

Organisation Studies

**Tilburg School of Social and
Behavioral Studies,
Tilburg University**

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This report was finalised on 27 February 2013.

Report on the bachelor's programme Organisatiewetenschappen and the master's programme Organisation Studies of Tilburg University

This report takes the NVAO's Assessment framework for limited programme assessments as a starting point.

Administrative data regarding the programmes

Bachelor's programme Organisatiewetenschappen

Name of the programme:	Organisatiewetenschappen
CROHO number:	50754
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	-
Location(s):	Tilburg
Mode(s) of study:	full time
Expiration of accreditation:	31-12-2013

Master's programme Organisation Studies

Name of the programme:	Organisation Studies
CROHO number:	60754
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Organisation of Cultural Diversity (OCD, until 2011/2012)
Location(s):	Tilburg
Mode(s) of study:	full time
Expiration of accreditation:	31-12-2013

The visit of the assessment committee Organisation Studies to the Tilburg School of Social and Behavioral Studies of Tilburg University took place on 5 and 6 September 2012.

Administrative data regarding the institution

Name of the institution:	Tilburg University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	applied (pending)

Quantitative data regarding the programmes

The required quantitative data regarding the programmes are included in Appendix 5.

Composition of the assessment committee

The committee that assessed the bachelor's programme Organisatiewetenschappen and the master's programme Organisation Studies consisted of:

- Prof. Arndt Sorge, Honorary Professor, Faculty of Economics and Social Science, University of Potsdam, Germany (chair);
- Prof. Nelson Phillips, Professor of Strategy and Organizational Behaviour, Imperial College Business School, London, UK;
- Prof. Ray Reagans, Associate Professor, Sloan School of Management, Massachusetts Institute of Technology, Cambridge, MA, USA;
- Prof. Hans Doorewaard, Professor of Organisational Development, Nijmegen School of Management, Radboud University Nijmegen, the Netherlands;
- Prof. Patrick Flood, Professor of Organisational Behaviour, Dublin City University, Ireland;
- Gerdine Tiemens, BA, student of MSc programme 'Beleid, Communicatie en Organisatie' (BCO), VU University Amsterdam.

The committee was supported by Dr. Floor Meijer, who acted as secretary.

Appendix 1 contains the curricula vitae of the members of the committee.

Working method of the assessment committee

Preparation

The assessment of the bachelor's programme Organisatiewetenschappen and the master's programme Organisation Studies of Tilburg University forms part of a cluster assessment. In the context of this cluster assessment, the committee also evaluated the bachelor's programme Personeelwetenschappen and the master's programme Human Resource Studies of Tilburg University and the master's programme Culture, Organization and Management and the master's programme Policy, Communication and Organization of the VU University Amsterdam. Because of the small scale of the cluster assessment, it was possible to have the programmes of both participating universities assessed by an almost identical committee.

On behalf of QANU, Dr. Floor Meijer acted as cluster coordinator and secretary for the site visit at Tilburg University. The committee was supported by Dr. Marianne van der Weiden during the site visit at the VU University Amsterdam.

In advance of the assessment of the programmes, the programme management prepared a critical reflection. After a check by the committee's secretary to ensure that the information provided was complete, the critical reflection was forwarded to the committee members. In addition, each committee member received a number of recent theses produced by students of the programmes. The coordinator of the committee randomly selected a number of theses (15 for the master's programme and 9 for the bachelor's programme) from a list of all graduates of the last two years. The chairman, Prof. Arndt Sorge, then divided this selection among the committee members. The theses studied by the committee covered the full range of marks: every committee member received at least one thesis with a low mark (6-6.5), one with an intermediate mark (7-8) and one with a high mark (8.5+). The committee members

used QANU's checklist for the assessment of theses to ensure that their assessments were comparable and covered the relevant aspects.

The site visit

The site visit took place on 5 and 6 September 2012 and was preceded by a kick-off meeting on 4 September 2012. Prof. Reagans was not able to be present at the site visit due to problems with his traveling schedule.

During this general kick-off meeting, the committee members received an introduction to the assessment framework and evaluation procedures and agreed upon their general working method. They discussed their findings on the critical reflection and theses of the Tilburg University programmes and decided which issues to raise in their meetings with the programme representatives.

The programme for the site visit, which is included in Appendix 6, was drawn up by the coordinator in consultation with the programme management and the chair of the committee. During the site visit the committee conducted interviews with the programme management, students, lecturers, graduates, members of the Educational Committee and the Board of Examiners. In addition, it studied the documentation that was made available by the programme, including learning materials, written exams, assignments and other assessments. It also explored the Blackboard environment of the programme. An open consultation hour was scheduled and announced, but no one made use of it.

After the concluding interview with the management, the committee held an internal meeting in which it discussed its findings, phrased its conclusions and gave its assessment of the themes and standards making up the assessment framework. Finally, the chairman presented the committee's preliminary findings to the staff and students of the programmes.

Report

Following the site visit, the secretary of the committee produced a draft report of the committee's findings. This draft report was amended and corrected by the committee members. After the committee had approved the draft report, it was sent to the Department to be checked for factual errors, inaccuracies and inconsistencies. The secretary forwarded the comments and suggestions provided by the Board and Institute to the chairman of the committee and, where necessary, to the other committee members. The committee decided whether the comments and suggestions were to be incorporated in the report or ignored. On that basis, the secretary compiled the final version of the report.

Decision rules

In accordance with the NVAO's Assessment framework for limited programme assessments (as of 22 November 2011), the committee used the following definitions for the assessment of both the standards and the programme as a whole.

Generic quality

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

Unsatisfactory

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

Satisfactory

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

Good

The programme systematically surpasses the current generic quality standards across its entire spectrum.

Excellent

The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an (inter)national example.

Summary judgement

This report presents the findings and considerations of the assessment committee Organisation Studies on the bachelor's programme Organisatiewetenschappen (OW) and the master's programme Organisation Studies (OS) at Tilburg University. The committee bases its assessment on information from the critical reflection, additional information obtained from the discussions during the visit, the selected theses, and the documentation that was available for inspection during the site visit. For both programmes, the committee has identified positive aspects as well as ones that could be improved. After weighing them, the committee reached the conclusion that both courses meet the requirements for basic quality that form the condition for re-accreditation.

Bachelor's programme Organisatiewetenschappen

Standard 1: Intended learning outcomes

The bachelor's programme Organisatiewetenschappen (OW) is a theory-driven social sciences programme that examines the whole spectrum of present-day organisations, both profit and non-profit. It is research-oriented and contains a strong methods and statistics component. The aim of the programme is to give students a broad understanding of organisations and organisational issues and train them as organisational analysts who are able to translate social and psychological data into organisational advice.

Whereas the programme has a clear vision of its own objectives and position within the wider field of organisation studies, a well-thought-out overview of the entire field seems to be lacking. The very concise domain-specific framework of reference, which was put together by the programmes participating in the cluster assignment, clearly illustrates this. The committee would have preferred to see a more intelligent formulation of what is common to the programmes in organisational studies at the VU University Amsterdam and Tilburg University.

The programme has phrased a set of intended learning outcomes that clearly reflects its research-oriented character. The learning outcomes are sufficiently concrete in terms of level, content and orientation and have been designed to match the Dublin descriptors. While the intended learning outcomes contain little reference to the application of academic knowledge and skills within professional practice, the programme does seem to recognise the importance of familiarising its students with the practical application of academic theories. In the future, this aspect could be developed further.

Standard 2: Teaching-learning environment

The three-year bachelor's curriculum (180 EC) is cumulative in character: each year builds on the knowledge that the students have gained in the previous one. This is made explicit by the use of four learning lines that traverse the programme: Organisation and Management Theory, Business and Policy Strategy, Organisational Behaviour, and Organisational Research Methods. These learning lines make for a coherent and comprehensible study programme. Together, the bachelor's courses are a fair representation of the contents that one could expect of an OS programme. Furthermore, the level of multidisciplinary is admirable. An element that is largely absent is the practical application of academic insights. More could be done to address students' complaints that the curriculum is not sufficiently oriented towards the labour market.

In line with national developments, the programme currently aims to fit more activating teaching elements into the curriculum and to increase the number of contact hours. The committee is of the opinion that the bachelor's programme could indeed benefit from a more stimulating approach. The group size in some courses seems exceptionally large, which might undermine the students' motivation. Also, not all bachelor's courses currently use a functional mix of work forms, and the study load seems to be on the low side. After studying the quantitative data on intake and completion rates, the committee concludes that the intake of students in the bachelor's programme is substantial and consistent. However, the low completion rates are slightly worrying. The need to improve study success should be considered all the more reason to carry out the intensification strategy.

The teaching staff of the programmes is generally well equipped to teach the programme. One obvious observation is that the student-staff ratio (1:38) is currently quite high. The committee urges the programme management to quickly fill five positions that are currently open. Additionally, it advises developing a competitive retention policy in order not to lose more staff members to competitors.

Standard 3: Assessment and achieved learning outcomes

The system of assessment as a whole was found to be adequate, though some aspects could and should be improved. While the Board of Examiners (BoE) has begun to explore its new role as the guardian of the achievement of the intended learning outcomes, the committee finds that it still has quite a long way to go. Randomised checking of examinations and theses produced at TSB, against a common standard, should become a regular responsibility of the BoE. Also, the forms used to assess bachelor's theses should be improved in order to allow external assessment of the circumstances under which the grade was awarded. The current forms require assessors to tick boxes rather than provide detailed comments on which aspects of the thesis were satisfactory and which were not.

The sample of theses clearly shows that the graduates achieve the required level. Generally speaking, the committee's marks were in line with the original grades, although it did observe some conservative marking, especially in the highest segment.

The position of bachelor's graduates on the labour market is at the moment unclear, mostly because the overwhelming majority of students enrol in master's programmes before entering the labour market. Should this situation change in the future, which is not unlikely given the expected changes in the financing of higher education, the committee hopes that the programme management will be prepared.

Master's programme Organisation Studies

Standard 1: Intended learning outcomes

The one-year master's programme Organisation Studies (OS) builds on the OW bachelor's programme and – like OW – is presented as research-driven, with a strong focus on the methods and techniques of the social sciences. It is specifically designed to reflect the *complexity* and *dynamics* of present-day societies and organisations. Because of its clear focus, the master's programme is more 'recognisable' than the bachelor's programme.

Whereas the programme has a clear vision of its own objectives and position within the wider field of organisation studies, a well-thought-out overview of the entire field seems to be lacking. The very concise domain-specific framework of reference, which was put together by

the programmes participating in the cluster assignment, clearly illustrates this. The committee would have preferred to see a more intelligent formulation of what is common to the programmes in organisational studies at the VU University Amsterdam and Tilburg University.

The programme has phrased a set of intended learning outcomes that clearly reflects its research-oriented character. The learning outcomes are sufficiently concrete in terms of level, content and orientation and have been designed to match the Dublin descriptors. While the intended learning outcomes contain little reference to the application of academic knowledge and skills within professional practice, the programme does seem to recognise the importance of familiarising its students with the practical application of academic theories. This is reflected in the recent establishment of an extended master's programme (90 EC), in which students combine the regular master's programme with a junior traineeship at a company.

Standard 2: Teaching-learning environment

The one-year master's programme is taught in English and covers two semesters (60 EC). The four learning lines of the bachelor's programme OW have been extended to the master's programme, which ensures continuity and coherence. In comparison to the bachelor's programme, the master's curriculum is more defined and well integrated. The content of the courses is challenging and the level of multidisciplinary admirable. Additionally, the *complexity* and *dynamics* perspective adds a laudable focus to the programme.

The study load of the programme is on the high side, but overall acceptable. Students are highly motivated and prepared to work hard. The committee further appreciates the fact that the programme includes innovative elements such as the possibility to follow an extended version or get a dual degree from TiU/BI Business School.

After studying the quantitative data on intake and completion rates, the committee concludes that the intake of students in the master's programme is substantial and consistent. The student population seems much more mixed than that of the quite homogeneous bachelor's programme. This mainly has to do with the 60 EC pre-master's programme that regulates inflow into the master's programme and draws in a varied crowd of students with both academic and professional backgrounds.

The teaching staff of the programmes is generally well equipped to teach the programme. One obvious observation is that the student-staff ratio (1:38) is currently quite high. The committee urges the programme management to quickly fill five positions that are currently open. Additionally, it advises developing a competitive retention policy in order not to lose more staff members to competitors. While the committee is satisfied with the overall quality of the staff, it finds the number of lecturers without a PhD on the high side.

In terms of internationalisation, there is ground to be gained. While an increasingly international group of staff members teaches the programme, student mobility is quite low. Very few exchange students enter the programme, and very few OS students make use of the possibility of an international research project or internship.

Standard 3: Assessment and achieved learning outcomes

The system of assessment as a whole was found to be adequate, though some aspects could and should be improved. While the Board of Examiners (BoE) has begun to explore its new role as the guardian of the achievement of the intended learning outcomes, the committee finds that it still has quite a long way to go. Randomised checking of examinations and theses

produced at TSB, against a common standard, should become a regular responsibility of the BoE. Also, the forms used to assess master's theses during much of the review period were found to be lacking, as they required assessors to tick boxes rather than provide detailed comments on which aspects of the thesis were satisfactory and which were not. The committee was informed that this issue has been remedied as of 2011-2012.

The sample of theses clearly shows that the graduates achieve the required level. Generally speaking, the committee's marks were in line with the original grades, although it did observe some conservative marking, especially in the highest segment. The committee was pleased to find the relation of research and teaching underpinned by the fact that master's theses have provided the basis for articles and conference papers by staff members. A next step could be for the students themselves to publish articles based on their thesis research.

A further indicator that graduates indeed achieve the intended learning outcomes is that they easily find employment at the desired level. Although quite a few graduates (42%) end up in sectors and functions that reflect their background in OS, the content of the programme is obviously generic enough to allow for employment in other sectors and positions.

The committee assessed the standards from the Assessment framework for limited programme assessments in the following way:

Bachelor's programme Organisationswetenschappen:

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

Master's programme Organisation Studies:

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	good
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

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

Date: 27 February 2013



Prof. Arndt Sorge



Dr. Floor Meijer

Description of the standards from the Assessment framework for limited programme assessments

The bachelor's programme Organisatiewetenschappen (OW) and the master's programme Organisation Studies (OS) are offered by the Tilburg School of Social and Behavioral Sciences (TSB) of Tilburg University (TiU). TSB also offers a bachelor's programme Personeelwetenschappen (PEW) and a master's programme Human Resource Studies (HRS).

Because of the overlap in domain between Organisation Studies and Human Resource Studies, the previous assessment committee (2007) recommended forging a closer link between the associated bachelor programmes. Since then, cooperation has indeed increased. The OW and PEW bachelor's programmes now share a common first year, as well as a number of joint courses in the second year. In the near future, this cooperation will most likely be taken to the next level by establishing a broad, English-language bachelor's programme titled The Human Side of Business (HSB). This programme will be specifically designed to attract international students.

In recognition of the similarities in domain, curriculum and teaching staff, the current assessment committee has simultaneously evaluated all four programmes mentioned above. The conclusions of the committee are presented in separate reports for OW/OS and PEW/HRS.

Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

1.1. Findings

This section contains the committee's assessment of the profile and orientation of the programmes (1.1.1.), the domain-specific framework of reference (1.1.2.), the intended learning outcomes (1.1.3.) and the relationship between learning outcomes and professional practice (1.1.4.).

1.1.1. Profile and orientation

The bachelor's programme Organisatiewetenschappen (OW) and the master's programme Organisation Studies (OS) aim to give students a broad understanding of organisations and organisational issues. The programmes explicitly examine the whole spectrum of present-day organisations, both profit and non-profit. This multi-sector perspective enables students to analyse and understand the interactions and complex interdependencies between various types of organisations.

Both programmes study the domain of organisation studies from a social and behavioural sciences perspective. Problems and issues relating to organisations and organising are analysed first and foremost by the use of insights and methods of (organisational) sociology and (organisational) psychology. By combining the focal points of sociology and psychology, the programmes look at organisations both as collaborative entities of individuals and as groups. Additionally, the programmes draw on insights derived from economics and

philosophy. To underline the multidisciplinary aspect, the programmes use literature from different disciplines, and the lecturers represent a range of disciplinary backgrounds. Courses are not only taught by the Department of Organization Studies, but also by the Departments of Human Resource Studies, Sociology, Psychology, and Methods and Statistics.

Both programmes aim to train their students as organisational analysts who are able to translate social and psychological data into organisational advice. According to the critical reflection, the idea is 'to equip them with the necessary tools to identify organisational problems, collect and analyse the right information and develop adequate policy and managerial solutions'. The all-encompassing perspective of the programmes should prepare students for the complexity of modern organisations.

Bachelor's programme

The critical reflection describes the three-year bachelor's programme OW as a theory-driven social sciences programme that strongly emphasises empiricism. The programme is research-oriented and contains a strong methods and statistics component, which sets it apart from practice-oriented programmes at the higher professional level (hbo). The main focal point of the programme is the interaction within and between organisations, which are explicitly analysed within their societal context. Stakeholders, market players and financial results are not studied in isolation but within a broad context in which networks and societal responsibility play an important role.

The programme focuses on four domains within the wider field of organisation studies, which have been emphasised in the curriculum as learning themes:

1. Organisation and Management Theory (OMT);
2. Business and Policy Strategy (BPS);
3. Organisational Behaviour (OB);
4. Organisational Research Methods (ORM).

The critical reflection states that the disciplinary basis is formed by OMT, building and testing theories about organisations and the people in them as well as their societal contexts. BPS represents the relation between organisational actors and the organisational environment, and OB explains how internal organisational processes are shaped. ORM teaches students the basic principles of social sciences research methods.

According to the critical reflection, the strong emphasis on sociology and psychology clearly distinguishes the bachelor's programme from other educational programmes in organisation and management studies, which are usually based on economics and engineering.

In the Netherlands, however, there are two similar social sciences programmes: the bachelor's programme in Bestuurs- en Organisationswetenschap at the VU University Amsterdam and the bachelor's programme in Bestuurs- en Organisationswetenschap at Utrecht University. The committee notes that these programmes focus on public organisations, policymaking and societal developments, while the TiU programme places a stronger emphasis on intra-organisational questions in relation to psychological theories. Also, the critical reflection claims that research methods and statistics are strongly emphasised at TiU which is confirmed by the committee.

Internationally, the major Organizational Studies in the Liberal Arts bachelor's programme at the University of Michigan (USA) comes closest to the content and approach at TiU, but it is less structured and integrated according to the critical reflection.

After completing the OW bachelor's programme, students can enter various (inter)national master's programmes in Organisation Studies and Management Sciences, most notably the TiU master's programme Organisation Studies (which most students opt for) or the programme in Human Resource Studies (after choosing the respective minor during the bachelor's programme) and the research master's programme in Social and Behavioral Sciences at TiU. The relatively few students who choose to enter the labour market straight away can apply for a range of jobs at junior level, from consultancy to management traineeships. According to the critical reflection, the OW graduate is particularly well equipped for supporting strategic change processes in the (semi)public and profit-making sectors.

Master's programme

The one-year OS master's programme builds on the OW bachelor's programme and – like OW – is presented as research-driven, with a strong focus on the methods and techniques of the social sciences.

The critical reflection claims that the outlook of the master's programme is more specialised than that of the bachelor's programme. It is specifically designed to reflect the *complexity* and *dynamics* of present-day societies and organisations. The primary aim of the programme is to shed light on the way that organisations strategize on and cope with these two key concepts. The programme's main focus is on *macro-organisational behaviour* (the overall performance of organisations in their environment) and *micro-organisational behaviour* (what goes on inside organisations). It simultaneously addresses issues of efficiency, fit and effectiveness (the main concerns of managers and policymakers) and the power and legitimacy of organisational behaviour (the main concerns of other stakeholders). During the site visit, the committee found that this particular focus is generally liked and deemed useful by students and alumni.

The critical reflection benchmarks the TiU programme against master's programmes in the area of business, (public) management and organisation, which are omnipresent at (inter)national universities. In an international comparison, the master's programme in Tilburg – like the bachelor's programme – stands out because of its social sciences perspective. Most other master's programmes are taught at business schools or economics departments. In terms of content and approach, the master's programme in management and organisational analysis at Warwick Business School (UK) comes closest to the TiU programme.

Within the Netherlands, the social sciences approach to organisational issues is more common. The TiU programme is part of a group of five master's programmes that are fairly similar in terms of content. Three of them are offered by Utrecht University, the other one is the master's programme *Beleid, communicatie en organisatie* (Policy, communication and organisation) at VU University Amsterdam, which was also evaluated as part of this cluster assessment. While the other four programmes are all taught in Dutch and aimed at public organisations, the programme in Tilburg is taught in English and addresses the whole spectrum of organisations.

After completing the master's programme, graduates regularly obtain positions at the managerial level or providing policy advice or consultancy work. The critical reflection describes graduates as especially equipped for jobs relating to (strategic) change processes, where data gathering, processing, analysis and recommendations are of major importance. Although the critical reflection states that research careers are also an important option for graduates, the committee feels that the specially designed research master's programme in

Social and Behavioral Sciences at TiU should be considered a more straightforward path to an academic career. Of the seven students that the committee spoke to, not one seemed set on a research career.

1.1.2. Domain-specific framework of reference

In preparation for the cluster assessment, VU University Amsterdam and the University of Tilburg drew up a domain-specific framework for Organisation Studies. It emphasises a multidisciplinary approach. The programmes to be assessed cover a variety of disciplines but share insights from organisational sociology and organisational psychology. A common aspect in all programmes is that these insights are applied to improve understanding of organisations and organising at and across a variety of levels. The organisation studies domain is further characterised by multiple methodological approaches, predominantly taken from the social sciences. For a full description, see Appendix 2.

During the site visit, the committee discussed the limited scope of the domain-specific framework with the programme management. The educational director pointed out the difficulties involved in drawing up a joint domain-specific framework for programmes that operate in different subsections of the field of Organisation Studies. Even so, the committee would have preferred to see a more intelligent formulation of what is common to the programmes in organisational studies at the VU University Amsterdam and Tilburg University. The table provided seems to point out the differences between them rather than their common ground and fails to provide coherence, detail and explanation.

1.1.3. Intended learning outcomes

The committee established that both the bachelor's and the master's programmes have formulated a set of intended learning outcomes, covering content, level and orientation. These intended learning outcomes match the domain-specific framework of reference and are in line with the Dublin descriptors, which set the international standards for qualification of bachelor's and master's programmes. An overview of the intended learning outcomes can be found in Appendix 3.

Bachelor's programme

After completing the bachelor's programme, students are expected to have gained basic knowledge and understanding of the multidisciplinary field of organisation science and its subfields. They must also demonstrate basic knowledge of the scientific disciplines that influence the field (i.e. sociology, psychology, economics) and how they apply to the study of organisations in particular. The fact that the programme essentially adopts a social sciences perspective resonates in the requirement that students need to be familiar with the methodology and techniques of social sciences research. Like most other academic programmes, OW expects its graduates to have an understanding of the central notions of the philosophy of science.

It is considered important that graduates not only possess general academic and discipline-specific knowledge, but can also apply it in a way that qualifies them for professional practice. Students have to be able to complete the research cycle – under supervision – and suggest solutions to problems in the field of OS. This competence is most notably tested in the bachelor's thesis.

The intended learning outcomes refer to the ability to reflect upon the literature, theories and research and make informed judgements. Finally, graduates should have developed strong social/communication skills and display a willingness to engage in lifelong learning.

Master's programme

The intended learning outcomes of the master's programme build on those of the bachelor's programme and reflect the same general goals. While the intended learning outcomes at the bachelor's level have been formulated at an initial level, those at the master's level assume more specialised knowledge and skills and an independent attitude. For example, students must possess knowledge of the *most recent* developments, methods and theories in the *specialised fields* of the master's programme. Also, they should be able to engage in *independent* research on questions involving complexity and dynamics in and between organisations and thereby make an *original* contribution to research. Furthermore, graduates must possess *specific* disciplinary and professional skills such as methods of organisational diagnosis and intervention.

The committee is satisfied with the intended learning outcomes of the programmes. Both sets adequately testify to the academic level of the programmes and the multidisciplinary character of the field of OS. The relation between the intended learning outcomes and professional practice is discussed below.

1.1.4. Relation between learning outcomes and professional practice

The main goal of the OS and OW programmes is to provide students with theoretical knowledge and academic skills in the field of OS, and the intended learning outcomes are formulated accordingly. Graduates are not so much trained as managers, but as organisational analysts with a strong theoretical knowledge base. There is, however, a practical side to the programmes, in the sense that students must learn to apply theories in their analysis of real-life organisational issues. The programmes are fully aware that most graduates find employment in the non-academic labour market rather than in academia itself. Therefore, the application of knowledge is included in the curricula, more strongly in the master's than in the bachelor's programme. This aspect will be dealt with in the next section of this report.

The previous assessment committee (2007) recommended that the programmes strengthen their ties with the labour market. According to the critical reflection, this advice has been taken to heart. The programmes now regularly ask the professional field for feedback on the quality and relevance of the curriculum. The most important step taken was the establishment of the so-called extended master's programme in Organisation Studies, which combines the master's thesis trajectory with a junior traineeship at a company. In the context of this extended programme, the Department of Organization Studies has established a strategic partnership with some twenty organisations in the primary fields of employment for graduates (consultancy, industry and health and human services), where students can gain in-depth work experience. According to the critical reflection, this strategic partnership provides a continuous flow of information on the demands of the labour market.

The critical reflection also presents contacts with the alumni community as pivotal: it mentions that graduates can join an alumni association ('Tabor') and a LinkedIn group that functions as a feedback channel. Some alumni are asked to participate in courses as guest lecturers. From talks with graduates, the committee learned that the alumni themselves do not yet feel as if they are optimally involved in shaping the curricula. In their opinion more could and should be done to deploy their professional expertise and networks. Even so, the committee is pleased that the programmes have begun to actively engage with the labour market in order to align the educational programme with the demands and needs of the professional field. It will further discuss its findings on employment opportunities for alumni in section 3.1.2.

1.2. Considerations

To produce an informed assessment of the first standard of the assessment framework, the committee studied the profile, objectives and final qualifications of the OW bachelor's programme and the OS master's programme. All these aspects were also compared to the domain-specific reference framework that the participating programmes prepared prior to the cluster assessment.

With respect to the aim and profile of the programmes, the committee concluded that they are logically aligned. While the bachelor's programme offers students a broad outlook on organisations of all types, as well as an introduction into disciplines such as psychology, sociology and economics, the master's programme provides a specialised perspective that concentrates on *complexity* and *dynamics*. Because of its clear focus, the master's programme is more 'recognisable' than the bachelor's programme. The social sciences perspective of both programmes is functional and clearly liked by students and alumni. The programmes occupy a rather unique niche internationally (but not so much nationally).

Concerning the long-term vision of the domain of Organisation Studies – and the place of the programmes within that domain – the committee is somewhat less satisfied. The domain-specific reference framework presented in the critical reflection is illustrative of this aspect. The committee finds it unfortunate that the programmes at TiU and VU have not come up with a more sophisticated formulation of the domain of Organisation Studies in general and their common ground in particular. For future reference, the committee advises developing a more elaborate domain-specific reference framework that can serve as a context for future developments of the programmes' contents.

After studying the intended learning outcomes formulated by the programmes, the committee noted that they are sufficiently concrete in terms of level, content and orientation. It is clear that the more advanced intended learning outcomes of the master's programme build on those of the bachelor's programme. Furthermore, both programmes have designed their intended learning outcomes along the lines of the Dublin descriptors, which means that they are consistent with the level that can be expected of academic programmes. The strong research focus of the programmes is clearly recognisable and supports their academic profile.

In the opinion of the committee, both programmes clearly acknowledge that their alumni tend to find work *outside* rather than *inside* academia. Although academic knowledge and skills are the guiding principle in the intended learning outcomes, the recently established extended master's programme (90 EC) as a variation on the regular master's programme (60 EC) can be taken as proof that the programmes also recognise the importance of familiarising their students with the practical application of academic theories – even if, at the moment, this aspect is much more developed in the master's programme than in the bachelor's programme. The committee agrees with alumni that more could be done to make use of their professional experience and networks. Establishing an expert advisory committee ('werkveldcommissie') composed of alumni and other experts from the field could be a good starting point for a dialogue on the content of the curricula.

One final aspect that the committee wishes to briefly address is an upcoming development at the level of the School. From its conversation with the programme management, the committee understood that in the near future, an English-taught, broad bachelor's programme under the working title The Human Side of Business will be launched. At the time of the site visit, it was unclear whether this programme will serve as a supplement to the existing Dutch bachelor's programmes or whether it will ultimately replace them. Should the

latter be the case, the committee hopes that intrinsic motives and not financial considerations will be decisive.

1.3. Conclusion

Bachelor's programme Organisatiewetenschappen: the committee assesses Standard 1 as satisfactory.

Master's programme Organisation Studies: the committee assesses Standard 1 as satisfactory.

Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

2.1. Findings

This section on the teaching-learning environment examines whether the curriculum, staff and facilities enable students to achieve the intended learning outcomes. Aspects that will be discussed are the structure and coherence of the curriculum (2.1.1.), didactic principles (2.1.2.), internationalisation (2.1.3.), feasibility (2.1.4.), intake and outflow of students (2.1.5.), staff (2.1.6.), programme-specific facilities (2.1.7.), programme-specific quality assurance (2.1.8.), and follow-up of the recommendations of the previous assessment committee (2.1.9.).

2.1.1. Structure and coherence of the curriculum

The committee studied the curricula of both the bachelor's and the master's programme, paying particular attention to structure and coherence, conceptual clarity and domain-specific content. In addition, it examined whether enough attention is paid to scientific training, the professional field and stimulating excellent students. The conclusions of the committee are summarised below. An overview of the programmes and the relation between programme components and the final qualifications is included in Appendix 4.

Bachelor's programme

The bachelor's programme accounts for 180 EC, divided over three years, each with a study load of 60 EC. The critical reflection describes the curriculum as cumulative. The first year is designed as a broad introduction to the field of 'people-work-organisation'. The second year focuses on specific topics – such as relations and networks, organisational change and organisational strategy – in order to deepen the knowledge acquired in the first year. The function of year three is the integration of knowledge and its application in an original research project, the bachelor's thesis.

As the previous assessment committee advised integrating parts of the curricula of the bachelor's programmes *Organisatiewetenschappen (OW)* and *Personeelwetenschappen (PEW)*, the current programmes share a common first year, and there are further joint courses in the second year.

It was mentioned in the previous section that the bachelor's programme focuses on four domains within the wider field of organisation studies. These domains have been included in the curriculum as learning lines:

1. Organisation and Management Theory (OMT, 29 EC);
2. Business and Policy Strategy (BPS, 35 EC);
3. Organisational Behaviour (OB, 28 EC);
4. Organisational Research Methods (ORM, 70 EC).

The critical reflection states that the four learning lines reflect the commitment to a broad programme. The first three represent the key research strengths of the Department of Organization Studies and are taught largely by the department itself. The fourth learning line

expresses the commitment to empirical research and is taught mainly by the Department of Methods and Statistics. The objectives of the four learning lines will be discussed below. Furthermore, the committee will briefly discuss the minor (18 EC), which consists of three elective courses, and the programmes available for excellent students.

1. Organisation and Management Theory (OMT, 29 EC)

The courses in this first learning line introduce students to a multidisciplinary perspective on key theories and topics in organisation and management studies. In year 1 the course *Introduction to sociology* (5 EC) familiarises students with the broader field of sociology as a foundation for the perspective of organisational sociology. A further two first-year courses, *Introduction to OS* (6 EC) and *Introduction to HRS* (6 EC), take a sociological perspective to present the concept of organisations and the main research questions of the field. The second-year course *Organization theory* (6 EC) trains students to use key OS theories as analytic tools, and *Relations and networks of organizations* (6 EC) builds upon the knowledge gained in the first year and discusses the nature, antecedents and consequences of inter-organisational collaboration based on organisation (sociology) theories. After completing the courses in this learning line, students are 'able to explain and analyse organisations from multiple theoretical angles' according to the critical reflection.

2. Business and Policy Strategy (BPS, 35 EC)

The critical reflection indicates that the courses in this second learning line are designed to familiarise students with key theories and concepts in business policy and strategy from a social sciences perspective. The levels of analysis encompass individuals in organisations and networks of organisations. The first-year course *Strategy and organization* (6 EC) introduces students to the main theories on how organisations connect to their environment. It entails a simulation exercise devised to give students insight into the application of theories. Another first-year course, *Introduction to economics* (5 EC), intends to equip students with a basic knowledge of economics that is expanded upon in the second-year course *Business administration* (6 EC). This latter course, which is taught by lecturers of the Tilburg School of Economics and Management (TiSEM), has not always gotten positive student reviews. During the site visit, the committee learned that the course will soon be replaced by a new course in *Financial and project management*, which will be more customised to PEW and OW students.

In the second year, students also follow a course in *Strategic decision making* (6 EC), which focuses specifically on the process of strategic decision making by individuals within organisations, and a course in *Innovation, organization and entrepreneurship* (6 EC) which is offered in cooperation with the Brabant Center of Entrepreneurship (BCE). The learning line extends into the third year by means of a course entitled *Corporate social responsibility* (6 EC). After completing the courses in this learning line, students should be 'able to explain and analyse strategy and strategy development in organisations in multiple organisational settings'.

When discussing the courses in this learning line with students and alumni, the committee found that most of them feel that they are/were not sufficiently prepared for the more hard-nosed business side of organisations that awaits outside of the university. Graduates mostly learn their business skills in a real-life setting, but the committee stimulates the programme to look into short term placements and consulting type projects to prepare students during their studies.

3. Organisational Behaviour (OB, 28 EC)

The courses of the third learning line aim to present key theories and topics in organisational behaviour from the perspective of psychology. The OB learning line trains students to understand organisations from the perspective of groups and teams within organisations. The analyses in this learning line take place on an intra-organisational and organisational level. In the first year, the course *Introduction to psychology* (5 EC) introduces students to the broader field of psychology, and the course *Organizational behavior* (5 EC) familiarises students with this particular field and the underlying organizational psychology. The second-year course *Organization development* (6 EC) trains students to understand this phenomenon from an intra-organizational perspective, and finally the third-year course *Advice, intervention and evaluation* (6 EC) expands upon the organisational change perspective of this learning line. After completing the courses students are 'able to explain and analyse the dynamics of individuals and groups within organisational settings' according to the critical reflection.

4. Organisational Research Methods (ORM, 70 EC)

The final and most comprehensive learning line exemplifies the programme's focus on scientific analysis and research. It aims to give students a solid basis in statistics and social science methodology, both qualitative and quantitative, as well as basic insight into the philosophy of science, which is taught in two respective courses in the second and third year (total of 12 EC). In the first year, three courses on *Academic skills* (total of 6 EC) introduce students to ways of searching for, processing and reporting scientific information, and five courses in *Methods and statistics* (MTO, total of 28 EC) are spread out over the entire curriculum and create the basis for competencies in research design, data collection and analysis. In the third-year course *Research in organizations* (12 EC), students go through the research cycle for the first time and conduct quantitative and qualitative research in small teams.

The final effort in this learning line is the *Bachelor's thesis* (12 EC). In their thesis students concentrate on a specific part of the research cycle (for example, a literature study, data analysis, development of measurement instruments) and demonstrate that they can perform supervised research and interpret the results in a systematic manner. While the research itself has to be independently executed, the thesis process is designed in a collective way. Thesis circles comprising between six and eight students are set up around one supervisor and a specific research topic. The thesis circles provide students with a social support structure that is supposed to ease and accelerate the writing process. The thesis must be structured like a scientific paper, such as the ones published in leading (empirically oriented) journals in the field.

Students also have to apply the knowledge of organisational research methods gained within this learning line in core courses from the other learning lines. In the course on *Organizational behavior* students are asked to write a research proposal, and in *Relations and networks of organizations* students have to demonstrate their knowledge of hypothesis testing in an assignment about the relations and networks of organisations.

During the site visit, students referred to the three academic skills courses as being particularly useful. The fact that the five MTO courses are taught by the Department of Methodology and Statistics (MTO) of TSB rather than by staff of the programme itself led to some inquiries by the committee. From the programme management it learned that this particular department is responsible for all research methods courses at TSB and has an excellent reputation within the school. Nonetheless, the committee is slightly concerned by the fact that the MTO department specialises in quantitative research, while OS research also

benefits from the use of qualitative methods. It recommends that the programme management ensures that courses in qualitative research are sufficiently provided conforming to the need of OS students.

Minor (18 EC)

The bachelor's curriculum offers students an element of choice in the form of three elective courses (18 EC total) that together form a minor. The critical reflection states that students can explore their areas of interest in greater depth and prepare for studies at the master's level by choosing certain major/minor combinations. For example: with a minor in Human Resource Studies, OW students can qualify for the master's programme in HRS. From speaking to students of the programme, however, the committee learned that options are more limited than most students would like. The current minor, according to them, provides too little room to manoeuvre. Bachelor's graduates who want to enroll in master's programmes in the field of business studies almost always need first to complete premaster programmes designed to deal with deficiencies in finance, accounting and marketing.

Students who want to spend time abroad can use the minor to take courses at a university outside of the Netherlands. During the site visit, the committee discovered that such a course does require careful planning, as students will have to complete some third-year courses in their second year in order to free up space in the first half of the third year. Only one student that the committee spoke to was planning to make use of this option. The section on internationalisation (2.1.3) will deal with this topic in more detail.

Programme for excellent students

The committee has established that, as of 2009-2010, TSB started running a special programme (the 'TSB Excellence Programme') for second- and third-year bachelor's students who have achieved good results (60 EC completed in the first year with a grade average of 7.5 or higher). These students are invited to follow a total of four extra courses in social and behavioural sciences to help them expand their knowledge. Talented students who would like to develop their knowledge outside their own specialty field can apply for the TiU-wide Honours Programme.

Master's programme

The master's programme OS is taught in English and covers two semesters of 18-20 weeks each (60 EC total). At the time of the site visit, a track in *Organization of Cultural Diversity* (OCD) was offered alongside the regular programme. This track, which has an overlap of 36 of the 60 EC with the standard programme, was started in 2008 but will no longer be available as of 2012-2013. Below, the committee will concentrate on the regular programme. It will briefly discuss the OCD track, the dual-degree programme with BI Norwegian Business School and the extended master's programme (90 EC).

First semester (36 EC)

The first semester is divided into six courses of 6 EC each that build upon the knowledge and understanding that students have acquired in the bachelor's programme. The four learning lines of the bachelor's programme have been extended to the master's programme.

The academic year opens with a kick-off day, followed by a three-week-long course *Organizing strategy and entrepreneurship*. This course is essentially an applied science course that teaches students how organisations make strategic decisions by letting them participate in a series of simulation games. The majority of the other courses of the master's programme focus on

either complexity or dynamics, topics that are also central to the research programme at the Department of Organization Studies.

While the *Complexity within organizations* and *Organizational dynamics* courses build upon the learning line of Organizational Behavior (OB) and respectively highlight internal complexity and dynamics, the *Inter-organizational relations* and *Societal developments and institutions* courses continue the learning line of Organization and Management Theories (OMT) and respectively represent external complexity and dynamics. A fifth (above-mentioned) course, entitled *Organizing strategy and entrepreneurship*, exemplifies the learning line of Business Policy and Strategy (BPS). Along with these five courses, students attend the *Master's seminar in organization studies*, which represents the learning line of Organizational Research Methods (ORM) and provides the framework for writing the thesis.

During the site visit, the programme management conceded that the first semester's programme is quite full, covering over half the credits of the entire programme. The programme management stated that it does not intend to change this design (other than to introduce two blocks of 7 and 8 weeks from the academic year 2012/13 onwards), but that the consequences of the dense programming will be monitored closely.

Second Semester: Master's thesis (24 EC)

The second semester of the master's programme is devoted to the writing of the master's thesis, which is an individual piece of scientific research. From February onwards, after the acceptance of their individual research proposal (IRP), students work exclusively on their thesis. It should be completed by the end of June. Students write their theses in thesis circles of six to eight students who focus on a specific research topic determined by the supervisor. These topics are strongly related to the research carried out in the departmental research programme. Frequent checks and feedback from the supervisor and fellow students in the circle are supposed to encourage continuous progress.

During the site visit, the committee discussed the thesis process with the teaching staff and students. During these conversations, it was pointed out that a considerable number of students opt to do their thesis research in conjunction with an internship at a company. Hardly any students go abroad to collect data or write their thesis. Students indicated that they like the thesis circles, which 'soften' the transition from group assignments in the bachelor's programme to the individual work that is dominant in the master's programme.

Organization of Cultural Diversity Track (OCD)

From the critical reflection the committee learned that the OCD track was started as a pilot in 2008 in an attempt to address the pressing societal issue of increasing cultural diversity as a major driver of complexity and dynamics. The initiative was awarded Tilburg University's education innovation award for 2008, but in spite of the initial excitement and the promising number of incoming international students, the break-even point of thirty students a year was never reached. It was therefore decided to end the pilot in 2011/12. Because this decision was already taken at the time of the site visit, the committee decided not to go into the details of the OCD track.

Dual-Degree Programme and Extended Master's Programme

The committee established that Tilburg University and BI Norwegian Business School in Oslo are currently running a pilot for a dual-degree programme (120 EC). In the first year of this programme, students complete 60 EC of the master's programme in Leadership and Organizational Psychology at BI. In the second year they follow the TiU master's programme

OS. During the pilot phase until 2013/14, a maximum of four students from Tilburg University can enroll in this programme.

The Extended Master's Programme (EM, 90 EC), which began as a pilot in 2008/9, was designed to improve the position of graduates on the labour market and forge links with the users of organisation research. The programme combines academic education with practical experience, and its three semesters partially overlap with the regular programme. In the second and third semester, students devote half of their time to the thesis and half to a junior traineeship at a company, where they participate in consultancy projects. They are supervised by a professional supervisor and write their theses on topics relevant to the organisation in question. According to the critical reflection, the programme has proved a success. Evaluations show that both students and partner organisations are positive, and the programme was awarded the education innovation prize of Tilburg University in 2011. This enthusiasm was confirmed during the site visit, when the Educational Committee labelled the development of the Extended Master's Programme the most important accomplishment in recent years. The students that the committee spoke to generally applauded the possibility to gain real-world working experience, even though the selection of participating organisations did not match everyone's interest. One student stated that she would rather enroll in the regular master's programme and follow it with a traineeship at a company of her own choice.

Assessment of the committee

After studying both curricula, the committee concluded that they are sufficiently coherent and effectively structured. It particularly appreciates the four learning lines, which are well thought out and guarantee continuity between the bachelor's and the master's programme. Specifically the emphasis on critical thinking and on development of an integrative perspective in the master's programme impressed the committee. The content of the courses is considered adequate. The committee found that all the intended learning outcomes as specified under Standard 1 are covered by the courses that make up the curricula. Furthermore, both programmes are sufficiently academic in orientation. There is a clear link between the content of courses and the departmental research topics. Also, plenty of attention is paid to research methods and techniques. The only possible drawback here is the outsourcing of the teaching to the Department of Research Methods and Techniques. The programme management assured the committee that this group is well respected within TSB. Furthermore, courses are tailored to the needs of OW students, and examples are drawn from the field of Organisation Science.

The committee applauds the Organisation Studies Department's launch of a series of pilot projects in the recent past, ranging from the OCD track (sadly unsuccessful) to a dual-degree programme and an extended master's programme. The latter seems to fill a very real need and could provide a good basis for further cooperation with the field. The committee does want to point out, however, that orientation to the professional field should not be limited to the EM or even to the master's programme, as currently seems to be the case. It was surprised to find that the critical reflection hardly mentions how bachelor's courses link theoretical content to practice. During the site visit this was an important topic of discussion. Students and alumni indicated that the bachelor's programme is currently not so much oriented towards the labour market. Relatively few courses link theoretical content to practical application. The management confirmed this observation by stating that it is easier to forge a link between theory and professional practice in the master's programme, because of the more mature students who have already chosen a specialisation. Even so, the committee feels that more could be done in the bachelor's programme to prepare students for the professional field, especially since it is plausible that in the future more and more graduates at

bachelor's level will enter the labour market. In this respect, the programme seems to lag behind the bachelor's programme in PEW, in which more courses require students to apply theoretical knowledge to real-world HR cases. The committee also feels that the bachelor's programme should follow the example of the PEW programme in offering its students the opportunity to do an internship.

An additional issue – which directly links to the observation above – is that graduates of the programmes seem to miss certain skills and theoretical knowledge. It has already been mentioned that alumni of the programme reported that their careers would have benefitted from a stronger background in finance, accounting and marketing, as well as from general project management skills. The committee was pleased to hear from the management that alumni and student feedback has caused a planned revision of the *Business Administration* course, which will be turned into a course in financial and project management. As a solution to eliminate other deficiencies, the programme management stresses the electives in the minor, which can be used to follow specific courses elsewhere. Although the committee is fully sympathetic to the programme's characteristic social sciences perspective, it wonders whether more could be done to reinforce the BPS learning line – if necessary by including faculty from the business school. In view of the topic and methods in some courses and many theses, methods instruction should also include QCA (qualitative case analysis, following Ragin and Fiss) and case comparisons with even smaller ns, such as proposed by Eisenhardt for building middle-range theory.

2.1.2. Didactic principles

The committee has learned that the recently adopted educational vision of TSB could be summarised as 'Active and Intensive Learning'. The associated didactic culture is 'characterized by cooperative, active and intensive learning in an attractive, international environment with ample opportunities for a differentiated and specialized educational programme'. TSB's educational vision emphasises the importance of attitude. It aims to cultivate an active educational commitment based on real interest and discourage the passive consumption of education. The educational environment should, accordingly, be designed to challenge students, generate enthusiasm and stimulate involvement with study activities.

The committee notes that the OW and OS programmes adhere to this principle by creating an open atmosphere, by providing constant feedback, and by adopting activating teaching elements. The aim is to form 'independent and reflective practitioners', who engage in continuous self-motivation, self-evaluation and self-reflection. Many courses use peer feedback and group assignments to teach students how to 'coach' their peers. The thesis circles that were introduced some years ago seem an efficient way to reduce the thesis completion time by supplying students with a social support structure. The committee is of the opinion that the peer review process initiated in these circles can be a valuable addition to individual supervision by staff members, provided that a proper balance between both is maintained. Other activating teaching elements include the Markstrat simulation game in the bachelor's course *Organization Theory*, and the poster session in *Research in organizations*.

To achieve the complete set of intended learning outcomes, many courses use a variety of work forms and didactic methods: lectures based on knowledge transfer, supported by a digital learning environment; small-scale tutorials based on knowledge processing; practicals aimed at individual practising of skills. The committee fully supports this combination of approaches. At the same time it established that five bachelor's courses currently feature only large-format lectures. Furthermore, students remarked that lectures shared with other programmes of TSB are usually very crowded, rising to 400 students in the statistics classes.

As these are voluntary classes, many students choose simply not to attend. The committee finds this information slightly worrying. It hopes that under TSB's recently introduced intensification strategy, more courses will adopt a variety of (activating) work forms.

When asked what attracted them to TiU and the OS programmes, students indicated that they were drawn to the small scale of the programmes, as student numbers are much smaller than those of most business programmes. They feel this guarantees a more personal approach and an accessible teaching staff. The curriculum elements that promote active learning are generally liked and valued by students.

2.1.3. Internationalisation

After studying the critical reflection and speaking to staff and students, the committee established that the internationalisation efforts of the OW and OS programmes mainly focus on promoting student mobility. Since the labour market is internationalising at a rapid pace, students need to be prepared for an international context. This can be achieved by promoting inbound and outbound student mobility, but also by encouraging the mobility of the staff.

Inbound student mobility

The OW bachelor's programme is officially a Dutch-taught programme and therefore has no international degree seeking students. During the site visit, however, the committee found that, in order to prepare students for the English master's programme, the bachelor's programme does include several English-taught courses. Only the first year is mainly taught in Dutch. More than half of the courses in the rest of the programme (66 EC in total) are conducted in English. The faculty management is currently considering establishing a broad international bachelor's programme entitled The Human Side of Business, which includes courses with a distinctly international content and is specifically designed to attract foreign students. Whether this programme will, in due time, replace the Dutch-spoken bachelor's programmes of TSB is unclear at this point.

The master's programme is taught in English in order to facilitate inbound and outbound mobility and to enhance the position of students on the international labour market. Although the critical reflection describes the programme as a relatively unique programme internationally, name recognition abroad is low. The SWOT analysis furthermore holds that, despite efforts to promote the visibility of the programme, the number of exchange students that find their way to this TiU programme is small. This may have something to do with the fact that the city of Tilburg is little known outside of the Netherlands, and it is therefore difficult to compete with popular student destinations such as Amsterdam or London. According to the Educational Committee, it could also be because the name Organisation Studies insufficiently highlights the social sciences perspective of the programme and does not set the programme apart from business programmes.

Cooperations with foreign partners such as the University of Arizona, the Free University Berlin and – most notably – BI Norwegian Business School bring in only a few exchange students. According to the lecturers and students that the committee spoke to, these students integrate fairly well, especially when their English proficiency is good. Their presence is generally appreciated as it adds something extra to the classroom experience.

Outbound student mobility

The committee has also focused on outbound student mobility, i.e. students attending courses at a university abroad. From the critical reflection, the committee learned that bachelor's students are encouraged and assisted to spend a semester at another university in

Europe via Erasmus or overseas at one of the partners of Tilburg University. Students can clear the first semester of their third year and use their electives to study abroad without incurring a major delay. The international orientation and substantial efforts made by both the Department and the School to increase outgoing exchange students seem to have paid off. In recent years, about 30% of every cohort of bachelor graduates have spent at least one semester abroad. Of the group of bachelor students that the committee spoke to, one student was currently planning a stay abroad. She indicated that she felt stimulated and supported in her plans by the programme staff.

Concerning outbound mobility in the master's programme, the committee found room for improvement. Although facilities for international exchange are in place, and the available options are actively promoted, according to the critical reflection, they are not used much. The committee feels that this may have something to do with the setup of the master's programme. Even without international exchange the programme is already quite full, and students consider the workload high.

Staff Mobility

The critical reflection claims that because of an international hiring policy, many members of the faculty staff have an international background and extensive international teaching and research experience. Partnerships with the University of Arizona, the Free University Berlin, BI Norwegian Business School and the University of Pretoria significantly add to the international research and teaching options available to staff members. Also, the Department of Organisation Studies regularly receives guest researchers. In 2010/11 it welcomed a researcher from Turkey and one from Bhutan. Both taught in the bachelor's programme.

2.1.4. Feasibility

To assess the feasibility of the bachelor's and master's programme, the committee examined the structure of the curricula, the distribution of the study load over the curriculum, the number of contact hours, the group size in classes and the availability of study guidance. Although it found some aspects that could be improved, in many respects progress is already underway, as TSB has recently developed an intensification strategy for all of its educational programmes. Some specifics are given below.

Bachelor's programme

From the critical reflection the committee learned that there is an even spread of the study load. Each year contains 60 EC. In year 1 a block system is used to subdivide the two semesters. Each block equals 15 EC. In years 2 and 3 the block system is not yet in use, but it will be applied starting in 2012-2013. The majority of individual courses amounts to 6 EC and contains a mixture of assessment types spread out over the entire course. To enhance feasibility, deadlines, regulations and requirements are included in the syllabus for every course. Teaching material is made available on Blackboard, and a mentoring system has been introduced. Also, the Department considers it important that the teaching staff, coordinators and educational director are accessible for students.

In line with national agreements, the number of contact hours will be increased to 8 hours per credit, which amounts to 480 hours (in 2010-2011 this was 317 hours). In 2012-13, the number of lecture weeks will increase from 28 to 34, which means that free periods prior to exams will be eliminated. This should stop students from putting study activities on hold until the eve of the exams.

Feasibility is monitored through panel discussions with students, which take place twice a year. The coordinator of the bachelor's programme also monitors feasibility through contacts with the course coordinators.

To verify its findings on feasibility, the committee studied the outcomes of the 2010-2011 student evaluation. They demonstrate that students find the bachelor's programme intellectually challenging and feel that they have learned a lot. The scores for 'feasibility' are somewhat misleading, however. On a scale of 1-5, where '1' is much less and '5' much more time spent on this course than indicated in the study guide, students of years 1-2 rated feasibility at 2.8 and students of year 3 (which is more labour-intensive because of the bachelor's thesis) scored it as 3.0. While these scores indicate that students perceive the courses as slightly more demanding than expected, in reality most students seem to spend much less time studying than the prescribed 40 hours a week (contact hours and self-study). The misperception of the study load is quite possibly connected to the fact that many students work long hours alongside their study. To the committee it indicates that the workload of the programme could be increased further.

Master's programme

The committee found that the study load is generally higher in the master's programme. According to the critical reflection, students are 'coaxed into working hard from day 1'. To increase the students' motivation, effort is put into forming cohorts right from the start. The committee established that the programming is indeed quite dense, especially in the first semester, when students have to complete the full course load (30 EC) as well as the master seminar Organization Studies (6 EC). The second semester is devoted entirely to the thesis (24 EC) and offers students the possibility to do an internship in an organisation or go abroad to collect data (a possibility which few students make use of). The critical reflection states that 'this set-up creates an atmosphere in the cohort that is conducive to good study motivation'.

To ensure feasibility in the first semester, the content courses are presented in blocks with a slight overlap so that students can concentrate on a few courses at a time. Assignment deadlines are spread evenly over the semester so peak workloads remain feasible. The programme management is responsible for monitoring the even distribution of the study load. To foster feasibility in the second semester, students can fall back on a support system in the thesis process.

Curriculum evaluations testify to the feasibility of the programme. In 2010-2011, the study load in relation to EC was scored at 3.3 on a 5-point scale. This means that students perceive the study load as slightly heavier than what they expected from the number of credits awarded. Recent programme evaluations confirm this. They consistently show that students devote an average of 40 hours a week to the programme, with peaks in the 60-hour range. The committee asks the programme management to make sure that these peaks remain within acceptable limits, especially since the completion rates of the programme are not as favourable as they could be. On average, students need 20 months to complete the one year-programme. This figure, however, refers to the whole student population, including the students of the Extended Master, which nominally takes 18 months

2.1.5. Intake and outflow of students

An overview of the quantitative data on the intake and outflow of students can be found in Appendix 5. Below, the committee will present some programme-specific conclusions.

Bachelor's programme

The yearly intake of students in the OW programme is fairly constant and amounts to an average of a hundred students. The majority of first-year students come straight out of secondary school (vwo), but there are some students who have first attended higher vocational education (hbo). An important function of the first year is its so-called 'selectivity', the number of dropouts in the first year expressed as the percentage of the total number of dropouts in the programme. For the OW programme the percentage of dropouts in the first year fluctuates between 21% and 39%. The committee notes that this percentage is quite substantial, but not uncommon for bachelor's programmes. In fact, it agrees with the critical reflection that first-year dropouts have less to do with the feasibility of the programme than with external conditions and student motivation.

The completion rates of the OW programme have been invariably on the low side. Between 2005-2006 and 2008-2009, an average of only 20% of bachelor's students obtained their degree within three years, while about 40% drop out completely. After four years, roughly 40% of students has completed the programme. The committee finds these percentages somewhat worrying. It notes that the Department has made some attempts at improving these rates. According to the critical reflection, a mentoring system was introduced and 'activating elements' have been implemented in several courses. The committee hopes that in the near future, TSB's intensification strategy will lead to further improvements, notably smaller group sizes in first-year lectures and more courses that use a variety of stimulating work forms. The committee also counts on the beneficial effect of the new nationwide implementation of the 'Harde Knip', which requires students to finish their bachelor's before they can start on a master's programme.

The committee established that the programme introduced a 'Bindend Studieadvies' (BSA - binding recommendation on the continuation of studying) in 2004-2005. First-year students must obtain at least 42 EC in order to continue with the programme (until 2010-2011 this was 36 EC). The most recent data indicate that 71% of the 2010-2011 cohort fulfilled the BSA norm. The committee hopes that this number will rise in the future.

After graduating from the bachelor's programme, most students enter the master's programme OS at TiU.

Master's programme

The Board of Examiners handles all admissions for the OS master's programme. Students from the OW bachelor's programme and the pre-master's programme are admitted directly. All other applicants from within or outside the School are subject to an individual assessment that determines whether direct admission is possible or whether there are deficiencies that first need to be addressed.

To this effect, a pre-master's programme of 60 EC has been established. Intake in this condensed one-year programme is around 60 students a year, most of whom have a qualification in higher vocational education. Others have an academic bachelor's degree in the social sciences, management or economics and cannot be directly admitted because of deficiencies in methods and statistics and organisation theory. The committee is pleased with what it has learned about the pre-master's programme. It considers it positive that the OS Department still offers a full-length 60 EC premaster's programme, while many other departments have had to cut their programmes to 30 EC because of financial constraints.

The faculty data for the OS master's programme show a steady annual intake of roughly 115 students. This intake mostly consists of students from the TiU OW bachelor's programme and the pre-master's programme. The ratio of male to female students is balanced. In 2009-2010, of a total intake of 138 students, 76 had a bachelor's degree at the academic level, 63 of which were obtained at TiU. Another 48 students came from higher vocational programmes and first completed the pre-master's programme before being admitted to the master's programme. And 14 students came from outside higher education (including international students).

Of the 2010-2011 cohort, 47% of the students was able to finish their studies within the same academic year. The critical reflection states that this percentage is lower than that of previous years because of the introduction of the extended master's programme, which has a nominal study period of 18 months. The percentages for previous cohorts indicate that almost all students have graduated after two years. It should be taken into account that OW students can still enroll in the master's programme without having completed a maximum of two bachelor's courses. The introduction of the 'Harde Knip' in 2013-2014 will possibly improve these completion rates. While the table in Appendix 5 seems to suggest otherwise, there are no notable differences in the study duration of students with an academic background (around 20 months) and those with a degree from higher vocational education (around 26 months). The latter were registered as master's students during their pre-master and therefore only seem to take much longer.

2.1.6. Staff

The Department of Organisation Studies employs a total of 26 staff members (5 full professors, 3 associate professors, 9 assistant professors, 5 lecturers and 4 PhD candidates) who are involved in teaching. Together, they have a teaching input equivalent of 10.3 fte. In the bachelor's programme, the core staff is supplemented by a total of 16 external staff members from the Methods and Statistics, HRS, Sociology and Psychology Departments in TSB and staff members from the Tilburg School of Humanities, Tilburg Law School and Tilburg School of Management and Economics. The staff-student ratio of the OW and OS programmes is calculated as 1:38, which the committee finds on the high side.

The committee established that the programmes were dangerously understaffed at the time of the site visit. With five vacancies open, the programmes were roughly 2.0 fte short. The committee was told that this is putting pressure on the remaining staff and leading to problems in the supervision of BSc theses. Filling the positions was described as difficult because of the severe competition from Radboud University Nijmegen (RUN). TSB has not been able to keep up with the excellent career opportunities offered by the RUN and has recently lost some of its staff members to this university. The committee expects the programme management to deal with this critical situation soon.

After studying the list of staff members provided in the critical reflection, the committee concludes that 8 of the 26 staff members (which equals 2.95 fte out of a total of 10.3 fte) do not have a PhD. This quite substantial figure includes four PhD students and four lecturers. While the PhD students only teach courses in the bachelor's programme, two of the lecturers without a PhD are involved in master's courses (*Master's seminar OS, Inter-organizational relationships*). The committee urges the programme management to make sure that these lecturers are given the opportunity to get/finish their PhD.

According to the critical reflection, all lecturers in the master's programme have engaged in peer-reviewed research over a longer period of time. All of them have research time included

in their appointment, as ‘research experience is a necessary precondition for high-quality teaching in a programme that emphasizes empirically based teaching and learning’. Therefore, the staff is primarily deployed in subject areas in which they themselves conduct research. In some cases, teaching teams of several colleagues are put together. To improve and secure the relationship with the field, practitioners from the field with a PhD sometimes supervise master’s thesis circles.

To ensure the didactic qualities of staff members, newly hired assistant professors (but not the abovementioned practitioners from the field who supervise thesis circles) are obliged to obtain the ‘University Teaching Qualification’ (‘Basis Kwalificatie Onderwijs’, BKO). Teaching evaluations are an important topic in the annual performance reviews of staff members. If problems emerge with regard to teaching skills, additional training is suggested.

Student evaluations demonstrate that students are quite satisfied with their lecturers. In the 2010-2011 evaluation for the bachelor’s programme, the teaching staff scored well above the faculty average, especially where accessibility was concerned (4.0 average on a 5-point scale). The scores in the 2010-2011 master’s programme evaluation are even higher. The students that the committee spoke to confirmed this. They described the staff as accessible, enthusiastic and obliging. The only complaint the committee heard concerned some staff members’ proficiency in English.

2.1.7. Programme-specific facilities

From the information gathered before and during the site visit, no particulars concerning the programme-specific facilities emerged. With regard to study guidance, the committee concluded that most students are quite satisfied.

2.1.8. Programme-specific quality assurance

After studying the documentation and speaking to the Educational Committee (EC), the committee concluded that a basic system of programme-specific quality assurance is in place. The programme monitors the quality of the courses and the educational process and continuously goes through the planning and feedback cycle. All courses and the curriculum as a whole are evaluated by student questionnaires. The EC, which is composed of both staff and student members, and the Educational Director discuss the outcomes. If necessary, the Educational Director takes steps to solve problems. Additionally, the coordinator of the bachelor’s programme organises panel meetings with students twice a year. The results of these are discussed with the Educational Director and the EC. The Educational Director is responsible for drafting an annual Educational Report, which is discussed in the EC and departmental meetings.

Although the Educational Committee evidently plays a role in gathering information on students’ perceptions of the curricula, the committee concluded that it is not quite central to the system of programme-specific quality assurance. Initiatives are primarily taken by the Educational Director. Also, the EC does not have a strategic agenda concerning the curriculum; it does not set long-term goals and does not aim to influence educational policy. In order to advance the programme-specific quality assurance, the committee suggests that the EC take a more proactive stance. It should develop a clear idea of what the ideal curriculum would look like and turn the achievement of this ideal into a long-term item on the agenda. The committee further recommends that the EC periodically check the curricula against the intended learning outcomes and the Dublin descriptors.

An additional quality assurance aspect mentioned in the critical reflection is that a system is in place to assure that staff members function well. Usually, several staff members are jointly responsible for a course, which ensures a continuous peer feedback cycle. The functioning of staff members is discussed in annual performance reviews. All teaching staff members attend the annual 'Education Day' where fundamental issues such as the joint educational philosophy, evaluation criteria for student research, teaching and examination formats, and programme coherence are discussed.

2.1.9. Follow-up of the recommendations of the previous assessment committee

The previous assessment committee (2007) recommended forging a closer link between the bachelor programmes in *Personeelwetenschappen* and *Organisatiewetenschappen*. Since then, cooperation has indeed increased significantly: the programmes now share a common first year, as well as a number of courses in the second year.

The committee also learned that one of the scenarios to develop this cooperation further is to establish a broad English-language bachelor's programme titled *The Human Side of Business (HSB)*. During the site visit, the committee explored the possibility that HSB will, in time, replace the current programmes in *Human Resource and Organisation Studies*. In its conversation with the *OW/OS* management, the committee brought up the question of whether *HRS* and *OS* will in the future become two marketing labels for essentially the same field of study. In response, the head of the department pointed out that there are good theoretical and practical reasons to hold on to the separate programmes. For instance, there is still a strong dividing line between *HRS* and *OS* – particularly since the research programmes behind the teaching programmes take a very different angle on the subject of organising and organisations. Also, the *OS* management feels that complete integration of the two programmes will create a programme that would be hard to manage because of its size. The committee essentially agrees with this line of reasoning.

The committee was pleased to find that best bachelor's students can now register for an excellence programme at the faculty level or an honours programme at the university level. During the last assessment in 2007, this was considered a point for improvement.

2.2. Considerations

To assess whether the teaching-learning environment of both programmes enables students to achieve the intended learning outcomes, the committee studied the content and structure of the curricula, the quality and quantity of the teaching staff, and the programme-specific facilities.

With respect to the curricula, the committee established that they are both well structured. The committee is particularly satisfied with the four learning lines, which make for coherent and comprehensible study programmes and moreover ensure continuity between the bachelor's and the master's programme. The courses that make up the curricula are a fair representation of the contents that one could expect of *OS* programmes, and the committee applauds the level of multidisciplinaryity that is achieved. Even so, the committee has sympathy for students' claims that the bachelor's curriculum could pay more substantial attention to finance, accounting and marketing. It advises discussing this issue with a delegation of alumni and – if necessary – bring in the expertise of *TiasNimbas*. The substantial *ORM* learning line guarantees that enough attention is paid to academic skills, even if they are taught mainly by staff members from outside of the *OS* Department. After studying the learning goals for specific courses, the committee established that the range of intended learning outcomes as specified under Standard 1 is adequately covered.

An element that is largely lacking in the bachelor's programme is the practical application of academic insights. The committee feels that more could be done to address students' complaints that the curriculum is not sufficiently oriented towards the labour market. In the subsequent master's phase, the issue of a predominantly academic orientation has been creatively solved. Students are offered the opportunity to follow the extended programme, which covers an extra semester and includes a traineeship at a company. The committee applauds this initiative, which testifies to the innovative character of the master's programme.

In line with national developments and TSB's new educational vision, the programmes currently aim to fit more activating teaching elements into their curricula and to increase the number of contact hours. The committee is pleased with this intention. The bachelor's programme in particular could benefit from a more stimulating approach. The group size in those bachelor's courses that are common for all TSB students seems exceptionally large, which might undermine the students' motivation. Also, not all bachelor's courses currently use a functional mix of work forms, and the study load seems to be on the low side.

In terms of internationalisation, surprisingly, the partially Dutch bachelor's programme is currently ahead of the English master's programme. While an increasingly international group of staff members teaches both programmes, student mobility is falling behind in the master's programme. Very few exchange students enter the programme, and very few OS students make use of the possibility of an international research project or internship. Whereas there are no international degree-seeking students in the bachelor's programme, outbound mobility is substantially larger than in the master's programme. To attract international students at the bachelor's level, the School is considering the establishment of a broad Human Side of Business bachelor's programme.

After studying the quantitative data on intake and completion rates, the committee sees no reason for immediate concern. The intake of students in both programmes is substantial and consistent. The student population of the master's programme seems much more mixed than that of the quite homogeneous bachelor's programme. This mainly has to do with the 60 EC pre-master's programme that regulates inflow into the master's programme and draws in a varied crowd of students with both academic and professional backgrounds. The low completion rates of the bachelor's programme are slightly worrying to the committee. The need to improve study success should be considered all the more reason to carry out the intensification strategy.

The teaching staff of the programmes is generally well equipped to teach the programmes. One obvious observation is that the student-staff ratio (1:38) is currently quite high. The committee urges the programme management to quickly fill five positions that are currently open. Additionally, it advises developing a competitive retention policy in order not to lose more staff members to competitors. While the committee is satisfied with the overall quality of the staff, it considers the number of lecturers without a PhD as quite substantial. The committee sees no problem in letting PhD candidates participate in the teaching of the bachelor's programme, but feels that staff members involved in the master's programme should all have a PhD, which is currently not the case.

A final remark that the committee wishes to make, concerns the current role of the Educational Committee, which seems reactive and operational rather than proactive and strategic. In order to bring the programme-specific quality assurance to the next level, the committee suggests that the EC develop a clear idea of what their ideal curricula would look like and turn the achievement of this ideal into a long-term item on the agenda.

In summary, the committee is convinced that the teaching-learning environment has been designed and is being executed in such a way that students are able to achieve the intended learning outcomes. All in all, it is somewhat more positive about the master's programme than the bachelor's. The master's curriculum offers a series of challenging, high-level courses to an enthusiastic and constructively critical student population. The *complexity* and *dynamics* perspective adds a laudable focus to the curriculum, and the programme includes innovative elements such as the possibility to follow an extended version or get a dual degree from TiU/BI Business School. In comparison to the – admittedly – by nature very broad bachelor's programme, the master's curriculum is more defined and well integrated. It applies activating teaching methods, leading to a high investment of time by the students. Also, the master's programme has a stronger focus on the professional field and profits from a heterogeneous intake of students.

2.3. Conclusion

Bachelor's programme Organisatiewetenschappen: the committee assesses Standard 2 as satisfactory

Master's programme Organisation Studies: the committee assesses Standard 2 as good.

Standard 3: Assessment and achieved learning outcomes

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

Explanation:

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

3.1. Findings

This section consists of two parts. First, it deals with the committee's findings with regard to the system of assessment (3.1.1.). Secondly, it answers the question of whether students achieve the intended learning outcomes (3.1.2.).

3.1.1. Assessment system*Testing procedures*

The rules and regulations of assessment are laid down in the Teaching and Examination Regulation (Onderwijs- en Examenregeling, 'OER') and the Rules and Guidelines 2011-2012. Official testing procedures at TSB are as follows. Each programme component ends with a test, the construction of which is the responsibility of the teacher or team of teachers or the course coordinator. Students have to conclude each course with a positive result: there is no compensation for negative results. Every year there is one re-sit per course. The results of written exams should be announced within 15 working days of the date of the examination. The student has a right to review the results of the examination within three weeks of publication. Completed courses retain unlimited validity, but the Board of Examiners may impose a complementary examination for courses completed more than five years ago, before allowing the student to take the bachelor's examination.

The tests that the committee studied during the site visit were found to be in line with the learning goals of individual courses. Knowledge is tested in written exams, and the application of knowledge is tested with individual and group assignments and essays. Communicative and learning skills are addressed in presentations and discussions in which students are expected to participate actively. The critical reflection states that there is a strong emphasis on written assignments, which are used in almost all courses. Frequently, these assignments ask students to place organisational problems in an appropriate theoretical context and apply their knowledge and skills to analyse and prepare a report. These types of assignments are included in *Introduction to organization studies*, *Organizational behavior*, *Strategy and organization*, and *Research in organizations*.

The committee determined that most courses use an appropriate mix of test forms (written exam, assignment, presentation, oral examination). Three of the bachelor's courses conclude with a written exam only (two of which use a multiple choice exam). Because of the smaller cohort size in the master's programme, the aim of using different assessment forms is more easily realised. All content courses have at least two, sometimes three, forms of examination such as a written exam (including open books), group papers and individual papers. Specific attention is paid to academic discussions, discourses and presentation skills. This is also reflected in the forms of examination, such as presentations (group and individual) and oral exams. After examining a sample of tests from the bachelor's and master's programme, the committee established that assignments and exams are at the required level.

The content of the examination is always evaluated as part of the standard course evaluations. Questionnaires ask about the clarity of the exam requirements and the representativeness of the assessment. In the case of written exams, questions are asked about the quality of the testing. Judging from the evaluation results, students are reasonably content with the assessments. However, the critical reflection indicates that in the bachelor's programme there is room for improvement: especially the second-year student evaluations indicate a need for more information about what is expected of students. Master students are generally satisfied, but evaluations did indicate that exam questions and written assignments could be formulated more clearly. To improve the quality of examinations further, the programmes are cooperating with the test expert employed by TiU.

The Board of Examiners

The Board of Examiners (BoE) has the overall and final responsibility for all examinations at TSB. After the legal responsibilities of BoEs in the Netherlands were expanded in 2010, the BoE at TSB produced a policy document ('Notitie Borging Toetskwaliteit') in which it explores the principles and starting points concerning the quality assurance of TSB's assessment system. Furthermore, it organised a pilot study in the spring of 2012, in which it experimented with the randomised testing of exams. During the site visit, the BoE explained that 20 TSB courses were selected on the basis of the type of examination used. The test expert of TiU then examined the quality of the tests in these courses. After the site visit, the committee learned that randomised testing of exams was introduced at the start of the academic year 2012-2013.

In the committee's opinion, however, further steps are needed to prove that the BoE is in control of the quality assurance of testing at TSB. At the time of the site visit there was no golden standard for what is considered good testing. The responsibility for creating and assessing examinations mostly lay with the teaching staff. Although there was usually a peer review process in the design of examinations, there was no double blind testing, and testing matrices were not used. Regarding theses, the BoE had again not developed a golden standard for what is considered a good thesis at TSB. During the site visit, the Board stated that the theses of the different programmes are too varied to be measured with just one yardstick.

The committee feels that the BoE needs to take a more proactive stance in order to comply with the new legal requirements. It should get a firmer grip on the quality of tests used at the School. In this respect, the recent introduction of randomised testing of exams could be considered a good start. Furthermore, the Board could proactively safeguard the quality of theses by developing one or more golden standards for TSB theses and by assessing randomised samples of theses.

Thesis procedures

The critical reflection mentions that students can start writing their bachelor's thesis when they have obtained all 60 EC of the first year and at least 60% of the EC for the second year and the first semester of the third year (totalling 114 EC). To start the process, they apply for a theme from a list drawn up by supervisors. Subsequently, they are assigned to a thesis circle supervised by a staff member specialised in that particular subject. Each circle has a collective second supervisor. In total, there are seven fortnightly meetings in which draft chapters are discussed. The second supervisor reads and provides feedback on the individual research proposal (IRP) at the third meeting and the draft thesis at the seventh. After completion, each thesis is passed through the plagiarism checker. The thesis may be written in either Dutch or English, but the latter is recommended. The final version is graded with a standardised form, which addresses the problem statement, review of the existing literature and theories,

methods, conclusion and discussion, and form and style. The first and second supervisors fill out this form independently. In the case of a 'fail', the student has to start a new thesis in the next academic year. Course records show that about 30% of students who start the thesis in a given year do not finish it or receive a grade lower than 6.

The master's thesis process starts with students writing an individual research plan (IRP), which they defend at the end of January before a committee comprising the supervisor, the second reader and a colleague from Methods and Statistics. Only after the IRP has been approved can the student start the empirical research. Students have about 3.5 months to write their IRP. If it is not approved the first time round, they have four weeks to revise it. As described above for the bachelor's thesis, students enroll in a thesis circle around a research topic that is connected to the supervisor's field of research. After completion, the thesis is defended in the circle before a committee consisting of the supervisor and the second reader, who determine the grade. Grading is based on the same fixed set of criteria and the same grading scheme that are applied for the bachelor's thesis, but adjusted to the master's level. Deadlines for handing in the thesis are at the end of June and mid-August. Course records show that on average 5% of students who start the thesis trajectory do not receive a 'Go' for their research proposal after the first and second submission, defense and feedback. Accordingly, they are not entitled to continue with their thesis. Almost all the remaining students complete their theses successfully with a 6 or higher.

After studying the procedures for the bachelor's and master's theses, the committee finds them to be generally adequate. An objection that the committee does want to raise concerns the assessment form currently in use, which was found to be laconic and schematic. According to the committee, the current form provides only limited insight into the circumstances on which the grade is based, as it contains no space for written comments. The committee strongly suggests that the lay-out of the forms be changed.

3.1.2. Achievement of intended learning outcomes

Theses

To assess whether students achieve the intended learning outcomes, the committee studied a representative sample of theses. Generally speaking, the assessments by members of the committee were well in line with the grades given by staff, although the committee did observe some reluctance in awarding grades above 8.5. According to the committee, some of the best theses in the sample could have been justifiably awarded higher marks.

A few general observations can be made on the theses that the committee studied. As could be expected, the bachelor's theses were more limited in scope than the master's theses, which were based on a wider selection of the literature and larger sets of empirical data, and made use of more sophisticated theories and methods.

Not surprisingly, the weaker theses often contained a poorly formulated or inadequate problem definition and a somewhat eclectic selection of sources and/or lacked a theoretical framework. The writing skills of students were sometimes found wanting. In one case, the committee established that the English language ability of the student in question had really ruined an otherwise ambitious thesis. In some theses, the committee found evidence of supervision problems. Students sometimes ran into trouble that could easily have been avoided by closer monitoring by their supervisors. In contrast, the theses that were awarded higher marks were generally well written and structured, contained clear problem definitions, a systematic analysis of sources and consistent use of theories. Especially the first-rate use of methods and data analysis in the stronger theses deserves special mention.

The committee was pleased to find that, as a result of the close linkage between the master's thesis circle and the departmental research programme, various master's theses have served as the basis for Dutch and English publications and conference papers by staff members. In addition, two master's theses made it to the top ten of best master's theses on organisations and innovations in the 2012 Dutch Valley Thesis prize (organised by ABN-AMRO Dialogues House). This underlines the overall quality of the work according to the committee.

Position of graduates

The success of graduates in subsequent studies and on the labour market is a further indicator of the achievement of the intended learning outcomes. Unfortunately, no information is available in this respect for the bachelor's programme. The majority of graduates goes on to do a master's programme, and the success of those graduates who enter the labour market straight away is not structurally monitored. The critical reflection rightfully lists the 'unclear labour market perspective of bachelor's graduates' as a weakness of the programme.

Graduates of the master's programme are described in contrast as 'very employable'. Based on an analysis of the profiles of the 600 members of the OS LinkedIn group, the critical reflection concludes that 38% hold senior positions, whilst 21% work at entry level. The most popular fields of work amongst graduates are management consulting and human resources, in which 34% and 8%, respectively, found employment. Even so, the programme is generic enough for graduates to end up in sectors like higher education (6%), research (4%), hospital and health care (4%), information technology and services (4%) and numerous other sectors (together 40%). Typical OS-related starter's jobs are consultant (HR or management) and programme or project manager..

The meeting of the committee with alumni confirmed these positive outcomes of the LinkedIn analysis. When asked about the most appreciated knowledge and skills acquired during the programme, most alumni mentioned general academic skills as well as domain-specific knowledge (of certain specialized OS theories) and skills (creating questionnaires, command of SPSS). Generally, the alumni that the committee spoke to were less positive about the fit between theory and practice within the programmes. Most alumni would like to see project management included in the programmes. Even though there is an alumni association ("TABOR") and an OS LinkedIn group, most graduates indicated that alumni relations could be reinforced.

3.2. Considerations

To assess whether students achieve the intended learning outcomes specified under Standard 1, the committee examined the assessment system as well as a sample of recent theses. Also, the position of graduates in subsequent studies and on the labour market was taken into account.

The committee found the system of assessment as a whole to be adequate, though some aspects could and should be improved. The Board of Examiners has begun to explore its new role as the guardian of the achievement of the intended learning outcomes, but still has quite a long way to go. According to the committee, randomized testing of examinations and theses produced at TSB should become a regular responsibility of the BoE. Also, it found the thesis assessment form used during the major part of the review period to be inadequate, as it requires assessors to tick boxes rather than provide detailed comments on which aspects of the thesis were satisfactory and which were not. After the site visit, the committee learned that this form has as of 2011-2012 been replaced.

The samples of theses examined by the committee clearly show that the graduates achieve the required level. Generally speaking, the committee's marks were in line with the original grades, although it did observe some conservative marking, especially in the highest segment. According to the committee, assessors should not be afraid to award marks higher than 8.5 in those rare cases where this is well deserved. The committee was pleased to find the relation of research and teaching underpinned by the fact that master's theses have provided the basis for articles and conference papers by staff members. A next step could be for the students themselves to publish articles based on their thesis research.

A further indicator that graduates indeed achieve the intended learning outcomes is that they easily find employment at the desired level. Although quite a few graduates (42%) end up in sectors and functions that reflect their background in OS, the content of the programme is obviously generic enough to allow for employment in other sectors and positions. The position of bachelor's graduates on the labour market is at the moment unclear, mostly because the overwhelming majority of students enroll in master's programmes before entering the labour market. Should this situation change in the future, which is not unlikely given the expected changes in the financing of higher education, the committee hopes that the programme management will be prepared.

3.3. Conclusion

Bachelor's programme Organisatiewetenschappen: the committee assesses Standard 3 as satisfactory

Master's programme Organisation Studies: the committee assesses Standard 3 as satisfactory.

General conclusion

Conclusion

The committee assesses the *bachelor's programme Organisatiewetenschappen* as satisfactory.

The committee assesses the *master's programme Organisation Studies* as satisfactory.

Appendices

Appendix 1: Curricula vitae of the members of the assessment committee

Prof. Arndt Sorge (chair) was appointed Honorary Professor at the Faculty of Economics and Social Science, University of Potsdam, Germany in 2009. He has been the Director of the Research Unit Internationalization and Organization, Wissenschaftszentrum Berlin für Sozialforschung (2006-2011), held the François Sellier chair as Professor of International Business and Management, Faculty of Management and Organization, University of Groningen (2005-2010), where he also was Full Professor of Management, esp. Organization Structuring (1999-2010). From 1997-1999 he was a Full Professor of Work and Organisation Sciences and the Scientific Director of the Work and Organization Research Centre WORC at Tilburg University. From 1992 until 1997 Arndt Sorge was Full Professor of Industrial and Organisational Sociology at Humboldt University Berlin and at the same time part-time Professor in International Personnel Management and Industrial Relations at the Faculty of Economics and Business Administration of Maastricht University (1991-1997). Arndt Sorge obtained his Doctorate (Dr. sc. pol.) cum laude at the University of Münster in 1975 and his Habilitation in sociology at the Johann Wolfgang Goethe University Frankfurt/Main in 1985.

Prof. Patrick Flood is Professor of Organizational Behaviour at DCU Business School where he teaches organisational behaviour, leadership and change. He received his PhD from the London School of Economics (LSE). He has also held visiting appointments at London School of Economics (1990-1991); University of Maryland (1993); London Business School (1994-1996), Irish Management Institute (1997-2002) and the Australian Graduate School of Management (2003). Flood is an elected Academician of the Academy of Social Sciences (AcSS) and a former Fulbright, EU HUMCAP, and British Council scholar. His publications include some 14 books and 45 papers in journals such as Human Resource Management, Human Relations, Industrial Relations and Strategic Management Journal. His research interests lie in the impact of leadership and management practice on firm performance.

Prof. Nelson Phillips has been a Professor of Strategy and Organisational Behaviour and Head of the Organisation and Management Group at Imperial College Business School, London, UK since 2005. From 2002 until 2005 he held the Beckwith Chair in Management Studies at the Judge School of Business, University of Cambridge, UK, where he also was the MBA Director from 2002 until 2003. Nelson obtained his PhD from the University of Alberta, Canada in 1995. He has been a visiting professor at the Bocconi University, Milan, Italy and an Edward Clarence Dyason Universitas 21 Fellow at the Faculty of Economics and Commerce of Melbourne University, Australia. His research interests and contributions focus on Institutional Theory; Entrepreneurship, Family Business and Social Entrepreneurship; Technology Strategy and Innovation; and Qualitative Methods.

Prof. Ray Reagans has been an Associate Professor at Sloan School of Management, Massachusetts Institute of Technology, Cambridge MA, USA since 2009. Previous appointments were at Carnegie Mellon University (Associate Professor, 2005-2009) and at Columbia University (Associate Professor, 2001-2005). He obtained his PhD in Sociology from the University of Chicago in 1998. His research interests focus on networks and their role in organizations. His articles on these issues have been published in books and in refereed journals such as Organization Science, Journal of Mathematical Sociology, Journal of Personality and Social Psychology, Management Science.

Prof. Hans Doorewaard has been a Professor of Organization Development at the Nijmegen School of Management (NSM), Radboud University Nijmegen since 1999. He obtained his PhD in Policy Sciences from the Radboud University Nijmegen in 1989, which

was based on a study of hegemonic power processes in organisations. His educational and research interests include human resource management, power in organisations, gender in organisations, organisational change, team-based work, research methodology, and emotions in organisations. As a lecturer, Hans Doorewaard is involved in both the Nijmegen School of Management at the Radboud University Nijmegen and the Executive Degree Program in Business Administration (ABK) of the Radboud University Nijmegen. From 1999 to 2008, he was the educational director of the specialization in 'Business Administration' of the Executive Degree Program in Business Administration of the Radboud University Nijmegen. From 2003 to 2008, Hans Doorewaard was the Associate Dean of Education at the Nijmegen School of Management. Hans Doorewaard is a Research Fellow at the Institute of Management Research of the Nijmegen School of Management.

Gerdine Tiemens BA studied European Studies at Maastricht University from 2006 to 2010. After obtaining her BA she participated in a one-year deficiency track Business Administration at VU University Amsterdam. In 2011 she started the Master's program 'Beleid, Communicatie & Organisatie' at the VU. During her studies she participated in various extracurricular activities such as a fulltime board year and as chair of the educational committee of her Master's program. Currently she works as a Management Trainee at Randstad.

Appendix 2: Domain-specific framework of reference

Domain specific framework Organization Studies

The *multidisciplinary* educational programmes in the Organization Studies domain examine and critically apply knowledge about processes of organizing, and the structure, culture and adaptive dynamics of organizations. All programmes use a variety of disciplinary lenses (see matrix), but share insights from organizational sociology and organizational psychology. These insights are applied to seek understanding of organizations and organizing at and across a variety of levels (individual, team or group, organization, networks of organizations, sector/field, society).

Empirical observation, conceptual development and theorizing are seen as equally important and mutually informing each other. Given the broad range of organization-related questions addressed, the OS domain is characterized by multiple methodological approaches, predominantly taken from the social sciences, and manifesting themselves in the utilization of a variety of both qualitative and quantitative methods, or combinations of these.

Programmes and disciplines	Organizational Sociology	Organizational Psychology	Anthropology	Economics	Communication Science	Public Administration	Others
Organization Studies	x	x		x			
Human Resource Studies	x	x (Work Psychology)		x			Labor Law, Educational Sciences
Culture, Organization and Management	x	x	x (Ethnography)			x	
Beleid, Communicatie en Organisatie (Policy, Communication and Organization)	x	x			x (Organizational Communication)	x	

Appendix 3: Intended learning outcomes

Bachelor's programme

1. Knowledge and understanding

- 1.1 Knowledge and understanding of the disciplinary basics, history and development of the field of Organization Studies.
- 1.2 A general idea of the field of Organization Studies and how the subfields are interconnected; knowledge and understanding of the main theoretical models and conceptual frameworks in Organization Studies.
- 1.3 Basic knowledge of the scientific disciplines of Sociology, Psychology and Economics in general and their application to the study of organizations in particular.
- 1.4 Knowledge and understanding of social science research methods and statistics.
- 1.5 Knowledge of the most important philosophical concepts, especially social philosophical concepts. In addition, graduates have knowledge and understanding of the central notions and approaches in the philosophy of science.
- 1.6 Basic knowledge of at least one other related or non-related discipline.

2. Applying knowledge and understanding

- 2.1 Able to apply knowledge in a practical organizational context.
- 2.2 Able to take a critical stance toward the academic literature on Organization Studies.
- 2.3 Able to apply the social science methods and statistics that are most relevant for research on organizations; able to translate general societal problems into questions related to Organization Studies and to research them with the appropriate methods and statistics and on the basis of theoretical and empirical insights in the field.
- 2.4 Able, under supervision, to execute the research cycle: posing research questions in Organization Studies and testing knowledge-based hypotheses in relation to problem formulation, theory construction, and methods and statistics; interpreting and reporting research results.
- 2.5 Able to understand and interpret theoretical assumptions and to assess information accuracy and empirical facts in relation to research and theories in the field; able to understand and interpret academic literature in the field.
- 2.6 Able to apply a multidisciplinary perspective in practicing science.

3. Making judgments

- 3.1 Able to recognize and perform logical analyses of organizational problems and to discuss them in their specific contexts.
- 3.2 Able to reflect on one's own knowledge and skills as well as those of others.
- 3.3 Knowledgeable about and responsive to scientific objectivity, honesty and responsibility; conscious of the political and ethical aspects of professional activity in the field of Organization Studies (inside and outside academe).
- 3.4 Able to handle, assess and select different information sources; multidisciplinary approach to practical organizational problems.

4. Communication

- 4.1 Able to communicate orally and in writing in good academic Dutch about aspects of Organization Studies.
- 4.2 Able to report results of a literature search and to provide a summary of empirical research.
- 4.3 Mastered academic English, actively and passively.
- 4.4 Knowledge of and skills in ICT and presentation techniques.

5. Learning skills

- 5.1 Able to contribute to knowledge development on the basis of a strong research attitude; recognizes paradigms in Organization Studies; forms an opinion autonomously about questions and problems in the field; able (with supervision) to develop, execute and report research in Organization Studies.
- 5.2 Able to take a critical stance toward and to recognize the limitations of one's own conclusions; open to new insights.
- 5.3 Aware of the continuous process of knowledge development; aware, willing and able to engage in lifelong learning.

Master's programme

Knowledge and understanding

- 1.1 Knowledge and understanding of the most recent developments, methods and theories in the specific fields of the Master's program. Insight into how scientific knowledge develops, e.g. how new analytic instruments are created.
- 1.2 Contributes to the development of specialized knowledge in Organization Studies including theory development and the development of knowledge in relevant subfields.
- 1.3 Able to reflect critically on and to apply existing paradigms in the field of Organization Studies.
- 1.4 Knowledge of theories on complexity and dynamics in organizations, able to conduct independent research on questions relating to complexity and dynamics in and between organizations.

2. Applying knowledge and understanding

- 2.1 Able to connect research to questions that are relevant for practice and social responsibility.
- 2.2 Able to apply current advanced methods and statistics in independent research; able to reflect critically on the usefulness and feasibility of research results for the further development of theoretical ideas and practical applications.
- 2.3 Independence in steering the increase in knowledge. Able to make an original contribution to research in one or more subfields of Organization Studies.
- 2.4 Mastery of specific disciplinary and professional skills such as methods of organizational diagnosis and intervention.
- 2.5 Able to position one's own research in a multidisciplinary context and able to work in multidisciplinary teams.

3. Making judgments

- 3.1 Able to recognize and connect the theoretical debate to concrete problems in organizations and organizing.
- 3.2 An ability and willingness to change one's opinion and perspective with the acquisition of new knowledge or the emergence of new empirical facts.
- 3.3 Able to integrate ethical norms and values into one's own professional behavior and to apply ethical and normative ideas in one's own research.
- 3.4 Able to apply one's own scientific perspective to problems in organizational practice; able to recognize the relevance and applicability of scientific theories and models in practical situations; able to formulate a scientific standpoint and assess its validity.

- 3.5 Able to deal with and articulate uncertainty, also in complex situations with limited or incomplete data; able to recognize other scientific fields and parties and to assess their (scientific) quality and limitations.
- 3.6 Able to judge the work of peers.

4. Communication

- 4.1 Written and oral skills for the clear communication of research and solutions in Organization Studies.
- 4.2 Written and oral skills for the clear communication and discussion of new developments in Organization Studies and their societal implications.
- 4.3 The requisite written and oral skills in academic English.
- 4.4 Able to communicate and receive feedback in a critical but constructive manner.

5. Learning skills

- 5.1 Able to collect the necessary information on organizational problems.
- 5.2 Able to follow the developments in Organization Studies which are relevant for the execution of professional activities on national and international level.
- 5.3 Able to set up, execute and communicate research in the field of Organization Studies.
- 5.4 Willing to assess, revise, update and extend acquired knowledge.
- 5.5 Aware of the continuous process of knowledge development and willing to engage in lifelong learning.

Appendix 4: Overview of the curricula

Bachelor's programme

Educational Programme for Organisatiewetenschappen, academic year 2011-2012

Bachelor year 1			
Block 1	Block 2	Block 3	Block 4
Academic skills OS1 (2)	Academic skills OS2 (2)	Academic skills OS3 (2)	Industrial relations (6)
Introduction to organization studies (6)	Introduction to psychology (E, 5)	Introduction to economics (5)	Strategy and organization (6)
Introduction to sociology (5)	Introduction to human resource studies (6)	Organizational behavior (E, 5)	
MTO-A: introduction to research methodology (5)		MTO-B: introduction to statistics (5)	
Bachelor year 2		Bachelor year 3	
Semester 1		Semester 2	
Innovation, organization and entrepreneurship (E,6)		Minor course 1 (6)	
MTO-C: causal analysis techniques (6)		Business Administration (E,6)	
Organization theory (E,6)		MTO-D: construction and analysis of questionnaires (6)	
Strategic decision making (E,6)		Organization development (E, 6)	
Philosophy of science (6)		Relations and networks of organizations (E, 6)	
Bachelor year 3		Bachelor year 3	
Minor course 2 (6)		Minor course 3 (6)	
Corporate social responsibility (E, 6)		Bachelor's Thesis OS (12)	
MTO-E: qualitative research methods (E, 6)		Advice, intervention and evaluation (6)	
Research in organizations (E, 12)		Political philosophy and organization studies (E, 6)	

Explanation:

- All courses are mandatory.
- The programme includes a minor of 3 courses during the second and third year.
- The numbers indicate the ECTS, in total 3 x 60 ECTS/year = 180 ECTS.
- The first year is identical to the first year of the Bachelor's program in Personeelwetenschappen (excl. Academic skills).
- The five MTO courses are taught by members of the MTO Department (Research Methods and Techniques).
- Philosophy of science and Political philosophy and organization studies are taught by members of the Tilburg School of Humanities (TSH).
- Business administration is taught by members of the Tilburg School of Economics and Management (TiSEM).

Learning outcomes in the Bachelor's curriculum related to courses

Courses	Dublin Descriptors																						
	knowledge and understanding						applying knowledge and understanding						making judgments				communication				learning skills		
	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3
Year 1																							
Acad skills OS							x				x				x	x	x			x		x	x
Intro to OS	x	x					x		x		x			x			x			x	x		
Intro to sociol			x																				
MTO-A				x																			
Intro to psych			x																				
Intro to HRS	x		x				x				x	x	x			x	x			x		x	
MTO-B				x																			
Org behavior	x			x				x	x	x	x		x						x	x			
Intro to econ			x									x					x		x				
Strat & organiz	x	x					x	x	x								x						
Industrial relat			x				x						x				x						
Year 2																							
Org, inn & entr		x					x	x			x		x						x				
Org theory	x	x						x	x		x								x		x		x
MTO-C				x					x														
Phil of science					x										x								
Strat dec mak		x					x	x	x	x	x		x					x	x				
RANO	x	x						x	x	x	x								x				
Business adm			x				x												x				
Org developm	x	x					x	x	x	x	x		x								x		
MTO-D				x					x														
Minor course 1						x																	
Year 3																							
MTO-E				x					x														
Minor course 2						x																	
Minor course 3						x																	
Corp soc resp							x	x			x								x				
Res in organiz				x			x		x	x	x		x	x	x	x		x	x	x	x	x	x
Adv, int & eval							x		x			x			x		x						
Pol phil & OS					x														x				
Ba Thesis				x				x	x	x	x		x	x	x		x	x		x	x	x	x

Master's programme

Master's programme in Organisation Studies:

Master's programme in Organization Studies	
Semester 1	Semester 2
Complexity within organizations (E)	
Inter-organizational relationships (E)	
Organizational dynamics (E)	Master's Thesis OS (E)
Societal developments and institutions (E)	
Organizing strategy and entrepreneurship (E)	
Master's seminar in organization studies (E)	

E = English-taught course

Organization of Cultural Diversity track (OCD)	
Semester 1	Semester 2
Cultural diversity in societal institutions (E)	
Cultural identity in interaction (E)	
Management of diversity (E)	Master's Thesis OS/OCD (E)
Organization of cultural diversity (E)	
Organizational dynamics (E)	
Master's seminar in organization studies OCD (E)	

Explanation:

- The OCD track is discontinued after 2011-2012.
- All courses are mandatory.

All courses are worth 6 ECTS, except the Master's Thesis (24 ECTS).

Learning outcomes in the Master's programme related to courses

Courses	Dublin Descriptors																							
	knowledge and understanding				applying knowledge and understanding					making judgments						communication				learning skills				
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5
Cwo	x			X	x			x	x	x			x		x	x		x			x			
Ior	x			X	x					x						x		x			x			
Org dynam	x			X	x			x	x	x		x	x		x	x		x	x		x			
Org str & ent	x			X	x			x		x			x			x	x	x		x	x			
Sdi	x			X	x					x						x	x	x			x			
Ma sem OS		x		X	x	x	x					x		x	x	x		x	x	x	x	x	x	x
Ma Thesis		x	x	X	x	x	x		x		x	x		x	x	x	x	x	x	x	x	x	x	x

Appendix 5: Quantitative data regarding the programmes

Data on intake, transfers and graduates

Bachelor's programme

Study progress: inflow, throughflow and outflow, propaedeutic year (TiU data)

Returns Bachelor's program in Organisatiewetenschappen (reference date October 1st 2011): propaedeutic passes								
Cohort	N (% female)	BSA +	Prop. after 1 year	Prop. after 2 years	Prop after 3 years	Prop after ≥ 4 years	Still busy	Stopped
2005-2006	96 (43%)	80%	14%	33%	56%	62%	3%	35%
2006-2007	131 (50%)	68%	16%	34%	47%	53%	2%	45%
2007-2008	102 (52%)	70%	14%	42%	55%	59%	1%	40%
2008-2009	82 (55%)	76%	21%	45%	57%		8%	35%
2009-2010	111 (46%)	77%	26%	47%			25%	28%
2010-2011	104 (42%)	71%	23%				68%	32%
2011-2012	101 (58%)							

Study progress: inflow, throughflow and outflow post-propaedeutic (TiU data)

Returns Bachelor's program in Organisatiewetenschappen (reference date October 1st 2011): Degree attained							
Cohort	N (% female)	BSA +	Degree after 3 years	Degree after 4 years	Degree > 4 years	Still busy	Stopped
2005-2006	96 (43%)	80%	22%	43%	63%	4%	37%
2006-2007	131 (50%)	68%	15%	34%	49%	7%	44%
2007-2008	102 (52%)	70%	22%	44%		13%	43%
2008-2009	82 (55%)	76%	22%			38%	40%
2009-2010	111 (46%)	77%				70%	30%
2010-2011	104 (42%)	71%				68%	32%
2011-2012	101 (58%)						

Bachelor's degrees (TiU data)

Bachelor's	
2005-2006	61
2006-2007	76
2007-2008	59
2008-2009	67
2009-2010	64
2010-2011	67

VSNU figures for the Bachelor's programme in Organisatiewetenschappen (50754)

Composition of Bachelor's cohort (full-time)

year	cohort size and prior education					total
	pre-univ. school diploma (VWO)	higher prof. educ. (prop)	higher prof. educ.*	abroad	other	
05/ 06	77	8	2	0	0	87
06/ 07	114	8	3	1	1	127
07/ 08	88	5	1	0	1	95

08/ 09	71	5	0	0	0	76
09/ 10	98	1	2	0	3	104

* If the program admits transition students in the Bachelor's phase, HPE includes students in the transition program/Pre-Master's.

Dropout Bachelor's students (pre-univ. school diploma (VWO), full-time inflow)

cohort	size of inflow	dropout from the Bachelor's program			selectivity in 1 st year
		after 1 year	after 2 years	after 3 years	
	absolute	percentage (cumulative), not reported for totals lower than 4			
05/ 06	77	30	31	32	92
06/ 07	114	39	40	41	94
07/ 08	88	27	33	*36	*75
08/ 09	71	31	*31		
09/ 10	98	*21			

* provisional figures on reference date October 1st.

Bachelor returns from re-registrations (pre-univ. school diploma (VWO), full-time inflow)

cohort	size re-reg.	%total cohort	bachelor returns from re-registration				
			after 3 years	after 4 years	after 5 years	after 6 years	> 6 years
	absolute		percentage (cumulative), not reported for totals lower than 4				
05/ 06	54	70	28	61	83		
06/ 07	70	61	24	60			
07/ 08	64	73	31				
08/ 09	49	69					
09/ 10	77	79					

Inflow (voorkomen 1* and total) divided according to gender

	voorkomen 1			total	total	
	total	male	female		male	female
05/ 06	87	59	41	96	57	43
06/ 07	127	49	51	132	49	51
07/ 08	95	49	51	103	48	52
08/ 09	76	43	57	83	45	55
09/ 10	104	52	48	111	54	46

* students participating in only one single program

Registered according to gender

cohort	total	registered = full-time	
		male	female
05/ 06	317	153	164
06/ 07	373	185	188
07/ 08	360	180	180
08/ 09	322	167	155
09/ 10	327	180	147
10/ 11	331	181	150

Master's programme

Returns for Pre-Master's in Organisation Studies: Pre-Master's attained (TiU data)

Returns for Pre-Master's in Organisation Studies (reference date October 1st 2011): Pre-Master's attained						
Cohort	N (% female)	Pre-Master's after 1 year	Pre-Master's after 2 years	Pre-Master's > 2 years	still busy	stopped
2005-2006	57 (46%)	47%	67%	75%	0%	25%
2006-2007	81 (57%)	39%	65%	79%	0%	21%
2007-2008	51 (41%)	28%	59%	73%	0%	27%
2008-2009	67 (46%)	46%	70%	75%	6%	19%
2009-2010	67 (51%)	42%	72%		6%	22%
2010-2011	58 (35%)	36%			26%	38%*
2011-2012	68 (50%)					

Returns for Master's in Organisation Studies: Master's attained (TiU data)

Returns for Master's in Organization Studies (reference date October 1st 2011): Master's attained						
Cohort	N (% female)	degree after 1 year	degree after 2 years	degree > 2 years	still busy	stopped
2005-2006	94 (56%)	67%	94%	98%	0%	2%
2006-2007	125 (50%)	65%	85%	88%	1%	12%
2007-2008	127 (64%)	69%	91%	92%	0%	8%
2008-2009	104 (53%)	44%	91%	94%	0%	6%
2009-2010	127 (52%)	57%	97%		2%	1%
2010-2011	131 (53%)	47%			49%	4%
2011-2012	92 (43%)					

Degrees awarded (TiU data)

Master	
2005-2006	81
2006-2007	109
2007-2008	93
2008-2009	70*
2009-2010	122**
2010-2011	116***

* of which 7 OCD, ** of which 26 OCD, *** of which 15 OCD

VSNU figures for the Master's programme in Organisation Studies (60754)

NB: TiU figures = figures total universities = full-time

Master's inflow (full-time)

cohort	total	male	female
05/ 06	177	90	87
06/ 07	153	67	86
07/ 08	117	48	69
08/ 09	134	66	68
09/ 10	138	67	71

Cohort size and educational background of the Master's inflow

inflow cohort	cohort size and educational background of the Master's inflow				
	own university	other NL university	higher prof. educ.	outside higher education	total
05/ 06	120	4	51	2	177
06/ 07	70	5	74	4	153
07/ 08	67	10	35	5	117
08/ 09	62	7	59	6	134
09/ 10	63	13	48	14	138

Study duration for Master's program divided according to educational background (in months)

graduating cohort	own university		other NL univ.		higher prof. educ.		outside higher education	
	degrees	duration	degrees	duration	degrees	duration	degrees	duration
05/ 06	78	13	2	12			1	12
06/ 07	81	16	3	16	23	24	2	12
07/ 08	58	17	3	19	50	25	3	15
08/ 09	42	18	4	24	32	30	3	15
09/ 10	58	18	10	21	46	26	9	14

Time spent at the institute, Master's graduates according to educational background (average in months)

graduating cohort	own university		other NL univ.		higher prof. educ.		outside higher education	
	degrees	total av. duration	degrees	total av. duration	degrees	total av. duration	degrees	total av. duration
05/ 06	78	35	2	12			1	12
06/ 07	81	55	3	16	23	24	2	12
07/ 08	58	63	3	19	50	25	3	15
08/ 09	42	66	4	24	32	30	3	15
09/ 10	58	60	10	21	46	26	9	14

Registrations according to gender

cohort	registered		
	total	male	female
05/ 06	189	95	94
06/ 07	249	118	131
07/ 08	231	108	123
08/ 09	224	115	109
09/ 10	259	128	131
10/ 11	251	130	121

Master's graduates per year (full-time inflow)

cohort	total = TiU
05/ 06	81
06/ 07	109
07/ 08	114
08/ 09	81
09/ 10	123

Teacher-student ratio achieved

Total 17.316 h = 10.3 fte for 395 Bachelor's, Pre-Master's and Master's students = staff-student ratio 1:38.

Average amount of face-to-face instruction per stage of the study programme

Bachelor's programme

Year 1

Course	ECTS	contact hours	N	Teaching methods	Assessment
Academic skills OS (AcVa)	6	17	100	AcVa 1: 3 seminars (6 groups) AcVa 2: 1 lecture, 3 seminars (5 gr), Acva 3: 3 individual instruction meetings, writing essay	Acva 1: assignments Acva 2: assignments Acva 3: evaluation interim products and final essay
Introduction to organization studies	6	28	170	12 lectures, 2 seminars (12 groups)	examination (MC + OQ), 2 indiv assign (organization analysis and self-assessment (MC))
Introduction to sociology	5	24	200	12 lectures, weekly digital assignments (total 15)	OQ/MC examination, assignments completed
Introduction to psychology	5	24	200	12 lectures	MC/OQ examination, bonus OQ online examination
Organizational behavior	5	18	170	7 lectures, 2 seminars (6 groups)	examination (MC + OQ), group paper (N=5)
Strategy and organization	6	24	170	8 lectures, 3 seminars (4 groups)	MC examination, group assignment (N=5)
MTO-A-: intro to research methodol	5	50	200	13 lectures, 12 seminars (8 groups)	MC examination, bonus for interim tests and working group assignm
Intro to human resource studies	6	28	170	7 lectures, 7 seminars (8 groups) Group assignment (N=4)	examination (MC + OQ) and group report (N=4)
Intro to economics	5	28	200	7 lectures, 7 lectures/ practicals (8 groups)	MC examination, 2 duo assignments
Industrial relations	6	22	170	10 lectures, negotiation game 2 consultation hours every week for group assignment (N=4)	MC examination, group report, 4 individual reports (automated Aplia)
MTO-B-: intro to statistics	5	54	600	15 lectures, 8 seminars (6 MAW groups), 4 practicals (18 MAW groups)	MC examination, fulfilled practical requirements
total contact hours Ba year 1		317			

Year 2

Course	ECTS	contact hours	N	Teaching methods	Assessment
Innovation, organiz. and entrepren	6	22	315	11 lectures	examination (MC + OQ)
Organization theory	6	32	170	16 lectures and decentral practical (Marktstrat)	passed examination (MC + OQ) and practical (in group N=5)
Strategic decision making	6	28	155	14 lectures	examination (OQ) and group assignment (N=6)
MTO-C: causal analysis techniques	6	50	150	14 lectures, 8 seminars (5 groups), 3 SPSS pract (16 gr)	MC examination, fulfilled practical requirements
Philosophy of science	6	26	450	13 lectures, group assignment (N=3)	OQ examination, group essay and 6 interim MC tests
Organization development	6	20	140	5 lectures, 5 seminars (6 groups)	OQ examination and group assignment (N=5)
Relations and networks of organ	6	30	150	14 lectures, practical (10 groups) + 10 seminars Avans group	MC/OQ examination, MC internet test, 2 group assignments (N=3)
Business administr	6	30	200	15 lectures	MC examination

MTO-D: construction and analysis of questionnaires	6	50	150	14 lectures, 9 seminars (4 groups), 2 practicals (18 groups)	MC examination, fulfilled practical requirements, bonus point for indiv ass and participation in working group tests
Minor course 1	6				
total contact hours Ba year 2		288, excl 1 minor course			

Year 3

Course	ECTS	contact hours	N	Teaching methods	Assessment
Corporate social responsibility	6	26	65	11 lectures, video presentation, 1 seminar (2 groups)	MC interim test, oral examination (N=5), 4 indiv. assignments
Research in organizations	12	47	50	4 lectures, 13 seminars (4 groups)	Group report and presentation (N=5), poster and peer grading
Advice, intervention and evaluation	6	22	50	9 lectures, 2 seminars (3 groups)	OQ examination, group paper (N=5), group presentation
MTO-E: qualitative research methods	6	32	150	13 lectures, 2 seminars (8 groups), 1 practical (8 groups), 2 individual assignments for seminars	Practical requirements, bonus point to raise an exam score from 5 to 6, MC examination
Minor course 2	6				
Minor course 3	6				
BA thesis OS	12	23	75	2 lectures, 2 practicals (2 groups), individual thesis research under supervision, 7 circle meetings (8 groups)	Bachelor's Thesis, assessment IRP and thesis by 2 supervisors
Political philosophy and OS	6	30	50	15 lectures	MC examination, 2 group projects (N=3)
total contact hours Ba year 3		180, excl. 2 minor courses			

Master's programme

Course	ECTS	contact hours	N	Teaching methods	Assessment
Complexity within organizations	6	22	115	3 lectures, 8 working groups (4 groups)	individual paper, group presentation, self-assessment
Inter-organizational relationships	6	20	115	7 lectures, 2 working groups (4 groups), 1 computer lab (6 groups)	Individual oral examination, 2 group presentations (N=5), self-assessment
Organizational dynamics	6	20	130	3 lectures, 7 working groups (5 groups)	open book examination (essay questions), group paper (N=6), peer evaluation
Societal developments and institutions	6	18	115	5 lectures, 4 working groups (4 groups)	paper
Organizing strategy and entrepreneurship	6	30	115	13 lectures, 1 half-day practical (4 groups)	OQ examination, group project (N=5)
Master's seminar	6	18	115	1 lecture (kick-off) 2 lectures, 6 working groups (19 circles, N=6)	IRP
Ma Thesis OS	24	32	115	4 working groups (circles, N=6) individual research for the Master's Thesis + indiv. supervision for around half the students	Master's Thesis
total contact hours Ma		160			

Appendix 6: Programme of the site visit

Wednesday 5 September 2012	
8.30-9.30	Management HRS <ul style="list-style-type: none"> • Prof. dr. Paul de Graaf, vice dean of education • Prof. dr. Jaap Paauwe, head of department HRS • Dr. Marinus Verhagen, educational director bachelor PEW • Dr. Renee de Reuver, educational director master HRS
9.30-10.30	Students Bsc PEW + MSc HRS <ul style="list-style-type: none"> • Michelle Dirksen, first year bachelor PEW • Alissa van Zijl, second year bachelor PEW • Tessa Blok, third year bachelor PEW • Tom Ritzen, premaster HRS • Anjes van den Hout, BSc, master HRS • Jesper van Rijswijk, BSc, master HRS
10.30-10.45	Break
10.45-11.45	Lecturers BSc PEW + MSc HRS <ul style="list-style-type: none"> • Prof. dr. Marc van Veldhoven, coordinator Work, wellbeing and performance, lecturer Seminar human resource studies • Prof. dr. René Schalk, lecturer Seminar human resource studies • Drs. Brigitte Kroon, coordinator Individual assessment in organizations, coordinator Academische vaardigheden PEW, coordinator Work climate practical, coordinator Research in HRS, lecturer Research in HRS premaster, lecturer Performance management • Dr. Marloes van Engen, coordinator Research in HRS premaster, coordinator Management of diversity • Prof. dr. Rob Poell, lecturer Seminar human resource studies, coordinator Organizational change • Mahi Spanouli, MSc, lecturer Strategic human resource management, lecturer Individual assessment in organizations, lecturer Work, wellbeing and performance, lecturer Work climate practical, lecturer Research in HRS premaster
11.45-12.45	Educational Committee <ul style="list-style-type: none"> • Dr. Marianne van Woerkom, Chair, department Human Resource Studies • Drs. Luc van Baest, department Methodology and Statistics • Dr. Dorien Kooij, department Human Resource Studies • Nienke de Bruijn, first year student • Ireen Dekker, second year student • Sophie Jansen, third year student • Judith van Oort, BSc, master student
12.45-13.30	Lunch
13.30-14.45	Board of Examiners and study advisors <ul style="list-style-type: none"> • Prof. dr. Marc van Veldhoven, department Human Resource Studies

	<ul style="list-style-type: none"> • Dr. Wilco Emons, department Methodology and Statistics • Dr. Roel Rutten, department Organization Studies • Prof. dr. Marcel Zeelenberg, department Social Psychology (not verified) • Mr. Hennie van der Pol, secretary Board of examiners • Daan Oudbier, MSc, academic advisor bachelor • Drs. Renske Helmer, academic advisor master
14.45-15.00	Break
15.00-17.00	Committee meeting / consultation hour
17.00-18.00	Alumni HRS + OS <ul style="list-style-type: none"> • Jaap Bongers, MSc, extended master OS • Jolien van Dam, MSc, extended master OS • Leonique Korlaar, MSc, master OS • Eline Lommen, MSc, master OS • Noor Plantinga, MSc, master HRS • Lydwine Janssen, MSc, master HRS • Ted van den Heuvel, MSc, master HRS • Juul van Os, MSc, master HRS
Thursday 6 September 2012	
8.30-9.15	Management OS <ul style="list-style-type: none"> • Prof. dr. Paul de Graaf, vice dean of education • Prof. dr. Marius Meeus, head of department OS • Dr. Joerg Raab, educational director bachelor OW and master OS
9.15-10.15	Students BSc OW + MSc OS <ul style="list-style-type: none"> • Frie Roijers, first year bachelor OW • Stefanie Hendriks, second year bachelor OW • Kim Schaeffers, third year bachelor OW • Saskia Smulders, third year bachelor OW • Jesper Masseurs, (pre)master OS • Tammy Lie, BSc, extended master OS
10.15-11.00	Lecturers BSc OW + MSc OS <ul style="list-style-type: none"> • Prof. dr. Roger Leenders, lecturer Organization theory • Prof. dr. Leon Oerlemans, lecturer Organization theory, coordinator Relations and networks of organizations, coordinator Financial and project management • Drs. Rob Jansen, lecturer Relations and networks of organizations, coordinator Kernvragen OW (Introduction to organization studies), lecturer Strategic decision making, • Dr. Maryse Chappin, lecturer Relations and networks of organizations, coordinator Research in organizations, coordinator Empirical research premaster OS, lecturer Kernvragen OW (Introduction to organization studies) • Dr. Victor Gilsing, coordinator Innovation, organization and entrepreneurship, coordinator Master seminar OS, coordinator Organizing strategy and entrepreneurship, lecturer Interorganizational relationships

	<ul style="list-style-type: none"> • Dr. Tobias Goessling, coordinator Societal developments and institutions, coordinator Corporate social responsibility
11.00-11.15	Break
11.15-12.15	Educational Committee OS <ul style="list-style-type: none"> • Dr. Jeroen de Jong, Chair, department Organization Studies • Prof. dr. Leon Oerlemans, department Organization Studies • Dr. Guy Moors, department Methodology and Statistics • Alina Mogutchikh, second year student • Savannah in 't Veld, third year student • Malou van der Meulen, third year student • Fieke Balt, BSc, master student
12.15-13.15	Lunch
13.15-13.45	Committee meeting: preparation final discussion TSB-management
13.45-14.45	Final discussion TSB-management: <ul style="list-style-type: none"> • Prof. dr. Paul de Graaf, vice dean of education TSB • Dr. Arno van der Avort, director Education and Research Institute • Prof. dr. Klaas Sijtsma, dean TSB • Prof. dr. Jaap Paauwe, head of department HRS • Dr. Marinus Verhagen, educational director bachelor PEW • Dr. Renee de Reuver, educational director master HRS • Prof. dr. Marius Meeus, head of department OS • Dr. Joerg Raab, educational director bachelor OW and master OS
14.45-16.45	Committee meeting: preparation provisional findings
16.45-17.45	Oral presentation provisional findings and reception

Appendix 7: Theses and documents studied by the committee

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

Bachelor's programme

399446	742779	459104
864424	930125	806963
476041	469711	230670

Master's programme

716743	531255	794167	270133	613669
346985	382101	508091	567764	456881
879820	422103	400282	556657	711377

During the site visit, the committee studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

Course materials for all courses:

- Course outlines
- Handbooks
- Readers and articles
- Assignments
- Answers and assignment papers by students
- Evaluation forms

Information on master's thesis projects:

- Rules and regulations
- Recently completed theses

Educational Committee:

- Minutes of recent meetings
- Annual educational reports
- Curriculum evaluations

Board of Examiners:

- Minutes of recent meetings

Alumni surveys

PR material

Monitor results on personnel satisfaction

Appendix 8: Declarations of independence



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Amdt Gorge

HOME ADDRESS:

*Lehrstr. 32, 15788 Zenthen
Germany*

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT /
SECRETARY:

SEE ANNEX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE ANNEX

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES
OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR
CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY
INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN
EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE:

Tilburg

DATE:

4 September 2012

SIGNATURE:

al. fomp



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Hans Doorewaard

HOME ADDRESS:

Kleppermerweg 5
0585 BB Mook

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

ORG STUDIES - Tilburg
VU Amsterdam

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Tilburg University
VU Amsterdam

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Tilburg

DATE: 6 Sep 2012

SIGNATURE: 



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Professor Patrick Flood

HOME ADDRESS: DCU Business School
Glasnevin, Dublin 9
Ireland

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

ORGANISATION STUDIES UNIV. OF.
TILBURG

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Tilburg University

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

yes, I agree

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

yes, I agree

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

yes, I agree

PLACE:

Tilburg

DATE:

4 Sept. 2012

SIGNATURE:

Frank J. van der Meer



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Nelson Phillips

HOME ADDRESS: 39A Chesston Road
London UK W2 5BP

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Org Studies - Tilburg
- VU Amsterdam

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Tilburg University
VU Amsterdam

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Tilburg

DATE: Sept 7, 2012

SIGNATURE: 

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Ray Reagan

HOME ADDRESS: 204 Hastings
Pittsburgh, Pa 15206

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

OW/OS/PEW/HR at Tilburg University
Com/Beo VU University Amsterdam

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE:

DATE:

9/30/12

SIGNATURE:

Ray Keegan



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: *Gerdine Tiemens*

HOME ADDRESS: *Valentijnkade 27 - II*
1094 SR Amsterdam

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT /
SECRETARY:

SEE ANNEX

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

SEE ANNEX

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES
OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR
CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY
INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN
EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Amsterdam

DATE: 7-7-2012

SIGNATURE:

A handwritten signature in black ink, consisting of a large, stylized initial 'S' followed by a series of loops and a long horizontal stroke.



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: *Floor Meijer*

HOME ADDRESS: *Catharijnesingel 56*

Postbus 8035

3503 RA Utrecht

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN ~~EXPERT~~ / SECRETARY:

Organisation Studies / Human Resource Studies

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Tilburg University

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Utrecht

DATE: 3/9/2012

SIGNATURE: