 'e', looping around the 'Q', and ending under the 'i'.

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**Master of Science  
Accounting and Control  
Vrije Universiteit Amsterdam**

***Report of the limited programme assessment  
16-18 November 2022***

Utrecht, The Netherlands

March 2023

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*Assessment Agency for Higher Education*

## Colophon

### **MSc Accounting and Control**

VU Amsterdam

Academic Master (wo-ma)

Location: Amsterdam

Mode of study: full-time and part-time

CROHO: 60047

Result of institutional assessment: positive (June 2020)

### **Panel**

Hans van Ees, chair

Niels Hermes, domain expert

Eelke de Jong, domain expert

Ann Jorissen, domain expert

Wim Van Grembergen, domain expert

Judith Kikkert, student

Mark Delmartino, secretary

The panel was presented to the NVAO for approval.

The assessment was conducted under responsibility of

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*This document is best printed in duplex*

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## Summary

From 16 to 18 November 2022 an assessment committee of AeQui visited the School of Business and Economics (SBE) at VU Amsterdam to perform a quality assessment of eleven degree programmes in Economics. This document reports on the committee's assessment of the Master of Science Accounting and Control according to the 2018 NVAO framework for limited programme assessment. The programme consists of a full-time and part-time variant. While targeting different audiences, the programme's learning outcomes and curriculum contents are identical. The educational delivery, including the language of instruction, differs per variant. The assessment committee has established that the Accounting and Control programme meets all four NVAO standards under consideration: intended learning outcomes, teaching-learning environment, assessment and achieved learning outcomes. As a result, the committee's overall assessment of the quality of the MSc Accounting and Control programme is **positive**.

### Intended learning outcomes

The profile of the MSc Accounting and Control (A&C) is rooted in the vision on education of both VU and SBE and is adequately reflected in the learning outcomes and curriculum of the programme. Students appreciate this profile and approach, which is often the reason for choosing the A&C programme at VU. In addition to emphasising the programme's capacity to prepare students for a professional career, there is room according to the committee for informing (potential) students more explicitly about the academic strengths and research opportunities of the Accounting and Control programme. Since the previous accreditation, the intended learning outcomes have been restructured and reformulated: the current set reflects adequately the domain, level and orientation of the programme. The learning outcomes combine a quite general formulation with the articulated ambitions of the University, the School and the programme. The committee thinks highly of the way in which the programme is informed about the requirements of the professional field. Its contacts through the School of Accounting, the part-time academic staff, the *Commissie Eindtermen Accountantsopleiding* and the advisory board ensure that the Accounting and Control curriculum is up-to-date at all times. The assessment committee judges that the MSc Accounting and Control **meets this standard**.

### Teaching-learning environment

The teaching-learning environment of the Accounting and Control programme is very strong. The curriculum structure is straightforward, logical and appropriate. It offers students both foundational

knowledge and an opportunity to tailor the study programme to their own interest and/or professional ambitions. Moreover, the programme has found a feasible way to offer similar contents to two distinct target audiences. The course learning goals and the programme learning outcomes are attuned and thus ensure that – irrespective of the variants – all Accounting and Control students can achieve all intended learning outcomes. Moreover, the committee endorses the motivation of SBE and the programme team to offer the full-time variant of the MSc Accounting and Control in English and the part-time variant in Dutch. The educational concept accommodates a variety of routes and learning styles that do justice to the respective characteristics and needs of the target audiences. The number and quality of staff involved in the A&C programme is very good: students are taught and tutored in adequate conditions and by a large number of staff who are competent, enthusiastic and committed. The committee also thinks highly of the professional development offer for staff, and in particular of the fact that they also make use of these opportunities. The programme team has successfully addressed the recommendations of the previous accreditation panel. The courses, the pre-master programme, the provisions for student guidance and the international dimension of the programme have all got a quality boost. The recently introduced portfolio is a very relevant component of the programme, according to the committee, but requires further fine-tuning and more contextualisation towards the students. The assessment committee judges that the MSc Accounting and Control **meets this standard**.

### Assessment

The assessment in the MSc Accounting and Control programme is robust. This appreciation is based on the fact that both course and thesis assessment are embedded in well-established policies and frameworks at the level of the University and the School. The sample of assessment formats shows that the assessment principles and policies are properly implemented in the course assessments. The A&C assessment plan monitors – and demonstrates – that course learning goals are assessed adequately, which in turn ensures that all learning outcomes at programme level are covered. Since the previous accreditation visit, both School and programme have made considerable efforts to bring assessment quality up to par. The Examination Board has grown in capacity and competency and is capable to assure the assessment quality of the A&C programme. The assessment of the final project is organised well. The master thesis and the A&C portfolio are based on solid procedures, which are communicated in person and on paper to the students. Both components are using relevant evaluation forms with adequate criteria and clear assessment criteria. The sample of thesis assessments reviewed by the committee showed that the extensive assessment grid allows for consistency in the thesis grading. While students receive extensive informal feedback, there is room for more systematic comments on final grade and criteria scores in the thesis evaluation form. The assessment committee judges that the MSc Accounting and Control **meets this standard**.

### Achieved learning outcomes

In order to establish whether the programme learning outcomes have been achieved, the committee reviewed a sample of master theses and checked what graduates were doing professionally after they

finished the A&C programme. The thesis sample and the discussions on-site revealed that upon graduation and irrespective of the programme variant, Accounting and Control students have achieved all programme learning outcomes. The thesis review has shown that students are capable of writing final products that are up to standard. The discussion with alumni confirmed that the A&C programme prepares students for a (new step in their) professional career. Accounting and Control students are high in demand on the labour market and easily find relevant jobs. The assessment committee judges that the MSc Accounting and Control **meets this standard**.

### Recommendations

The assessment committee has issued a positive judgement on the A&C programme and on the quality of each individual accreditation standard. Nonetheless the committee also sees room for improvement in a number of areas. The following suggestions constitute no formal recommendations, but points for attention the committee picked up during the visit and reported in the respective assessment standards. The committee advises the MSc Accounting and Control to:

- inform (potential) students more explicitly about the academic strengths and research opportunities of the A&C programme;
- finetune the portfolio and communicate more on its purpose and on the relevance of its assessment format to students;
- ensure that all assessors motivate their final grade and criteria scores in the grade comment section on the thesis evaluation form;
- encourage students to use their exposure to academic research more effectively in the master thesis.

In view of its positive assessment of the programme quality as a whole and its judgement on each of the four accreditation standards, the committee issues a **positive advice** to NVAO regarding the accreditation of the MSc Accounting and Control at the School of Business and Economics of VU Amsterdam.

On behalf of the entire assessment committee, Utrecht, March 2023

Hans van Ees  
Chair

Mark Delmartino  
Secretary

## Introduction

The School of Business and Economics at Vrije Universiteit Amsterdam offers a MSc Accounting and Control in two variants: a one-year full-time programme in English and a two-year part-time programme in Dutch. Over the years, the Accounting and Control programme has been attracting on average 60 full-time and 100 part-time students. The external assessment of the MSc Accounting and Control programme is part of a wider cluster assessment covering degree programmes at Erasmus University Rotterdam, VU Amsterdam, the University of Utrecht and Wageningen University.

### Institution

Vrije Universiteit (VU) Amsterdam is a university with nine faculties in Humanities, STEM, Social and Medical Sciences. Since its foundation in 1880, VU Amsterdam has stood for scientific and value-driven education, research and knowledge transfer. Its education and research are closely linked and have a strong social orientation. All education is provided on one campus in the heart of the Zuidas Knowledge District.

The School of Business and Economics (SBE) is one of VU's faculties and offers four BSc, ten MSc and 15 postgraduate programmes in economics and business administration. Since its establishment in 1948, SBE has evolved into a school with more than 8,000 students and over 500 academic and non-academic staff members.

The school is governed by the SBE faculty board under the leadership of the dean. The academic staff is divided in departments; each head of department assigns the teaching, research and administrative tasks. SBE has a well-established system of quality assurance of teaching and assessment, which is based on the VU Manual for quality assurance of teaching and learning and to which all programmes adhere. SBE has two examination boards in the economics cluster: one governing all government-funded programmes and one for accredited postgraduate programmes.

### Programme

Each degree programme has a dedicated programme director who is responsible for content, organisation and quality assurance. The director

ensures that the curriculum is adjusted to the intended learning outcomes and that the learning environment meets the quality requirements of SBE. In the bachelor and larger master programmes, one or more programme coordinators assist the director. Each degree programme has a programme committee comprising of an equal number of students and lecturers, appointed by the SBE faculty board.

The MSc Accounting and Control amounts to 60 ECTS and is offered in two variants: a one-year full-time programme in English and a two-year part-time programme in Dutch. Both variants share a single CROHO number and are identical in terms of learning outcomes and content. They are supervised by the same programme director, who is assisted by a programme coordinator. Over the years, the A&C programme attracted on average 60 full-time and 100 part-time students.

The MSc programme has strong organisational and content-related links with SBE's postgraduate programmes in the accounting discipline. The various programmes retain their own status, governance and funding, but their educational endeavours are coordinated by the School of Accounting. When SBE obtained AACSB accreditation in 2022, the School of Accounting and its programmes additionally received a dedicated accounting accreditation.

### Assessment

This assessment is part of a wider cluster assessment Economics group 1, which consists of the Erasmus University Rotterdam, VU Amsterdam, Utrecht University and Wageningen University.

The group assigned AeQui to perform a quality assessment of its bachelor, master and research master programmes in Economics. Together with the cluster group and its individual schools/faculties, AeQui convened an independent and competent assessment committee. The committee members are shortly presented in attachment 1.

At VU Amsterdam, the cluster assessment features 11 bachelor, master and post-experience (executive) master programmes. In the run-up to the visit, a preparatory meeting was held with representatives of SBE to exchange information and plan the dates and programme of the site visit. The visit was carried out from 16 until 18 November 2022 according to the programme presented in attachment 2.

In so far as the Master of Science Accounting and Control is concerned, the assessment committee members studied the programme's self-evaluation report and reviewed a sample of 15 master theses. Their first impressions on the report and the thesis (evaluations) formed the basis for discussion during an online preparatory meeting on 8 November 2022, and guided the committee's questions during the site visit.

Prior to the visit, the committee held an Open Consultation Hour for students, teaching and support staff; eventually nobody used the opportunity to speak individually and confidentially

with the committee. Initiated by the programmes, the visit also featured a Development Dialogue. The results of this dialogue have no influence on the assessment in this report.

Furthermore, the programme put at disposition many relevant materials, which served as background information for the assessment committee before and during the visit. An overview of these materials is listed in attachment 3.

The committee has assessed the programme in an independent manner; in relation to, and in consideration of, the cluster of programmes in which this programme is placed. The contextualisation of the programme within its cluster was conducted by the complete committee during the preliminary meeting and the final deliberations. At the end of the visit, the chair of the assessment committee presented the initial findings of the committee to representatives of the programmes and the school.

In the underlying document, the committee is reporting on its findings, considerations and conclusions according to the NVAO framework 2018 for limited programme assessment. A draft version of the report was sent to the programme management at the end of February 2023; its reactions have led to this final version of the report.

## 1. Intended learning outcomes

The MSc Accounting and Control helps students from diverse educational backgrounds to switch to a more specialized profession while laying the academic foundation for further professional education. Students appreciate this profile and approach, which is rooted in the vision on education of both VU and SBE. While the Accounting and Control programme emphasises its capacity to prepare students for a professional career, there is room for also promoting explicitly its academic strengths and research opportunities. The intended learning outcomes reflect adequately the domain, level and orientation of the programme. The programme pays considerable attention to the professional component in the curriculum. Its contacts through the School of Accounting, the part-time academic staff, the *Commissie Eindtermen Accountantsopleiding* and the advisory board ensure that the Accounting and Control curriculum is up-to-date at all times. According to the committee, the MSc Accounting and Control programme **meets this standard**.

### Findings

#### Purpose

The Master of Science in Accounting and Control aims to prepare students for positions in commercial enterprises, governmental entities and non-profit organizations for which a domain-specific graduate degree is an entry-level requirement or a requirement for further advancement. The discipline accounting and control encompasses all aspects of producing and using financial information in organizations, including generating, reporting, analysing and synthesizing data about historic and future economic positions and performance to serve informed decision-making by internal and external parties and to influence decisions of internal parties. The programme helps students from diverse educational backgrounds to switch to a more specialized profession while laying the academic foundation for further professional education. The MSc A&C is therefore developed and operated in close coordination with relevant postgraduate programmes offered by VU's School of Accounting.

The assessment committee gathered from the written materials and the discussions that the objective of this master programme aligns with the vision of both VU and SBE, which is formulated along two axes: (1) the behavioural component is firmly embedded in the core values responsible, personal and open of the VU; and (2) the content

component consists of the roles academic, professional and citizen. These elements have guided the elaboration of education in the MSc A&C and are reflected in the learning outcomes of the programme and the course learning goals. The committee endorses that integrating the academic, professional and citizen roles with the behavioural components responsible, personal and open creates a unique profile for both SBE and for the master students that graduate from the Accounting and Control programme. The programme structure and content also reflect the core values of both university and faculty and come to life through emphasis on small student groups, on close student/lecturer interaction, and on the opportunities to personalise study programmes through elective courses.

In their written and oral contributions, students indicated that they chose on purpose for the A&C programme at VU and are still satisfied with their choice. There is a good fit between the A&C programme and their previous education, in particular for students enrolling in A&C after the pre-master. Moreover, the existence of a full-time and part-time variant, and the opportunity to take elective courses, allows students to tailor the programme to their individual interest and personal situation. While acknowledging that the A&C programme does prepare for both professional and more academically oriented careers, students informed the committee that the programme



communication to (potential and actual) students focuses on becoming an accounting professional.

The committee noticed furthermore that the structure, level and contents of the Accounting and Control programme at VU are comparable to other master programmes in the Netherlands, some of whom also offer both full-time and part-time variants. As all programmes prepare their graduates for careers in a well-defined professional field, the content differences are mostly limited to the university's specific areas of research within the A&C domain or the range of bachelor programmes on offer.

### **Intended Learning Outcomes**

The programme's intended learning outcomes consist of learning goals and learning objectives: the goals refer to what graduates are or have and are set SBE-wide; the objectives refer to what graduates can do or make and are specific to the Accounting and Control programme. The committee observed that there is a direct link between the respective goals and objectives, and that both goals and objectives are clustered around five dimensions: academic and research skills, bridging theory and practice, social professional skills, broadening horizons, and self-awareness.

The A&C programme features five learning goals and six learning objectives. Compared to the previous accreditation visit, the intended learning outcomes have been reformulated to reflect the AACSB format: the Association to Advance Collegiate Schools of Business is a highly reputed accreditation body whose international quality standard SBE managed to obtain since the previous accreditation visit. The current assessment committee has studied the intended learning outcomes and noticed that they are formulated at the appropriate master level and reflect the academic orientation of the programme.

The Accounting and Control programme has one set of intended learning outcomes for both full-time and part-time variants. The intended learn-

ing outcomes comprise a mixture of subject-specific and generic academic skills. In terms of subject matter, the programme is situated at the applied end of the economics discipline. The committee noticed that the six learning outcomes combine a quite general formulation with the specific ambitions of the University, the School and the programme. The current set of learning outcomes refers explicitly to analysing an accounting-related issue from an IT and responsibility perspective. Moreover, the attention to self-awareness and taking responsibility for one's own learning, knowledge and actions is new.

Students who finish the MSc Accounting and Control programme may want to pursue (after some time) a postgraduate accountancy programme to become registered auditor, controller or EDP-auditor. The requirements of the *Commissie Eindtermen Accountantsopleiding* (CEA) apply to the registered auditor programme. The requirements contain important elements that are seen as relevant by the programmes for controller and EDP auditor. Further to a remark from the previous accreditation panel, the programme team emphasised that these final qualifications do not apply to the MSc programme but that the programme does take them into account when determining its contents. According to the team, the CEA requirements do not have an undue influence on the MSc Accounting and Control.

### **Professional Field**

The committee gathered from the materials and the discussions that there are different ways in which the Accounting and Control programme is informed by the professional field. The School of Accounting at VU has a strong network of contacts in the professional field. It also offers opportunities for its fulltime academic staff to exchange ideas with colleagues whose main occupation is outside academia. Moreover, staff on the A&C programme regularly engages in research projects in co-operation with the professional field.

The A&C programme features a dedicated advisory board, which meets twice a year and consists

of six to eight members representing various professional roles in the field of accounting and control that A&C graduates typically aspire to. The board offers an independent perspective on the strategy and development of the programme as well as on the alignment of the curriculum with the expectations and requirements of the professional field.

Finally, the programme follows the developments in the nation-wide recognition of postgraduate programmes and professional qualifications in the accounting domain. While the requirements of the above-mentioned CEA are not binding for the A&C programme, their regular updates provide important clues about the changing expectations of society and of employers when recruiting A&C graduates. The assessment committee was informed that for instance new CEA requirements with respect to data analytics were an important signal for the A&C programme to introduce the Data Analytics course.

### Considerations

Based on the written materials and the discussions on site, the assessment committee considers that the profile of the MSc Accounting and Control is rooted in the vision on education of both VU and SBE and is adequately reflected in the learning outcomes and curriculum of the programme. By offering two variants, the programme is targeting different audiences, which it manages to contain perfectly within one and the same set of programme objectives and learning outcomes.

Students appreciate this profile and approach, which is often the reason for choosing the A&C programme at VU.

The committee endorses the way the intended learning outcomes have been restructured and reformulated since the previous accreditation visit; the current set of learning goals and learning objectives reflects the domain (accounting and control), level (master) and orientation (academic) of the programme. The six learning outcomes combine a quite general formulation with the articulated ambitions of the University, the School and the programme.

The committee thinks highly of the way in which the programme is informed about the requirements of the professional field. Its contacts through the School of Accounting, the part-time academic staff, the CEA and the advisory board ensure that the Accounting and Control curriculum is up-to-date at all times.

In addition to all its positive considerations on the programme, the committee advises the programme team to inform (potential) students more explicitly about the academic strengths and opportunities of the Accounting and Control programme.

In view of the above findings and considerations, the assessment committee judges that **the MSc Accounting and Control programme meets standard 1, intended learning outcomes.**

## 2. Teaching-learning environment

The programme's teaching-learning environment is very strong. The curriculum structure is straightforward, logical and appropriate. It offers students both foundational knowledge and an opportunity to tailor the study programme to their own interest and/or professional ambitions. The course learning goals and the programme learning outcomes are well attuned. The committee endorses the motivation of the programme team to offer the full-time variant of the MSc Accounting and Control in English and the part-time variant in Dutch. The educational concept accommodates a variety of routes and learning styles that do justice to the respective characteristics and needs of the target audiences. The number and quality of staff involved in the programme is very good: students are taught and tutored in adequate conditions and by a large number of staff who are competent, enthusiastic and committed. The programme successfully addressed the recommendations of the previous accreditation panel: courses, pre-master programme, student guidance and the international dimension have all got a quality boost. The recently introduced portfolio is a very relevant component of the programme, but requires further finetuning and more contextualisation towards the students. According to the committee, the MSc Accounting and Control **meets this standard**.

### Findings

#### Programme

The MSc Accounting and Control programme has a study load of 60 ECTS and consists of four mandatory courses (24 ECTS), three electives (18 ECTS), a master thesis (12 ECTS) and a portfolio (6 ECTS). The mandatory courses ensure that all students are proficient in the core disciplines of financial and management accounting, can relate accounting and control issues to the relevant institutional environment, and have the competences to set up and carry out a research project. The programme does not have formal specialisations; students are free to choose any combination of electives. Students envisaging a career as register accountant or register controller can opt for a so-called 'accountancy track' or 'controlling track' but these tracks have no formal status. According to the committee, the curriculum structure is straightforward, logical and appropriate.

The programme content does not differ between the full-time and the part-time programme: both variants use the same teaching materials (in English) and in most cases students take the same exams at the same time. What does vary is the scheduling of the curriculum and of classes, as well as some of the instruction formats. Full-time

and part-time students are mostly taught in separate classes because of the different language of instruction and because they have different frames of reference. Students and alumni told the committee that they appreciated lecturers taking into account the background of the respective student groups in class. According to the committee, the programme has found an adequate way to offer similar contents to two distinct target audiences.

The MSc Accounting and Control programme has a core set of six underlying learning objectives. The committee learned that there is a link between the course learning goals and the programme learning outcomes, which is not only visible on paper – the committee studied the curriculum map, the assessment plan and the study guide – but is also implemented in the day-to-day teaching and assessment practice of the courses. The committee gathered from the extensive description in the self-evaluation report that the respective programme learning objectives are addressed throughout the curriculum and that each course has formulated specific course objectives that contribute to an overall programme objective and are assessed explicitly.

The relationship between course-level objectives and programme-level intended learning outcomes is made clear to students in the course descriptions in the study guide. Moreover, the learning objectives and their related course objectives are presented in the Assessment Plan, which also indicates the forms of assessment used in each course in relation to the course-level learning objectives. The committee observed in the assessment plan that in both programme variants, the courses and the thesis/portfolio together ensure that all learning outcomes are covered in the curriculum.

The committee acknowledges the changes in the programme since the previous accreditation visit: the ethics component has been strengthened, the empirical research course was reorganised and now focuses on data analytics for accountancy and control, and the study load for the academic master thesis was reduced to add a professional portfolio component to the final project phase. In addition to the extensive information in the self-evaluation report, the committee gathered from the discussion on-site that these changes have been implemented following extensive internal deliberation and preparation.

In so far as the final project is concerned, the committee was informed that the combination of a master thesis and a portfolio tries to offer a balance between the academic ambitions and the more practice oriented objectives of the programme. When reducing the study load of the master thesis, the programme team has been very cautious to ensure that the thesis would still represent a coherent and complete research project. Hence, the guidance with respect to the definition of the research questions, the data gathering and the literature review was re-organized and the report size was reduced, but this re-organization did not affect the general quality requirements with respect to the thesis. Asked whether the portfolio was added to accommodate the part-time students, who have different and particularly professional ambitions than their full-time fellow

students, the programme team categorically denied this. Students and (recent) alumni from both variants indicated to the committee that the combination makes sense: while one still has to go through all phases of the research cycle in the thesis, the portfolio gives the opportunity to reflect on how the study fits in one's own life and future career plans. Anticipating on its findings on thesis quality, the committee found that students still delivered research products of 12 ECTS that were up to master standard.

### **Language of instruction**

The Accounting and Control programme is offered in two variants, with full-time students being taught in English and part-time students in Dutch. Yet, both full-time and part-time students use the same English-language teaching materials. This set-up is a conscious decision of SBE and the programme, which was taken already a long time ago and still works fine up to now. Over the years, a growing number of non-Dutch students joined the full-time variant, while recently also a few international professionals working in the Netherlands are joining the part-time variant: provided they can follow class in Dutch, they are allowed to do exam in English.

The focus on English language materials and the decision to offer the full-time variant in English reflect the fact that English is the leading language in both academia and the business world. Although many graduates will join Dutch firms or international firms in the Netherlands, these organisations have an international workforce and also operate outside the Netherlands. The use of English therefore aligns with the international orientation of the programme and is consistent with comparable degree programmes in the Netherlands. Based on the materials in the report and the discussions on-site, the assessment committee endorses the motivation of SBE and the programme team to offer the full-time variant of the MSc Accounting and Control in English, and the part-time variant in Dutch.

### **Didactics**

In terms of didactics, the Accounting and Control programme is aligned with the educational vision of VU and the teaching methods at SBE: most courses and staff make intensive use of activating teaching formats and interactive tools to involve students as much as possible and to check whether they have understood the course materials. The committee was informed that such teaching formats are explicitly promoted by VU and SBE because it helps students to understand the materials in greater depth, it enhances their analytical and problem-solving skills, and it develops an attitude towards self-reflection.

The programme aims to offer a common foundation to students with different backgrounds and levels of professional experience who wish to transition to a specialized discipline. This entails an educational concept that accommodates a variety of routes and learning styles. Although most courses involve some group exercises, the entire cohort is also regularly brought together for plenary lectures. For the part-time programme, the main emphasis is on finding the best individual approach for each student. Following its discussions with staff and students, the committee acknowledges that the programme structure and the teaching approach of staff indeed enable such a two tier-approach.

The committee gathered from the written materials and the discussions on site that the implications of the COVID-19 pandemic have accelerated the need for - and the possibilities of - new ways of teaching. SBE is using the lessons learned during the lockdown to develop its education vision on and implementation of promising online teaching tools and techniques that are relevant beyond a single course. In this regard, the committee noticed that the Faculty Board promotes blended learning as an important instrument for teaching innovation, yet leaves a lot of discretion to the individual programmes for implementing such forms of educational innovation. The Accounting and Control programme is discussed with the Task Force Active Blended Learning set up by the SBE. As a result a working group “active

blended learning” was started and has in the meantime reached all staff involved in the programme. The course Advanced Auditing was selected as a pilot case with high potential for active blended learning. However, only minor changes were found to be practicable and conducive to student engagement. Hence the programme team decided to develop active blended learning in terms of mixing ‘all on campus’ with ‘all online’.

### Students

The committee read in the self-evaluation report and the detailed appendix on student data that every year about 160 to 170 students start the programme: 60 to 80 are full-time students and 90 to 100 are part-time students. Most full-time students have just finished their bachelor degree. These cohorts have a balanced male-female composition, about 20% is international, and only a small part enters the programme after a pre-master. The group of part-time students tends to be a bit older and has some years of relevant work experience. Their cohorts count more male than female students (2:1) and 75% of the students hold a professional bachelor degree and enter the programme after a pre-master.

The committee noticed that the programme has a clear admission policy, with specific approaches and requirements according to the different backgrounds of applicants. Further to the advice of the previous accreditation panel, the programme has enhanced the pre-master programme, which now allows for more training in academic skills. Students indicated to the committee that they have benefited from the pre-master and that in class they feel at par with their fellow students holding an academic bachelor degree.

Furthermore, the group of international students has grown over the past few years and now represents about 20% of the full-time cohort. They are attracted by the international dimension of the programme (content) and were reached among others through targeted communication by the university’s International Office.

The two distinct audiences require different types of guidance. The committee was informed that the programme is indeed taking care of both groups in a differentiated way. In addition to the programme-specific support and guidance from the programme management, full-time students can contact SBE's academic advisors for additional support or guidance on a personal level. Moreover, SBE's Career Services, the study association Aureus and the programme director look after the career preparation of full-time students through a combination of company in-house events, guest lectures, on-campus recruitment events, alumni events and skills workshops. In order to support part-time students in balancing work, study and private life, the programme offers academic support in addition to regular SBE facilities. This includes an initial assessment for pre-master students that - in addition to considering intellectual skills - identifies risk factors in the balance of professional and personal life. Moreover, two dedicated student coaches take care of part-time students in master and postgraduate programmes. The programme also provides targeted support for part-time students who are allowed by their employer to concentrate for six weeks on the master thesis. These guidance measures seem to be effective as the drop-out rate and the success rate for both full-time and part-time students are reasonable.

### **Staff**

The committee gathered from the self-evaluation report that almost all of the teaching and the coordination is performed by staff belonging to the Accounting Department of SBE. Staff members are active in research and their research interests are very much in line with the topics they teach in this programme. Hence, they are particularly suited to guide students to the current academic research frontiers and help them shape their conceptual skills and engage in research themselves.

According to the overview in the appendix to the report, the Accounting and Control programme consists of 33 academic staff who have an average 0.9 FTE appointment with SBE. About 55% of

the staff is international and 31% is female. The programme team indicated that in recent years, the teaching effort was shared among about fifty lecturers, whose involvement ranges from teaching a few tutorials to near-full-time participation in the programme. In recent years a number of additional national and international staff has been recruited. Hence, the number of staff largely suffices to provide good quality education. In fact, the committee was informed that with the current level of staffing, the programme could accommodate up to 250 students in total.

Furthermore, the committee noticed that staff development is well organised at the MSc A&C as it is embedded in policies and documents including 'SBE HRM educational policy', 'SBE BKO policy', and 'SBE Tenure Track procedure'. All academic staff members are expected to have English language proficiency at level C1. Permanent staff members can pursue continuing education in specific fields such as active blended learning, mixed classroom, activating work formats, examinations and assessments. Currently, 88% of the academic staff involved in the Accounting and Control programme holds a university teaching qualification (BKO) and four staff also obtained the senior qualification (SKO). Some staff members are particularly active in course innovation, notably with regard to active blended learning in both teaching and assessment. Several lecturers also joined KnowVU, the knowledge network on teaching operated by the university and dedicated to educational innovation and improvement. Asking about career opportunities, the committee was informed that tenure track staff who engage in programme/course design and innovation can make promotion based on their educational performance and track record.

Students mentioned in their written and oral contributions that they are generally satisfied with the lecturers. The teaching staff is very competent and has a lot of real-world experience, which they integrate into the lectures. They also complimented the staff for their swift adaptation to online and hybrid teaching during the pandemic

and their efforts to organise classes properly and communicate changes in advance.

### Considerations

Based on the written materials and the discussions on-site, the assessment committee considers that the teaching-learning environment of the Accounting and Control programme is very strong. The curriculum structure is straightforward, logical and appropriate. It offers students both foundational knowledge and an opportunity to tailor the study programme to their own interest and/or professional ambitions. Moreover, the programme has found a good way to offer similar contents to two distinct target audiences.

The committee also established that there is a clear link between the course learning goals and the programme learning outcomes. This, in turn, has convinced the committee that by the time of their graduation, all Accounting and Control students will have achieved all intended learning outcomes, irrespective of the programme variant.

The committee endorses the motivation of SBE and the programme team to offer the full-time variant of the MSc Accounting and Control in English, and the part-time variant in Dutch.

In terms of didactics, the committee considers that the programme's approach reflects the priorities and vision of both VU and SBE. Moreover, the educational concept accommodates a variety of routes and learning styles that do justice to the respective characteristics and needs of the target audiences. According to the committee, the enthusiasm, dedication and (educational) competencies of the teaching staff play a major role in implementing this educational concept on a day-to-day basis.

The number and quality of staff involved in the A&C programme is very good: students are taught and tutored in adequate conditions and by a large number of properly qualified staff. The staff is competent in terms of contents and didactics. The committee also thinks highly of the professional development opportunities for staff, and in particular of the fact that they also use these opportunities.

Furthermore, the committee commends the programme team for the considerable efforts it has put in addressing the recommendations of the previous accreditation panel. The changes were implemented after extensive internal deliberation and preparation and proved to be effective. According to the committee, the courses, the pre-master programme, the provisions for student guidance and the international dimension of the programme have all benefited from a quality boost.

Following the very open communication by the different stakeholders, the committee established that the recently introduced portfolio is a very relevant component of the programme. Nonetheless, it requires further finetuning in terms of purpose and learning goals, as well as more contextualisation towards the students.

In view of the above findings and considerations, the assessment committee judges that **the MSc Accounting and Control programme meets standard 2, teaching-learning environment.**

### 3. Assessment

The MSc Accounting and Control features a robust system of assessment, which is embedded in the central policies and procedures of the VU and SBE. The assessment principles are properly implemented in the course assessments. The programme's assessment plan monitors that course learning goals are assessed adequately, which in turn ensures that all learning outcomes at programme level are covered. The current assessment committee recognises that since the previous accreditation visit, both School and programme have made considerable efforts to bring assessment quality up to par. The Examination Board has grown in capacity and competency, and monitors and assures the assessment quality of the Accounting and Control programme. The assessment of the final project is organised well. The master thesis and the portfolio are based on solid procedures, which are communicated in person and on paper to the students. Both components are using relevant evaluation forms with adequate criteria and clear assessment criteria. The sample of thesis assessments which the committee reviewed showed that the extensive assessment grid leads to consistency in thesis grading. While students receive extensive informal feedback, there is room for more systematic comments on final grade and criteria scores in the thesis evaluation form. According to the committee, the MSc Accounting and Control programme **meets this standard**.

#### Findings

##### System of assessment

The committee gathers from the written materials and the discussions on site that the A&C programme operates an assessment system that complies with the assessment policy and procedures of SBE, which in turn are based on a university-wide policy on assessment quality. The programme has put at disposition both policy documents, the *Handboek Onderwijskwaliteit - VU Toetskader* and the *SBE Beleidsplan – Toetsbeleid*.

Moreover, the committee noticed that the MSc A&C has its own programme-specific Assessment Plan with a vision on education and on assessment, a curriculum map, and an overview of course learning objectives and assessment types. The assessment plan describes the forms of testing; in this way both programme director and examination board have an instrument to control the relationship between the programme's intended learning outcomes and course-level objectives and assessment.

Furthermore, each course coordinator creates an assessment file. This file contains, among other things, a test blueprint, the exam, resit exam and/or assignments, a model answer plus scoring guide, a test and item analysis, the results of the

course evaluation, and a short reflection report by the examiner. According to the committee, next to good quality policy documents, the A&C programme also developed a relevant assessment plan that does justice to both central policies and the specificity of the Accounting and Control degree programme.

##### Courses

At the level of individual courses, coordinators select the most appropriate assessment methods for testing the learning goals. They do so in close collaboration with the programme director who ensures that across the programme a variety of assessment methods is used. Course coordinators are free to tailor the different exam components to the requirements of their course, provided they inform the programme management accordingly. Teaching staff is encouraged to experiment with innovative forms of teaching and testing; in every course, however, the individual student performance should be the decisive factor in the assessment. The committee agrees to the emphasis on individual exam components and to the promotion of diversity and innovation in assessment formats.

The committee noticed that SBE and the A&C programme uphold the four eyes principle: when



constructing the exam, the examiner – who very often is also the course coordinator – takes the course objectives into account and the extent to which these are assessed by the exam. Every course coordinator appoints a co-reader with content knowledge to check the contents of the exam, thus ensuring that all draft exams are reviewed by at least one other member of staff. The committee welcomes this approach.

In the run-up to the site visit, the A&C programme put at disposition a few individual courses and their assessments. According to the committee, these materials reflected the overall provisions for assessment and were in line with what one can expect of exams in a master programme of academic orientation.

Students mentioned in their written and oral contributions that they are generally satisfied with the way assessment is organised in the A&C programme. They did indicate though that in some cases, the final exams tended to be substantially more difficult than the homework assignments during the course and that not enough sample exam questions were provided to ensure adequate preparation. This issue is particularly relevant for international students who are less familiar with the Dutch system. Students have reported this issue in the course evaluations and to the student representatives in the programme committee, and suggested that prior to an exam course coordinators provide three mock exams with answer schemes.

### **Thesis evaluation**

The final project consists of two components: a master thesis (12 ECTS) and a portfolio (6 ECTS). Students need to obtain a pass grade on both elements. The committee gathered from the materials in the annexes that the processes for both thesis and portfolio are governed by clear rules and procedures, which are explained in an information session to students, and in the thesis manual and the course manual Portfolio Accounting and Control. Both documents describe the entire

process in good detail and contain clear indications on the assessment criteria.

While the programme has a long-standing tradition with master theses, the portfolio component was added in 2020-2021. Students indicated to the panel that there has been quite some unease regarding the scope and relevance of the portfolio, and in particular with the expectations towards students during the portfolio assessment. This assessment consists of a one-hour discussion between the student, a staff member and a practitioner. According to the programme team, students are encouraged not to see the discussion as another exam for which they may fail, but as an opportunity to develop themselves and receive attention and feedback on an individual basis. Students use the portfolio and the discussion to reflect on themselves and their future career, and show that they are able to present themselves professionally. While the discussion is not a job interview, the practitioner assessor does consider student performance by reference to what would be valued - or not acceptable - in a professional setting. The committee gathered from the discussions that on the one hand many students see the scope – and benefit – of the portfolio component, but that on the other hand there is still work to be done in getting the communication about the portfolio right for all students.

The master thesis is conceived as a course with a thesis coordinator, course learning goals and a detailed work plan with deadlines. In terms of assessment, there is one common evaluation form for both programme variants: it consists of a front page with the final thesis grade and dedicated room for additional comments to motivate the grade, and a detailed assessment matrix featuring seven evaluation criteria and extensive rubrics per score (below 5, 6, 7, 8, 9 or 10). Each assessor first completes on a separate matrix what score a student deserves on each criterion. Then both assessors agree on a joint appreciation in a third evaluation grid and on a common final grade which they report on the front page.

As part of its external assessment, the committee reviewed a sample of 15 master theses and their evaluation forms. Reporting on their review, committee members appreciated that the assessment grid addresses all relevant criteria, that rubrics are very informative and that the combination of criteria and rubrics bring consistency in the thesis grading. Moreover, the evaluation form features a dedicated section to motivate the grades. While the committee found that most final thesis grades were in line with their own appreciation, it noticed that the comments section on the form was not always used to provide insightful feedback to motivate the scores on the respective criteria and/or the final grade. The committee therefore advises the programme to agree on some sort of consistency in the level and size of the feedback across all thesis evaluations.

During the discussion on-site, the programme team indicated – and alumni confirmed – that students do get extensive and constructive feedback orally or by e-mail during the thesis trajectory. The committee was also informed that SBE and the A&C programme are awaiting the introduction of a VU-wide online thesis trajectory platform. This initiative was put temporarily on hold during the COVID-19 pandemic and should facilitate among others consistent qualitative feedback by the assessors.

The committee's overall positive impression on thesis grading in the MSc A&C seems to confirm that the efforts of the programme and the Examination Board since the previous accreditation visit are paying off. The Examination Board investigated a sample of completed thesis forms in the year 2019-2020, while an external assessor reviewed some MSc A&C theses as part of the programme's mid-term review. In both cases the results were positive, i.e. in line with the original assessment.

### **Quality assurance**

The committee gathered from the written materials that different stakeholders are involved in assuring the quality of assessment: there is first and

foremost the Examination Board, but also the programme director and individual examiners play a role. The Examination Board supervises the examination process and carries final responsibility for safeguarding the quality control of assessment and examinations. It investigates systematically whether the process of assessment within SBE is carried out according to predefined criteria. These criteria are well established and include the reliability and validity of the tests. In the event that tests are not up to standard, the Examination Board reports to the programme director and the examiner and issues interventions for improvement.

During the site visit, the committee met with representatives of the Examination Boards. It gathered from the written materials and the discussion that these Boards – there is one for all publicly funded degrees and another one for privately funded programmes – fulfil their legal tasks adequately and have relevant expertise regarding assessment, fraud and legal issues. The external member has extensive assessment expertise. It is a conscious decision of SBE to have several programmes supervised by one Examination Board as this leads to greater uniformity, clarity and authority.

The committee noticed, moreover, that since the previous accreditation visit, the Examination Boards have grown in capacity and competence, taking on board the recommendations of the previous NVAO report. In terms of assessment quality assurance, the examination board currently does not only guard the quality of assessment, but also looks into assessment policy, assessment plans, assessment construction, and organization. The committee also established with satisfaction that over the past few years the Examination Boards have stepped up the inspections of course examinations and theses.

The Examination Board for publicly funded degree programmes is in charge of assuring the assessment in the MSc Accounting and Control pro-

gramme. The committee noticed from the materials and discussions that the Examination Board follows-up attentively any issue that may pop up in the programme and that the A&C programme has been served with similar intensity as all other publicly funded degree programmes. Just as for other programmes, the Examination Board has paid considerable attention to online assessment recently and informed students and staff about plagiarism. According to the committee the quality assurance of the assessment in the MSc Accounting and Control is in competent hands with the Examination Board.

### Considerations

Based on the written materials and the discussions on-site, the assessment committee considers that assessment in the MSc Accounting and Control is robust. This appreciation is based first and foremost on the fact that both course and thesis assessment are embedded in well-established policies and frameworks at the level of the university and the school. The sample of assessment formats the committee has reviewed shows that the assessment principles and policies are properly implemented in the course assessments. The A&C assessment plan, moreover, demonstrates that course learning goals are assessed adequately. This, in turn, ensures that the learning outcomes at programme level are covered.

Furthermore, the committee considers that both school and programme have made considerable efforts since the previous accreditation to bring assessment quality up to par. Similarly, the Examination Board has grown in capacity and compe-

tency, as demonstrated by the variety of assessments tasks it has been assuming over time. The committee welcomes these developments and is convinced that the Examination Board is very capable to assure the assessment quality of the MSc Accounting and Control programme.

The committee considers that the assessment of the final project is organised well. Both the long-standing master thesis and the recently added A&C portfolio are based on solid procedures, which are communicated in person and on paper to the students. Both components are using relevant evaluation forms with adequate criteria and clear assessment criteria. In so far as the portfolio is concerned, the committee encourages the programme team to continue its communication efforts to convince all students of the purpose and relevance of the portfolio assessment. The sample of thesis assessments reviewed by the committee showed that the extensive assessment grid allows for consistency in the thesis grading. While it is convinced that students receive extensive informal feedback on their progress and their final thesis product, the committee recommends the programme to ensure that all assessors motivate their final grade and criteria scores in the dedicated grade comment section on the thesis evaluation form.

In view of the above findings and considerations, the assessment committee judges that **the MSc Accounting and Control programme meets standard 3, assessment.**

## 4. Achieved learning outcomes

The MSc Accounting and Control is set up in such a way that students in both variants achieve the intended learning outcomes. This was confirmed by the committee when it established through its review of a sample of master theses that the thesis quality in the Accounting and Control programme is up to standard. The discussion with alumni showed that the programme prepares students for a (new step in their) professional career. Accounting and Control graduates are high in demand on the labour market and easily find relevant jobs. According to the committee, the MSc Accounting and Control programme **meets this standard**.

### Findings

There are two ways to establish whether the programme learning outcomes have been achieved – through a quality review of the final products and through checking what graduates are doing after they finished the programme. The committee has looked at both elements when assessing the end level qualifications of the MSc Accounting and Control programme.

### Thesis quality

Since the previous accreditation, the final stage in both full-time and part-time variants has been adjusted and now consists of a master thesis and a portfolio. All A&C students have to demonstrate that they achieved the same learning outcomes, which is established by the programme on the basis of their cumulative exam results and their performance on both thesis and portfolio.

As part of their external assessment, committee members reviewed a sample of 15 A&C theses. The sample selection was based on a list featuring 213 students who graduated in the academic years 2020-21 and 2021-22. The selection was representative in terms of scoring and programme variant, and the theses had been supervised by different academic staff.

According to the committee, all theses were clearly of sufficient quality to pass. Hence, none of the theses was reallocated internally for a second opinion. The committee did notice, though, that two theses in the sample with a low pass score were indeed only marginally sufficient.

Overall, the quality of the theses was fine: students delved into interesting research questions and in almost all cases referred to academic literature when developing hypotheses. Given the relatively limited size of the thesis and the time available to deliver the final product, the committee appreciated the clear split in two phases: the research proposal and the reading list on the one hand, and the execution of the research and the thesis writing on the other hand. The students who adopted a quantitative approach in their analysis, usually did so in a proper academic way; the quality of the qualitative research as seen in the thesis sample tended to be somewhat weaker. Although the size of the sample did not allow for generalised statements, the committee had the impression that students writing their thesis in Dutch opted more often for a qualitative approach. Hence, it invites the programme team, and in particular the thesis coordinator, to check if there is a correlation between the thesis language (Dutch), the choice for a particular research design (qualitative), the (lower) degree of academic rigour demonstrated in the research and the (more limited) quality of the final thesis product.

During the visit, the committee discussed the overall quality of the theses. Agreeing to the final thesis grades of the assessors, the committee noticed that the mean grade of the thesis (and the portfolio) was lower than in other master programmes. According to the programme team, this may be due to the fact that most students choose this programme with a view to a career in practice and not because of an intrinsic interest in

scholarship. Hence, students who were exposed to academic research in their previous programmes may not be intrinsically motivated to fully exploit their knowledge and skills, while students who did not have this exposure may not feel the necessity to make up for it. During the master programme, A&C students are exposed extensively to academic research but tend to consider the many papers as too theoretical. The team is now considering ways to encourage students to go beyond a mere passive understanding of research and engage them in a more critical evaluation of their own work.

### Graduate performance

The committee gathered from the written materials and the discussions that the performance of Accounting and Control graduates depends on the chosen programme variant. Part-time students typically hold an entry-level job when entering the programme. For full-time students, the SBE Career Services provides short courses on career-related topics, individual coaching, and a platform where employers can announce internships and job openings.

Students and alumni indicated that the programme is highly effective in preparing them for careers in accounting. This appreciation confirms the data from the National Alumni Survey that 85% of the A&C graduates were (very) satisfied with the programme contents.

Accounting and Control graduates are highly in demand on the labour market. The programme team mentioned that more than half of the full-time students found a job or received a job offer at the time of graduation. According to the National Alumni Survey, 77% of the A&C students found employment right away, while 92% did so within two months.

Large audit firms recruit about half of the full-time graduates and are the main employers of students entering the part-time programme. In this regard, the committee read an interesting comment in the student contribution, which it invites the programme team to reflect on. Given that big audit firms are actively recruiting A&C students, there is a risk that students are overlooking other career perspectives. In line with its finding on programme profiling, the committee suggests the programme and SBE career services to inform A&C students explicitly about alternative career opportunities.

### Considerations

Based on the written materials, the thesis sample and the discussions on site, the committee considers that upon graduation and irrespective of the programme variant, Accounting and Control students have achieved all programme learning outcomes. The thesis review has shown that students are capable of writing final products which are up to standard. The discussion with alumni confirmed the committee's finding that the MSc A&C at VU prepares students for a relevant professional career. Accounting and Control students are highly in demand on the labour market and easily find relevant jobs. The committee encourages the programme team and the SBE career services to inform A&C students about alternative career opportunities beyond the big audit firms emphasising that the programme also constitutes a lever for more academic pursuits.

In view of the above findings and considerations, the assessment committee judges that **the MSc Accounting and Control programme meets standard 4, achieved learning outcomes.**



## Attachments

## Attachment 1 Assessment committee

### ***Hans van Ees, chair***

Prof. dr. van Ees is emeritus professor Corporate Governance and Institutions at the University of Groningen and former Dean of the University College Groningen. His research deals with corporate governance, board of directors and sustainable corporate performance. Hans has extensive accreditation experience.

### ***Niels Hermes, member***

Prof. dr. Hermes is professor International Finance at the University of Groningen. His expertise lies in the fields of corporate governance, microfinance, international finance, financial systems and economic growth. Niels has extensive accreditation experience.

### ***Eelke de Jong, member***

Prof. dr. de Jong is emeritus professor of International Economics at Radboud University in Nijmegen. His research focuses on the role of culture, in the sense of norms and values, in economic behaviour. Eelke has extensive accreditation experience.

### ***Ann Jorissen, member***

Prof. dr. Jorissen is professor in the department Accountancy and Finance at the University of Antwerp, and vice-dean of the Business and Economics Faculty. Her research interests are in the areas of accounting and corporate governance.

### ***Wim Van Grembergen, member***

Prof. dr. Van Grembergen is emeritus professor in the department of Management Information Systems at the University of Antwerp. Wim was among others the academic coordinator of the master programme IT-Audit.

### ***Judith Kikkert, student-member***

Ms Kikkert is a master student MSc Management, Economics and Consumer Studies at Wageningen University and student-member of the university-wide Board of Education. Judith holds a bachelor's degree *Economie en Beleid* from Wageningen.

### ***Mark Delmartino, external secretary***

Mark Delmartino is owner of the Antwerp-based company MDM CONSULTANCY. As certified NVAO secretary he regularly supports assessment committees.

All committee members and the secretary have signed a declaration of independence. The assessment committee has been submitted to, and validated by, NVAO prior to the site visit.



## Attachment 2 Site visit programme

Venue: VU Amsterdam, De Boelelaan, Amsterdam

### **Wednesday 16 November 2022**

- 08.30 Arrival of the committee and set-up
- 09.00 Session with Faculty Board
- 10.00 Session with Management BSc EBE, BSc EOR & MSc EOR
- 11.00 Session with Students and Alumni BSc EBE, BSc EOR & MSc EOR
- 12.00 Session with Staff BSc EBE, BSc EOR & MSc EOR
- 13.00 Lunch and internal meeting
- 14.00 Session with Management MSc RMFI
- 14.40 Session with Students and Alumni MSc RMFI
- 15.20 Session with Staff MSc RMFI
- 16.00 Break and internal deliberation
- 16.30 Return meeting with Management MSc RMFI
- 17.00 Internal deliberation
- 17.30 End of day 1

### **Thursday 17 November 2022**

- 08.30 Arrival of the committee and internal meeting
- 09.00 Session with Examination Board
- 10.00 Session with Management MSc ECO & MSc STEE
- 10.50 Session with Students and Alumni MSc ECO & MSc STEE
- 11.40 Session with Staff MSc ECO & MSc STEE
- 12.30 Lunch and internal meeting
- 13.30 Session with Management MSc Marketing FT + PT
- 14.20 Session with Students and Alumni MSc Marketing FT + PT
- 15.10 Session with Staff MSc Marketing FT + PT
- 16.00 Break and internal deliberation
- 16.30 Return meeting with Management MSc ECO & MSc STEE
- 17.00 Internal deliberation
- 17.30 End of day 2

### **Friday 18 November 2022**

- 08.30 Arrival of the committee and internal meeting
- 09.00 Session with Management MSc FIN, MSc A&C and MSc ITACA
- 10.15 Session with Students and Alumni MSc FIN, MSc A&C and MSc ITACA
- 11.30 Session with Staff MSc FIN, MSc A&C and MSc ITACA
- 12.45 Lunch and internal deliberation

- 14.00 Return meeting with Management MSc ITACA
- 14.30 Internal deliberation
- 15.30 Preliminary feedback
- 16.00 Development Dialogue Executive Programmes
- 17.00 Development Dialogue Funded Programmes
- 18.00 End of site visit

A list with the names of the participants is available at AeQui.

## Attachment 3 Overview of materials

### *Information materials*

Self-evaluation report MSc Accounting and Control, VU School of Business and Economics, 2022.

### *Appendices to the self-evaluation report*

- Intended Learning Outcomes
- Programme 2021-2022
- Course descriptions 2021-2022
- Assessment plan 2021-2022
- Thesis Manual and thesis assessment form 2021-2022
- Portfolio course manual and assessment form 2021-2022
- Teaching and Examination regulations 2021-2022
- Regulations and Guidelines regarding examinations SBE 2021-2022
- Overview of academic staff including quality
- List of all graduates in academic years 2020-2021 & 2021-2022
- Intake, drop out and success rates
- AACSB Memorandum

### *Additional materials*

Following materials were made available online for the committee:

- VU Assessment Policy
- SBE Assessment Policy
- Annual Reports Examination Committees
- Annual Reports Programme Committees

### *Graduation products*

For every programme under review, the assessment committee studied a sample of graduation projects. In case of the Accounting and Control programme, the committee reviewed 15 master theses which had been successfully submitted by students in the academic years 2020-2021 and 2021-2022. The selection was representative in terms of scoring and programme variant, and theses had been supervised by a variety of staff.

A list with student numbers is available at AeQui