

Human Resource Studies

**Tilburg School of Social and
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This report was finalised on 10 December 2012.

Report on the bachelor's programme Personeelwetenschappen and the master's programme Human Resource 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 Personeelwetenschappen

Name of the programme:	Personeelwetenschappen
CROHO number:	50755
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 Human Resource Studies

Name of the programme:	Human Resource Studies
CROHO number:	60075
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	
Location(s):	Tilburg
Mode(s) of study:	full time
Expiration of accreditation:	31-12-2013

The visit of the assessment committee Organization 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 Personeelwetenschappen and the master's programme Human Resource 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, BSc, student 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 Personeelwetenschappen and the master's programme Human Resource 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 Organisatiewetenschappen and the master's programme Organization Studies of Tilburg University and the master's programme Culture, Organization and Management and the master's programme in 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. During the site visit at the VU University Amsterdam, the committee was supported by Dr Marianne van der Weiden.

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 15 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 Reagens was not able to be present at the site visit due to problems with his travelling schedule. Prof Phillips arrived in the afternoon of 5 September.

During this general kick-off meeting, the committee members received an introduction to the assessment framework and evaluation procedures and agreed upon the committee's 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 office 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 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 committee Organisation Studies on the bachelor's programme Personeelwetenschappen and the master's programme Human Resource Studies 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 has reached the conclusion that both courses meet the requirements for basic quality that form the condition for re-accreditation.

Bachelor's programme PEW

Standard 1: Intended learning outcomes

The bachelor's programme Personeelwetenschappen (PEW) is a research-oriented programme that operates in the highly multidisciplinary field of organisation studies. Within this field, the subfield of human resources specifically focuses on the relationship between employer and employee. The PEW programme distinguishes itself from similar programmes in the field by studying the multifaceted concept of employment relationships from a social sciences perspective. The committee considers the dual focus on individual well-being and corporate performance a unique attribute of the programme.

Whereas the programme has a clear vision of its own 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 PEW programme presents itself as an intrinsically academic programme that puts a strong emphasis on analysis and empiricism. This research-oriented character is clearly reflected in the intended learning outcomes, which have been formulated in line with the Dublin descriptors. While the intended learning outcomes contain little reference to the application of academic knowledge and skills within professional practice, the committee found that the programme does clearly value the opinions of the professional field. Contacts between the programme and the field are maintained mainly via the recently established People Management Centre.

Standard 2: teaching-learning environment

The three-year bachelor's programme is cumulative in character: each year builds on the knowledge that the students have gained in the previous one. After a recent programme revision, the first year of study is shared with the bachelor's programme Organisatiewetenschappen and is designed as a broad introduction to the field of 'people-work-organisation'. The second and third years of the programme are more in-depth and focus on specific HR issues. According to the committee, the courses that make up the curriculum are a fair representation of the contents that one could expect in a HRS programme. Also, enough attention is paid to academic skills. Most courses use a functional mix of work forms, although there are a few courses that rely on lectures only. The

curriculum as a whole covers the entire range of intended learning outcomes specified under Standard 1.

Currently, the bachelor's programme is being revised in order to better reflect the new educational vision of the Tilburg School of Social and Behavioral Sciences (TSB). Since 'Active and Intensive Learning' is central to this vision, the bachelor's programme is now incorporating more 'active learning' components into its curriculum. These are thought to stimulate a more proactive attitude on the part of students. When compared to the curriculum of the master's programme, the bachelor's curriculum seems slightly less coherent and well thought out. The workload of the bachelor's programme (around 25 hours a week) is on the low side and should be increased.

In terms of internationalization, the committee found that this is mainly interpreted (understandably) as the encouragement of 'student mobility', both inbound and outbound. To attract international students at the bachelor's level, the School is considering establishing a broad English-taught bachelor's programme titled 'The Human Side of Business'. Outbound student mobility has always been problematic for the programme and continues to be so. The committee hopes that the measures taken to change students' attitudes will cause more students to consider an international exchange. More formalized international contacts, for example in the form of double degree programmes with foreign universities, might also create an extra incentive for students.

After studying the quantitative data on intake and returns, the committee sees no reason for concern. The intake of students is substantial and consistent, and the completion rates are adequate. The flow of students from the bachelor's programme to the master's programme is good. The homogeneity of the student population is significant, as it mainly consists of top-stream secondary school graduates from the southern part of the Netherlands. Attracting a more diverse student population could help to augment proactivity amongst students.

The seventeen staff members of the Department of Human Resource Studies are only partly responsible for the teaching in the bachelor's curriculum; staff members of other departments provide a substantial part of the courses. Generally, the staff involved seems well equipped to teach the courses, and students describe their lecturers as easily approachable and enthusiastic. However, the number of lecturers without a PhD is quite high.

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. Randomized 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 bachelor's theses assessed by the committee 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 (marks awarded by supervisors were lower than those given by the committee members), especially in the highest segment. Another point that the committee wants to stress is that, regardless of the

implementation of thesis circles and group work, the role of the individual student should always be clearly recognizable in the thesis, which was not the case in one of the theses that the committee studied.

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 starting their career. 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 HRS

Standard 1: Intended learning outcomes

The master's programme Human Resource Studies (HRS) is a research-oriented master's programme that operates in the highly multidisciplinary field of organisation studies. Within this field, the subfield of human resources specifically focuses on the relationship between employer and employee. The PEW programme distinguishes itself from similar programmes in the field by studying the multifaceted concept of employment relationships from a social sciences perspective. The committee considers the dual focus on individual well-being and corporate performance a unique attribute of the programme.

Whereas the programme has a clear vision of its own position within the wider field of organisation studies, a well-thought-out overview of the entire field seems to be lacking. The schematic and laconic 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 HRS programme presents itself as an intrinsically academic programme that puts a strong emphasis on analysis and empiricism. This research-oriented character is clearly reflected in the intended learning outcomes of the programme, which have been formulated in line with the Dublin descriptors. While the intended learning outcomes contain little reference to the application of academic knowledge and skills within professional practice, the committee found that the programme does clearly value the opinions of the professional field. Contacts between the programme and the field are maintained mainly via the recently established People Management Centre.

Standard 2: Teaching-learning environment

The master's programme HRS is taught in English and covers two semesters. In the academic year 2011-2012, the programme was 'radically' revised in order to deliver more 'robust' and 'proactive' graduates. To achieve this goal, the courses of the revised curriculum (particularly the *Human Resources Studies seminar*) place more emphasis on active learning and interaction with students. In this respect, the programme clearly adheres to the new educational vision of the Tilburg School of Social and Behavioral Sciences, which is centred on the didactic concept of 'Active and Intensive Learning'.

All in all, the committee feels that the recent revision has made a substantial improvement to the curriculum, which seems coherent and well structured. The courses that make up the curriculum are a fair representation of the contents that one could expect of HRS programmes, and enough attention is paid to academic skills. Furthermore, the courses use an

adequate mix of work forms and didactic approaches and together cover the entire range of intended learning outcomes specified under Standard 1. The workload of the master's programme is 40 hours a week.

In terms of internationalization, the committee found that this is mainly interpreted (understandably) as the encouragement of 'student mobility', both outbound and inbound. Concerning mobility of intake, recent efforts seem to have paid off: while there were formerly hardly any international students in the master's programme, it now attracts rising numbers of non-Dutch students.

The quantitative data on student intake give no cause for concern. The 60 EC pre-master's programme attracts a mixed crowd of foreign students and students with a background in higher vocational education, most of whom enter the master's programme after completing the pre-master's programme, thereby guaranteeing a steady intake. The low returns of the programme were a point of attention for the previous assessment committee and continue to be so. The average completion time of the master's programme (20 months) is quite long compared to that of other one-year programmes.

The teaching staff seems generally well equipped to teach the programme. All except one have a PhD in one of the disciplines related to the field of HRS and have engaged in peer-reviewed research over a longer period of time. Staff members involved in the master's programme all teach in their own area of expertise. Students described the teaching staff as easily approachable and enthusiastic.

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 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. Randomized 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 should be improved 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 master's theses assessed by the committee 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 end up in sectors and functions that reflect their background in HR, the content of the programme is obviously generic enough to allow for employment in other sectors and positions.

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

Bachelor's programme Personeelwetenschappen:

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

General conclusion	satisfactory
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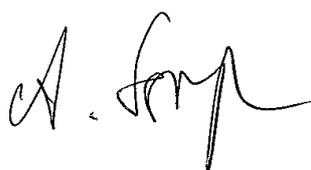
Master's programme Human Resource Studies:

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

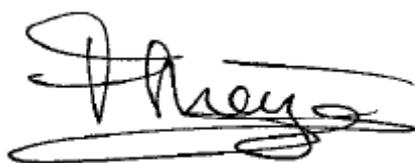
General conclusion	satisfactory
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The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in it. They confirm that the assessment has been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

Date: 10 December 2012



Prof Arndt Sorge



Dr Floor Meijer

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

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

Because of the overlap in domain between human resource studies and organisation studies, the previous assessment committee (2007) recommended forging a closer link between the associated bachelor programmes. Since then, cooperation has indeed increased. The bachelor's programmes PEW and OW 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 PEW/HRS and OW/OS.

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 on the profile and orientation of the programme (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 and master's programmes in Human Resource Studies are part of the wider domain of organisation studies. According to the critical reflection, the multidisciplinary programmes within this domain examine and critically apply knowledge about organisational processes and the structure, culture and adaptive dynamics of organisations. All programmes reflect a variety of disciplinary perspectives and seek to understand organisations and organisational processes at and across a range of levels (the individual, team/group, organisation, networks of organisations, sector/field and society at large). Within the domain of organisation studies, programmes in HR focus on the employment relationship between employer and employee.

The critical reflection asserts that employment relationships can be studied on different levels (societal, organisational, team, individual), from different perspectives (employer, manager,

owner, employee, individual) and in different contexts (psychological, transactional/business, legal/societal). These perspectives and contexts correspond to a number of (sub)disciplines, i.e. work and organisational psychology/organisational behaviour, organisational studies/strategic management, human resource management, business economics/administration, labour law, and sociology.

The TiU research and educational programmes have chosen to apply a multidisciplinary approach with an emphasis on the social sciences. They focus on performance as a multi-faceted concept, which encompasses both 'hard' financial/quantitative performance indicators and 'softer' humanistic indicators such as well-being, fairness, legitimacy and development. According to the critical reflection, the bachelor's and master's programmes are closely linked to the research programme of the Department of HR Studies ('Human Resource Management and Performance: in search of balance'), with which they share a common conceptualisation of the employment relationship. This is regarded as an exchange relationship in which the elements of exchange (labour, reward, voice, development, etc.) are subject to the psychological context, the transactional/business context and the legal/societal context.

Bachelor's programme

The critical reflection describes the three-year PEW programme as a research-oriented social sciences programme, which puts a strong emphasis on analysis and empiricism. Students are not only given a broad outlook on the field of organisation studies, but also acquire specific insight into the production, development and application of academic knowledge of employment relationships. Whereas professional ('hbo') programmes in the same field adopt a practice-oriented approach, students of PEW learn to approach practical issues from both a theoretical and a practical perspective. The programme contains a strong methods & statistics component, and the content of many individual courses is driven by practical and theoretical research.

According to the critical reflection, the bachelor's programme is unique in the Netherlands, as employment relationships and/or HRM are usually dealt with at the master's level. At the international level, the programme could be compared to the sociology programme at the University of Bath (UK), which offers a major in HRM, and the minor in HRM at the Arts and Science School of Rutgers University (USA). These programmes, however, adopt either a one-sided sociological (Bath) or a managerial perspective (Rutger's), while the programme in PEW is built on a combination of a managerial or business perspective and an employee (or psychological) perspective. Another important difference singled out by the critical reflection is the emphasis on research-based learning at TiU.

The bachelor's programme PEW prepares students for a master's programme in Human Resource Studies at TiU or elsewhere, as well as for other master's programmes relating to people, work and organisation.

Master's programme

The one-year master's programme HRS builds on the bachelor's programme *Personeelwetenschappen* and – like PEW – is presented as research-driven: the focus is on the application of rigorous research methods, and the interaction between education and research is a guiding principle. Compared to the bachelor's programme, the implications of scientific research for organisational practices are more explicitly emphasized in the master's programme.

The critical reflection benchmarks the TiU programme against national and international master's programmes in HRM/HRS. When compared to the other eight Dutch programmes in this field, the programme in Tilburg is the only one that studies HR issues from a social sciences perspective. It also differs from other programmes by focusing explicitly on a proactive student attitude and the duality of psychological and business perspectives. The weight of the master's thesis (24 EC) is relatively large in Tilburg. Unlike other programmes, the HRS programme does not include courses on research methods or introductions to HRM and HR instruments. According to the critical reflection, the bachelor's and pre-master's programme at TiU sufficiently cover these subjects.

The critical reflection also benchmarks the programme against two leading international programmes in order to affirm that its level is parallel to that of renowned programmes abroad. When compared to Cornell University's *Master of Industrial and Labour Relations* and the *MSc in Human Resource Management and Organisational Analysis* taught at King's College London, HRS at TiU appears most similar to the latter. Both the Tilburg and the London programme show quite some overlap with regard to overall aims and objectives, orientation and subjects taught. An important difference, however, is that the programme at King's College London covers three semesters and 90 EC, whereas the TiU programme is worth 60 EC. The longer duration of the British programme is explained by its broader scope (HRM *and* organisational analysis) and the fact that it requires less specific prior knowledge of HR.

1.1.2. Domain-specific framework of reference

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

The domain-specific framework is very limited in its scope. 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 the programmes 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 phrased a set of intended learning outcomes, which have been specified with regard to 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 standard for qualifications of bachelor's and master's programmes. An overview of the intended learning outcomes as specified by the programmes can be found in Appendix 3.

Bachelor's programme

After completing the bachelor's programme, students are expected to have gained knowledge and understanding of the multidisciplinary field of HRS and its subfields. Also, they must demonstrate basic knowledge of the scientific disciplines that influence the field of HRS and employment relationships in particular, i.e. sociology, psychology, economics, law. 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 the social sciences. Like most other academic programmes, PEW 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 this knowledge in a way that qualifies them for professional practice. Students have to develop the social sciences research skills that enable them to – under supervision – complete the research cycle. This competence is most notably tested in the bachelor's thesis.

Also, 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 reflect the same general goals as those of the bachelor's programme. While the intended learning outcomes at the bachelor's level have been formulated at a lower level, those at the master's level assume more specialized knowledge and skills and an independent attitude. For example, they mention that graduates must possess knowledge of the *most recent* developments, methods and theories in the *specific fields* of the programme. Also, students should have acquired insight into *advanced* methods and techniques and be able to apply them in *independently* conducted research, thereby making an *original* contribution to the research in one of the subfields of HRS.

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 HRS. The relation between the intended learning outcomes and professional practice is discussed below.

1.1.4. Relation between learning outcomes and professional practice

As clarified above, the main goal of the programmes is to provide students with *theoretical* knowledge and *academic* skills in the field of HRS, and the intended learning outcomes are formulated accordingly. There is, however, also a practical side to the programmes, in the sense that students must learn to apply theories in their analysis of real-life HR problems. 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 curriculum (but not so much in the intended learning outcomes). This aspect will be dealt with further in the next section of this report.

The committee was pleased to find that the programmes actively engage with the labour market to align the educational programme with the demands and needs of the professional field. Most importantly, feedback from potential employers is processed in bi-monthly meetings of the People Management Centre (PMC). This platform for HR knowledge and competence was founded in 2010 to promote a dialogue between the staff and representatives from the private and public sectors. According to the critical reflection, these contacts in the context of the PMC facilitate the integration of current trends in HR practice in the curriculum. Feedback from the field via the PMC has also been a driving force behind recent and upcoming programme revisions. After organisations made critical remarks about the general attitude of interns and graduates, the programme management decided to actively stress the importance of a 'credible proactive' mind-set on the part of the students. The

resulting changes in the curricula will be discussed under Standard 2.

The critical reflection also briefly touches upon other contact moments with the field. The head of the HRS Department is, for example, the moderator for the regular meetings of the Club of eleven, which consists of top HR managers at ten of the largest organisations in the Netherlands. Additionally, the department maintains contact with the alumni association Output and the national professional organisation for HR managers. The applied research, education, and consultancy that staff members engage in form a final line of contact with the professional field.

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 bachelor's programme PEW and the master's programme HRS. 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 concludes that PEW and HRS have clearly defined both the domain of Human Resource Studies and the object of study, i.e. employment relationships. The specific approach of the programmes has been adequately distinguished from that of 'neighbouring' disciplines such as organizational psychology and business administration. The committee especially appreciates the dual focus on individual well-being and corporate performance. It considers this a unique attribute that is not expressed in many other programmes.

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 regrets 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 notes 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, which are set at a lower level. 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 recognizable 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 programmes also recognize the importance of familiarizing their students with the practical application of academic theories. Contacts with the field are primarily maintained via the People Management Centre, which was especially founded for this purpose in 2010. The committee was pleased to find that feedback received from the field has been a catalyst for recent curriculum reform.

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 Personeelwetenschappen: the committee assesses Standard 1 as **satisfactory**.

Master's programme Human Resource 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 successively are: the structure and coherence of the curriculum (2.1.1), didactic principles (2.1.2), internationalization (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), and programme-specific quality assurance (2.1.8).

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 summarized below. An overview of the programmes and the relation between programme components and the final qualifications are 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', while the second and third years of the programme are more in-depth and focus on specific HR issues.

As mentioned in the section above, the previous assessment committee advised integrating parts of the curricula of the bachelor's programmes *Organisatiewetenschappen (OW)* and *PEW*. As a result, the current programmes *OW* and *PEW* share a common first year, and there are further joint courses in the second year. During the site visit, the committee learned that a further revision of the bachelor's programme *PEW* is now under way and will be completed over the next few years. Its main goal is to intensify the programme. To comply with national agreements, the number of contact hours will be increased, especially in the first year. Also, the programme management hopes to promote a more proactive attitude amongst students. Here, it follows the example of the already revised master's programme, which has successfully boosted student participation by implementing more 'active-learning' components in its curriculum.

First year

The first year is designed to acquaint students with key issues, important traditions and empirical knowledge regarding people, work and organisation. Students of both *PEW* and *OW* are offered a joint programme of introductory courses in the disciplines that make up the multidisciplinary field of organisation studies and *HRS*, i.e. psychology, sociology, and economics.

To familiarize themselves with the field of organisation studies and the sub-field of human resource studies, students follow introductory courses in both disciplines. The courses *Introduction to organization studies* and *Strategy and organization* deal with the transactional and business perspective, *Organizational behavior* addresses the individual perspective and *Introduction to human resource studies* explores employment relationships. The required reading for all these courses mainly consists of advanced textbooks and accessible scientific articles. Three academic skills courses are included in the programme to help students develop an academic approach and basic research skills. During the site visit, students referred to these courses as being particularly useful.

Furthermore, students are introduced to statistics and research methods in two courses, *Introduction to research methodology* and *Introduction to statistics*. The fact that these courses are taught by the Department for Research Methods and Techniques (MTO) of TSB rather than by staff of the programme itself led to some inquiries during the site visit. From the programme management the committee 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 specializes in quantitative research, whilst HRS research also benefits from the use of qualitative methods. It recommends that the programme management ensure that the MTO department is equipped to cater to this need of HRS students.

Second and third year

The second year contains further introductory courses, such as *Business administration*, taught by lecturers of the Tilburg School of Economics and Management (TiSEM), and *Labour Law*, taught by lecturers of the Tilburg School of Law (TSL). The students that the committee spoke to were particularly positive about this last course, which they generally considered a very welcome addition to the programme. The course in *Business Administration*, however, received less positive reviews and will therefore be replaced by a new course in *Financial and project management*. The committee learned that this new course will be more customized to PEW and OW students.

According to the critical reflection, the second year's main purpose is to deepen students' domain-specific knowledge. The integration of different mono-disciplinary insights takes place in several thematically organized courses, such as the core course *Strategic HRM*. This course is the starting point for three further courses that discuss specific HR practices and topics: *Introduction to human resource development* in the second year and *Individual assessment in organizations* and *Work well-being and performance* in the third year. Rather than cover the entire field of HRM, these themes represent the research expertise of teaching staff and form the part of the curriculum where theory and research meet. Compared to earlier courses, these courses cover more advanced scientific articles so that students are confronted with state of the art academic research.

In response to numerous requests by students, the second year now also contains a free block of 6 EC that students can either fill with the *Advanced Labour Law* course or an internship at the HR department of a company. The committee is pleased with this recent addition to the curriculum and so are the students it interviewed. Even so, students indicated that more efforts could be made to encourage internships, especially since the bachelor's programme as a whole is not very practice-oriented.

In the final year of the bachelor's programme, students deepen their domain-specific knowledge, integrate insights from different disciplines, and apply their knowledge and skills

in an individual piece of research: the thesis. In the bachelor's thesis students demonstrate that they can perform supervised research and interpret the results in a systematic manner. Students may choose from (a) a literature study, (b) a study based on secondary data analysis or (c) theoretical-empirical research on one of the offered themes. Students who write a thesis based on a literature study or secondary data analysis are required to do at least two interviews with HRM and/or senior management to ensure that they also have knowledge of HR practice. Compared to previous research essays in the program, the thesis is on a more advanced level, according to the critical reflection, because it is completed individually, it entails a part of the empirical cycle, and it is a review of the empirical literature.

An important feature of the current curriculum is that it offers students an element of choice in the form of three elective courses (18 EC total) that together form a minor. By choosing certain major/minor combinations, students can explore their areas of interests in greater depth and prepare for studies at the master's level. With a minor in organization studies, HRS students can qualify for the master's programme in OS, for example.

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 had made use of this option. The section on internationalization (2.1.3) will deal with this topic in more detail.

Focus on the professional field

The critical reflection states that many of the courses require students to apply theoretical knowledge to real-world HR cases (e.g. *Introduction to HRS*, *Individual assessment in organizations*, (*Advanced*) *labor law*). In some courses assignments or research is specially commissioned, and the results are sent as feedback to specific organizations or external 'clients' (for example *Strategy and organization*). In addition, students are given an opportunity to apply their knowledge and understanding to find answers to research questions that form a key part of their internship in external organizations.

The students that the committee spoke to indicated that they would like to see even more opportunities to practice the application of academic HR theories to real-life cases. In their opinion, the programmes could be more firmly oriented towards the labour market, which, according to the committee, could indeed enrich the student experience. In order to gain more working experience at a company, some students opt to do an extra internship or take a gap year after graduating from the bachelor's programme and before starting their master's.

Programme for excellent students

The committee has established that, as of 2009-2010, TSB runs 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

From the critical reflection, the committee learned that the one-year master's programme was 'radically' revised in the 2011-2012 academic year. During the site visit, staff members

explained that feedback from the companies that employed interns and graduates from the programme motivated this revision. According to these hosting organisations (mostly large companies in the 'Randstad' area), the student population (predominantly female and from the provinces of North Brabant, Limburg, Zeeland and Gelderland) was lacking in, assertiveness and presentation skills. An important purpose of this revision was therefore to deliver more 'robust' and 'proactive' graduates. To achieve this goal, the courses of the revised curriculum (particularly the *Human Resource Studies seminar*) place more emphasis on active learning and interaction with students.

The master's programme HRS is taught in English and covers two semesters (60 EC). Both semesters start with a two-day practical training in personal skills, which deals with specific social skills such as active listening, dealing with conflicting interests, consultancy and problem-solving. Students are encouraged to practice these skills during the semester and have to hand in a progress report at the start of the second training day in the second semester. According to the critical reflection, feedback from the field and alumni has indicated that this is an essential part of the education of future HR professionals. During the remainder of the year, students follow a number of courses, both obligatory and elective, and write an individual master's thesis. The master's programme does not contain any MTO courses.

Semester 1

The core course of the programme is the *Human Resource Studies seminar* (12 EC), which consists of three consecutive phases that promote active learning. The first aims to build a collective knowledge base by integrating the knowledge from several subfields covered by the bachelor's programme and the pre-master's programme. This is done in lectures, with the aid of an advanced textbook. The second phase, which consists of both lectures and seminars, is devoted to the main themes in HRS. The critical reflection describes this phase as very interactive: each week the seminar is prepared, structured and chaired by a student team. The other teams write essays about that week's theme. The third part of the course also consists of a combination of student-team-chaired seminars and lectures, but this time with a focus on operational HR issues and individual participation and development built around specific themes such as HR roles and competencies. To conclude the course, students are required to organize a 'Business Event' in the form of a trip to a company, a career event, a film presentation or a business game. During the site visit, the committee discussed this new course with staff and students, all of whom seemed very positive about it. The lecturers responsible for the course indicated that the new set-up creates a noticeable change in the attitude of students. The one drawback that they ascertained was that students of the revised course did less reading of the articles for the other courses.

Additionally, the first semester contains a course in *HR metrics and valuation*, which focuses on the measurement of the costs and benefits of HR activities and outcomes and the valuation of human capital. The other two courses in the first semester are electives, designed to deepen the students' knowledge of a specific HR issue. Students select one of three full-length courses (*Learning and development*; *Performance management*; *Management of diversity*) and one of two short courses (*Compensation and benefits*; *International HRM*).

Semester 2

The second semester is mainly devoted to drafting the individual research proposal (IRP) and the subsequent master's thesis. It contains one further course in *Organizational change*, in which guest lecturers from organisational practice play a large role. This course introduces key

concepts, models and interventions of organisational change and also involves an eight-hour workshop in which students practice with real-life cases.

The master's thesis is the final element of the programme and is considered a test of competence in individually executed scientific research, as well as proof that students have achieved the majority of the intended learning outcomes specified under Standard 1. The thesis process starts in November, with a conference in which supervisors state the thesis topics that they are willing to supervise. Students sign up for the topic of their choice and start writing an individual research proposal (IRP) in January. After approval of their IRP in March/April, they can start the research that results in a master's thesis. The research data are obtained from one or more organisations. During this phase, students participate in thesis circle meetings every two weeks, consisting of four students who share the same research topic and supervisor.

During the site visit, the committee discussed the thesis process with the teaching staff and found that the introduction of thesis circles and the limitation of possible thesis subjects are relatively recent alterations. Before the revision, there were fewer boundaries regarding thesis subjects, and the writing of the master's thesis was supervised individually. The committee noticed that staff members – after some initial hesitations – are now generally positive about the new set-up, which reduces the workload of supervisors and at the same time is said to increase student efficiency. Students spend less time searching for a suitable subject, and the peer feedback process in the thesis circles keeps students involved and motivated during the months of research and writing. As it turns out, the new set-up has already reduced thesis completion time from 15 months to an average of 10 months.

The committee established that students are also generally positive about the thesis circles. They did, however, raise objections to another aspect of the thesis process. According to the students, the options to conduct thesis research in conjunction with an internship at a company are limited: in the past year only six in-company graduation projects were available. In response to this remark, staff members explained that in-company research has in the past not always proven to be a positive experience for students. Companies not seldom put pressure on students to pick the topics that were relevant for the company but were difficult to link to the academic debate.

Assessment of the committee

After studying both curricula, the committee concluded that they are coherent and well-structured. There is clearly enough attention paid to academic skills, and the content of courses is sufficiently academic. Furthermore, the committee finds that all the intended learning outcomes as specified under Standard 1 are adequately covered by the courses that make up the curricula. It was pleased to find that excellent students can register for either an excellence programme at the faculty level or an honours programme at the university level.

The committee applauds the recent revision of the master's programme. The newly incorporated 'active learning' components seem to have substantially improved the attitude of master's students. Also, the committee is convinced that thesis circles are an efficient way to reduce the thesis completion time. The peer review process initiated in these circles can be a valuable addition to individual supervision by staff members, but a proper balance between both should be maintained.

The committee fully agrees with the intention to copy the improvements made in the master's programme to the bachelor's programme. During the site visit, both staff and students

pointed out that the attitude of the majority of bachelor's students is currently a cause for some concern. The committee also agrees with student observations that the master's programme is more practice-oriented than the bachelor's programme. Although an internship has recently been added to the bachelor's programme, more efforts could be made to ensure that students actually consider this option.

Another option that the programme management should according to the committee pursue is the creation of an extended master's programme, which enables master's students to combine a traineeship/internship of significant length with the master's thesis. The committee was pleased to find that the Department of Organization Studies was recently given an innovation award for their extended master's programme and believes that this model could be successfully copied by the HRS Department.

2.1.2. Didactic principles

From the critical reflection, the committee learned that the recently adopted educational vision of TSB could be summarized as 'Active and Intensive Learning'. The associated didactic culture is characterized by cooperative, active and intensive learning in challenging and international surroundings with scope for a customized educational programme. TSB's educational vision emphasizes 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 programmes PEW and HRS clearly adhere to this principle. Although this vision currently seems to have matured most in the master's programme, the bachelor's programme is also taking steps to include more interactive teaching elements and thereby improve students' attitudes. The committee learned that, in 2011, the bachelor's programme introduced the principle of the 'credible activist' in the first year of the programme, a project for which it won the School's Teaching Innovation Award. According to the critical reflection, the next step is to implement it in the second and third year also.

To achieve the complete set of intended learning outcomes, the majority of 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 work forms and approaches. It found that only the bachelor's courses taught by academic staff from outside the HRS Department include only lectures and no tutorials or other activating teaching methods.

The critical reflection also indicates that both programmes seek to add new elements to traditional course-based modules. It states that these elements are based on learning principles arising from various theoretical models of education, such as experience-based learning and vocational or competence-based learning.

When asked what attracted them to TiU and the HRS 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 new curriculum elements that promote active learning are generally liked and valued by students.

2.1.3. Internationalization

After studying the critical reflection and speaking to staff and students, the committee established that the internationalization efforts of the PEW and HRS programmes mainly consist of promoting student mobility (and to a lesser extent staff mobility by deploying an internationally oriented hiring policy). This particular aspect of internationalization is thought to contribute to a more diverse student population and a sharper awareness of cultural differences. The committee is aware that in terms of content, internationalization is much more difficult to achieve. It agrees with the programme management that the field of HRS is strongly tied to local contexts.

Inbound student mobility

The bachelor's programme PEW is officially a Dutch-taught programme and therefore has no international students. During the site visit, however, the committee discovered that, in order to prepare students for the English master's programme, the bachelor's programme does contain several English-taught courses. According to students, only the first year is mainly taught in Dutch, the rest of the programme is mostly 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. According to the programme management, an 'evolutionary approach' is taken with respect to the HSB programme.

As of 2007-2008, the master's programme has been taught in English in order to facilitate inbound mobility. Currently, one in six students (15%) in the master's programme is an international student, and a total of 18 international students entered this year's pre-master's programme. During the site visit, the committee was told that these numbers make HRS the most international of the master's programmes at TSB. According to the critical reflection, which indicates internationalization as a strength of the programme, this is partly due to an active recruitment policy. The programme expects a rise in the number of international students in the future.

The critical reflection states that international students get special attention. At the start of the academic year, a separate introduction for international students is organized to acquaint them with the university, the School and the master's programme. In addition, the HRS Department actively promotes cooperation between Dutch students and international students. For instance, assignment groups consist of both Dutch and international students. All students are encouraged to communicate as much as possible in English, not only in course settings but also during breaks. The students that the committee spoke to indicated that they appreciate the interaction with international students.

Outbound student mobility

The committee has also focused on outbound student mobility, i.e. students attending courses at a university abroad. In this respect, the committee found room for improvement. The master's programme currently does not offer possibilities for international exchange, and while the minor in the bachelor's programme can be used for this purpose, not many bachelor students choose to do so. According to the staff, students are generally afraid of the financial consequences of study delays. The lack of enthusiasm for international exchange might also be a consequence of the composition of the student body. Staff members pointed out that most PEW students are originally from the Tilburg region, which could indicate that they are less inclined to be mobile.

An additional explanation might be that current conditions for international exchange are not as favourable as they could be. Students have to carefully plan their stay abroad, and therefore international exchange may appeal only to the most determined students. The students the committee spoke to indicated that they do not feel fully encouraged to spend time abroad. They mentioned that students are usually expected to come up with their own plan and make their own arrangements. Staff members countered these remarks by pointing out that last year two internships in South Africa were available that nobody applied for.

The committee is under the impression that current measures to improve student's attitudes may also pay off where outbound mobility is concerned. It therefore recommends the programme to be prepared for more students wanting to take some of their courses abroad. In this respect, the committee was pleased to find that a strategy to increase the number of available exchange projects is already in place. During the site visit, staff members informed the committee that their aim is to develop international contacts further in order to facilitate student exchange. At the moment, the programme management is looking into the possibility of striking strategic alliances with international partner universities, possibly in the form of double degree programmes. Additionally, internationalization of the teaching mission can also be achieved by the use of international faculty who are proficient in spoken English.

2.1.4. Feasibility

In order to evaluate the feasibility of the programmes, the committee has looked at a number of elements, such as the structure and coherence of the programmes, the workload of students (and its distribution), the number of contact hours and the availability of study guidance. All in all, it concludes that both programmes are feasible, but the master's programme scores higher than the bachelor's programme.

Bachelor's programme

As was mentioned before, an important motivation for the upcoming revision of the bachelor's programme is to intensify the programme. The critical reflection indicates that the number of weeks for teaching courses will be expanded from 28 to 36 a year (excluding exam weeks). This means that free periods prior to exams will cease to exist: from 2012-2013 exam periods will begin as soon as the courses end. The programme hopes that this will stop students from putting study activities on hold until the eve of the exams. Additionally, the number of contact hours will be expanded to an average of about 14 hours a week. The new guideline, especially for the first study year, is eight contact hours per credit per course.

During the site visit, the committee received no complaints about the number of contact hours. When asked about the group size in classes, students informed the committee 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. According to the committee, this is illustrative of the need for more activating work forms in the bachelor's programme.

The outcomes of the 2010-2011 student evaluations demonstrate that students are generally satisfied with the study load. 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 2.9 and students of year 3 scored it slightly higher at 3.2. The students the committee spoke to characterised the workload of the bachelor's programme as rather high (although not as high as that of the master's programme). Even so, students said that they spend only around 25 hours a week on studying (contact hours and self-study), which is much less than the standard of 40 hours. This indicates to the committee that the workload of the programme

could be increased. According to the committee, this could be achieved by the use of online resources to increase independent structured learning.

The perceived 'high' workload has, according to the committee, much more to do with the fact that all students have jobs on the side than to the actual course load. Students informed the committee that part-time jobs take up between 8 and 20 hours a week, which is a substantial amount of time. In addition, the study advisor stated that students generally underestimate the workload of the bachelor's programme. Many students seem to expect to complete the programme with only 20 hours of study a week – about half of the directive of 40 hours of study a week. When the workload is higher than this, students find themselves dealing with busy schedules. Again, the committee hopes that the current initiative to change the attitude of students will solve some of these issues.

Master's programme

The committee found that the study load is generally higher in the master's programme than in the bachelor's programme. According to the critical reflection, the programme is based on a 40-hour working week. Full availability and commitment are expected of students. The master's students the committee spoke to confirmed that part-time jobs are actively discouraged in the master's programme. They described the programme as 'really challenging', especially in the first semester.

To ensure its feasibility, the programme management calculated the number of pages that can be produced per study hour, the amount of hours necessary for attending lectures, workgroups and practicals, and the number of hours needed for the preparation of presentations, the execution of assignments, preparing for and taking exams, doing research and writing papers. To guarantee an evenly spread workload (and to prevent a heavy examination burden at the end of the semester), long courses are alternated with shorter ones with or without tutorials and with or without extensive papers. The Director of Education is responsible for monitoring the even distribution of the study load over courses, semesters and the year as a whole. Also, it is her responsibility to assure that the study load of individual classes does not exceed the study hours determined by the awarded EC.

According to the critical reflection, the feasibility of the master's programme is further ensured by clear communication about the course demands and goal, dispersed testing, alignment of work forms and assignments between courses, structured guidance/supervision and the directly approachable members of staff. The students the committee spoke to seemed quite positive on all these aspects. They especially mentioned the small tutorials (with a maximum of 25 participants) as inspiring and motivational.

Curriculum evaluations also testify to the feasibility of the programme. In 2010-2011 and 2011-2012, the study load in relation to EC was respectively scored at 3.2 and 3.3 on a 5-point scale. This means that students spent slightly more time on the courses than indicated in the study guide. Evaluations of individual courses confirm that the workload is generally in line with student's perception of the realized workload. The only exception is the new *Seminar in HRS*, where students had problems with the oral exam after four weeks. According to the critical reflection, students expressed their concerns during a feedback meeting halfway through the first semester. This prompted the removal of one assignment from the course. In the written evaluation at the end of the seminar, students were very positive, even though the workload score was still high. But, according to the critical reflection, this was one of the aims behind the revision of the programme.

A general observation that the committee wishes to add is that most one-year master's programmes experience difficulties because of time constraints. This is no different for the HRS programme, whose students need 20 months on average to complete the programme. When the committee raised this issue with the programme management, it indicated that it does not necessarily consider this a problem. Students are treated as responsible adults who choose their own paths. If students take longer to graduate, for example because they want to include an internship in their master's programme, the programme management does not object. As long as the proper facilities are in place for students who want to graduate in time, the programme management feels that it honours its duties.

Even so, the committee is pleased to find that measures have been taken to counter delays, which usually arise during the writing of the thesis. In response to the fact that only a small percentage of the students manage to conclude their thesis in the designated period, stricter deadlines have been set. In order to facilitate data collection, the staff is currently developing a database that holds information on organizations and HR professionals that are willing to participate in data collection for future thesis research. Here, alumni are used as important linking pins between the organizations and the programme.

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 intake of students in the PEW programme has fluctuated over the past few years. In terms of intake, 2011-2012 was the best year so far, with 82 new students entering the programme, 75% of them female. 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 drop-outs in the first year expressed as the percentage of the total number of drop-outs in the programme. For the HRS programme the percentage of drop-outs in the first year fluctuates between 21% and 36%. The committee notes that this percentage is quite substantial, but not uncommon for bachelor's programmes. In fact, it agrees with the programme management that the reason for first-year drop-outs has less to do with the feasibility of the programme than with students choosing the wrong study. This insight has been translated to the curriculum, according to the critical reflection. This is designed in such a way that students can envision the content of the programme at an early stage and get an opportunity to evaluate their choice of study against their expectations and potential.

Like the annual intake, the returns of PEW have been fluctuating. 53% of the 2005-2006 bachelor's cohort, obtained a degree within three years, compared to 24% (a decline) for the 2006-2007 cohort and 39% (an increase) for the 2007-2008 cohort. 94% of the 2006-2007 cohort, obtained a bachelor's degree within four years, a percentage which the committee finds adequate.

The critical reflection notes that the programme has introduced a 'Bindend Studietoelichting' (BSA - binding recommendation on the continuation of studies) in 2004-2005. Until the 2010-2011 academic year students had to obtain at least 60% of the 60 EC of the first-year curriculum to be allowed to continue on to the second year of study. In 2011-2012 the bar was raised to at least 70% or 42 EC. The most recent data indicate that 88% of the 2010-2011

cohort fulfilled the BSA norm. According to the committee, this number is satisfactory, especially when compared to the percentages of earlier years. In the near future, returns may rise further when the 'Harde Knip' is introduced in 2013-2014. As a consequence of this measure, students will only be admitted to the master's programme after obtaining their bachelor's degree.

After graduating from the bachelor's programme, most students enter the master's programme HRS at TiU. Some students opt for similar programmes at different Dutch universities, for example the master's programme in Human Resource Management at Erasmus University Rotterdam (EUR).

Master's programme

The Board of Examiners handles all admissions for the master's programme HRS. Students from the bachelor's programme PEW 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 amounts to around 70 students a year, most of which have a qualification in higher vocational education. The quantitative data show that there is an increasing proportion of international students in the pre-master's programme.

Both staff and students spoke very positively about the pre-master programme during the site visit. A student who completed it described it as challenging but very effective. He also praised the voluntary one-week summer school preceding the programme. This offered him a much-needed crash course in academic skills. Staff members applauded the effects of the pre-master's programme on the composition of the ensuing master's programme. In their opinion, the effect of pairing freshly graduated academic students to usually more mature students with a background in higher vocational education is highly stimulating for both categories. All in all, the committee is pleased with what it has heard about the pre-master's programme. It considers it very positive that the HRS Department still offers a full-length 60 EC pre-master's programme, while many other departments have had to cut their programmes to 30 EC because of financial constraints.

The quantitative data for the HRS programme show a steady annual intake of 100+ students. This intake mostly consists of students from the TiU bachelor's programme PEW and the pre-master's programme, but international applications are increasing now that the programme is offered in English and recruitment policies increasingly focus on international students. Around 75% of the students are female. In 2009-2010, of a total intake of 119 students, 50 had a bachelor's degree at the academic level, 45 of which were obtained at TiU. Some 48 students came from higher vocational programmes and first completed the pre-master's programme before being admitted to the master's programme. A further 21 students were international students, and around half of them first completed the pre-master's programme before gaining access to the master's programme.

Of the 2010-2011 cohort, only 22% of the students were able to finish their studies within the same academic year. According to the committee, this is quite troubling, especially when taking into account that the percentages of previous years are even smaller. 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 and those with a degree from higher vocational education. Because the latter were registered as master's students during their pre-master, they

seem to take much longer to finish. In reality, these students obtain their master's degree faster than academic bachelor's students (mean = 19 cf. 21 months).

2.1.6. Staff

The Department of Human Resource Studies employs a total of 17 staff members (4 full professors, 1 associate professor, 4 assistant professors, 5 lecturers, 2 junior lecturers and 1 PhD candidate) who are involved in teaching. Together, they have a teaching input equivalent of 10.5 fte. The staff-student ratio of the PEW and HRS programmes is calculated as 1:33.

The composition of the staff strongly reflects the multidisciplinary nature of the field of HRS. The disciplinary background of staff members is distributed across Social Psychology, Work and Organization Psychology, Economics, Business Studies, Education Studies and Human Resource Studies. While staff members of the Department of HRS are solely responsible for the master's programme, the bachelor's programme also calls on a total of 21 staff members from other departments (notably Labor Law, Sociology, and Methodology and Statistics).

Although the critical reflection states that there is no shortage of teaching staff, during the site visit the committee learned that most tenured staff members in practice find it challenging to combine research and teaching. Staff members address this issue by merging research and teaching, both by teaching about their own research and by using the input of students in their research projects. Every five years, core staff members are given the opportunity to go on research leave.

In their conversation with the committee, staff members stated that the use of two temporary junior lecturers (recent graduates of the master's programme) also helps to keep the workload manageable. These junior staff members are appointed for a maximum of two years and are mostly involved in tutorials. According to the staff members, this gives them a sense of what an academic career entails before enrolling in a PhD. Also, the combination of young and experienced teachers with diverse backgrounds and experience supposedly ensures the exchange of knowledge and synergy during the educational process. Even though the committee appreciates the rationale behind the use of recent graduates, it is slightly concerned about the consequences for the quality of the teaching. It is evident that the deployment of temporary junior lecturers without much personal research experience and no research time affects the link between research and teaching that lies at the heart of all academic programmes.

After studying the list of staff members provided in the critical reflection, the committee concludes that 5 of the 17 staff members involved in the teaching do not have a PhD, which is quite a substantial amount. Only one of these staff members is involved in the teaching at the master's level. According to the critical reflection, she hopes to finish her dissertation later this year. The remaining staff members have engaged in (peer-reviewed) research over a longer period of time. The staff involved in the master's programme all teach in their own area of expertise.

The critical reflection states that the department believes in the didactic professionalization of its members of staff and PhD students. New staff (permanent and temporary) are selected on the basis of educational excellence. Since January 2010, new assistant professors have been obliged to obtain the 'University Teaching Qualification' ('Basis Kwalificatie Onderwijs', BKO). Newly hired assistant professors are assigned to a senior staff member who discusses all their questions with them and gives feedback on their performance. A faculty committee chaired by the Vice Dean assesses the portfolio that the BKO candidate has to provide in

order to qualify for the certificate. Other teachers and PhDs may obtain the BKO certificate on a voluntarily basis, provided the chair of the department grants approval.

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 is concerned (4.1 average on a 5-point scale). The scores in recent master's programme evaluations are even higher. The students that the committee spoke to confirmed this. They described the staff as accessible, enthusiastic and helpful. Even so, staff members firmly believe in the students' own responsibility. The student is expected to take the initiative when he/she needs help, which fits the image of trying to build a more proactive student body.

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 content.

2.1.8. Programme-specific quality assurance

After studying the documentation and speaking to the Educational Committee (EC), the committee concludes that a basic system of programme-specific quality assurance is in place. All courses and the curriculum as a whole are evaluated by student questionnaires. The EC, which is composed of both staff and student members, follows up on the outcomes of these evaluations. To evaluate new courses, the EC sometimes organises panel discussions with students. When the student members of the EC, who basically serve as the 'antennae' of the committee, pick up on signals that do not corroborate the outcomes of course evaluations, this is further investigated.

Although the EC evidently plays an important role in gathering information on students' perceptions of the curricula, the committee concluded that its functioning could best be described as 'ad hoc'. The EC does not have a strategic agenda where the curriculum is concerned, it does not set long-term goals and does not try to influence educational policy. Also, the committee found that the current EC has not studied the outcomes of the 2007 evaluation, which is somewhat disappointing. In order to bring the programme-specific quality assurance to the next level, the committee suggests that the EC take a more proactive stance. It should 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. The committee further recommends that the EC systematically 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. Each course has a coordinator who acts as the main contact person for the students, the School and the Department. Furthermore, the Chair of the Department is said to keep a sharp eye on the performance of each staff member, for example by organising annual appraisal reviews. The Director of Education, in his turn, discusses the design, content and programming of the courses as well as mainstream educational problems and preferences with all members of the staff involved.

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 of the programmes in PEW and HRS.

With respect to the curricula, the committee established that they are both coherent and well structured. The courses that make up the curricula are a fair representation of the contents that one could expect of HRS programmes, and clearly enough attention is paid to academic skills. Furthermore, the committee finds that the entire range of intended learning outcomes as specified under Standard 1 is adequately covered by the courses that make up the curricula. Most courses use a functional mix of work forms, and there are only a few courses (bachelor) that rely on lectures only. The committee was pleased to find that excellent bachelor's students can 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.

Especially in the master's programme, the effect of the recent curriculum revision is clearly visible. In line with the new TSB educational vision of 'Active and Intensive Learning', more 'active learning' components have been incorporated into the programme. These seem to have made a substantial change to the attitude of students, who are now more involved in the courses and generally more proactive than before. While the revision of the master's programme is complete, the revision of the bachelor's programme is still underway. The aim here is not only to activate students, but also to increase the number of contact hours. All in all, the committee is somewhat more positive about the master's programme than about the bachelor's, which seems slightly less coherent and well thought out. The workload of the bachelor's programme (around 25 hours a week, compared to the standard 40 hours in the master's programme) is definitely on the low side and should be increased.

To address students' complaints that the curricula are not sufficiently oriented towards the labour market, the committee feels that the programme management could consider establishing an extended master's programme, which enables master's students to combine a traineeship/internship of significant length with the master's thesis.

In terms of internationalization, the committee found that this is mainly interpreted (understandably) as the encouragement of 'student mobility'. Where inbound mobility is concerned, efforts seem to have paid off: while there were formerly hardly any international students in the programmes, the pre-master's and master's programmes have in recent years attracted rising numbers of non-Dutch students. 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. Outbound student mobility has always been problematic for both programmes and continues to be so. The committee hopes that the measures taken to change students' attitudes will also cause more students to consider an international exchange. More formalized international contacts, for example in the form of double degree programmes with foreign universities, might also create an extra incentive for students.

After studying the quantitative data on intake and returns, the committee sees no reason for 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 a varied crowd of foreign students and students with a background in higher vocational education. Attracting a more diverse student population to the bachelor's programme could, according to the committee, help to achieve the goal of more proactivity amongst students. The low

returns of the master's programme were a point of attention for the previous assessment committee and continue to be so for the current committee. The average completion time of the master's programme (20 months) is quite long compared to that of other one-year programmes .

The teaching staff of the programmes is generally well equipped to teach the programmes, according to the committee. Although core staff members sometimes find it difficult to balance their research and teaching activities, there seem to be no serious issues in this respect. Overall, the committee finds that the number of lecturers without a PhD in the bachelor's programme is quite high. Generally speaking, it considers it more preferable to delegate a small part of the teaching load to PhD candidates, who are closely linked to the Department's research programme, than to temporarily employ recent master's graduates with little personal research experience.

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 executed in such a way that students are generally able to achieve the intended learning outcomes.

2.3. Conclusion

Bachelor's programme Personeelwetenschappen: the committee assesses Standard 2 as **satisfactory**.
Master's programme Human Resource Studies: the committee assesses Standard 2 as **satisfactory**.

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, 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 committee determined that an appropriate mix of test forms (written exam, assignment, presentation, oral examination) is used in most courses, though there are also some bachelor's courses that rely solely on written exams (multiple choice).

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, but there is room for improvement: the scores for assessment in the 2010-2011 curriculum evaluation are lower than those for other items in the same evaluation. According to the critical reflection, improvement of the testing procedures is one of the main goals for the near future. To this end, the programmes will cooperate with the test expert of TiU.

During the site visit, the committee found that students indeed feel that testing procedures could be more ambitious. Even though the official procedure states that there is only one re-sit per course, students claimed that in practice, they can re-sit the same course over and over. Some students are of the opinion that this devalues their diploma.

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, the BoE organized a pilot study in the spring of 2012, in which it experimented with the randomized 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.

In the committee's opinion, further steps are needed to prove that the BoE is in control of the quality assurance of testing at TSB. At the moment, there is no golden standard for what is considered good testing. The responsibility for creating and assessing examinations mostly lies with the teaching staff. Although there is usually a peer review process in the design of examinations, there is no double-blind testing, and testing matrices are not used systematically. At the level of the thesis, the BoE has again not developed a golden standard for what is considered a good thesis at TSB. During the site visit, it stated that the theses of the different programmes are too varied to be measured with just one yardstick. Randomized testing of theses produced at the School is not done at the moment but foreseen for the future.

All in all, 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 pilot study 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 randomized samples of theses.

Thesis procedures

According to the critical reflection, the quality of the bachelor's thesis is guaranteed through supervision by a tutor who is an expert in the field that the student is researching. Thesis supervision is carried out in small groups of three or four students (thesis circles) who are all writing their thesis on the same theme. The supervision is intensive: there is a meeting between the thesis circle and the supervisor for each written chapter. The thesis is organized like a scientific paper and can be written in either Dutch or English. All bachelor's theses are scanned for plagiarism. Supervisors award a final grade by way of a checklist, which addresses the problem statement, review of the existing literature and theories, methods, conclusion and discussion, and form and style. Due to staffing problems, in the 2007-2011 period the bachelor's thesis was graded by only one supervisor. Starting from January 2012, a second reader is involved in the grading.

The assessment procedure for the master's thesis consists of a preliminary and a final assessment. The preliminary assessment is based on the individual research proposal (IRP) submitted by the student. This IRP is submitted to a member of staff from Research Methods and Techniques, who is not involved in the supervision and assesses the quality of the research design according to set methodological-statistical criteria. Only after the IRP has been approved can the student start the empirical research. The second element in the quality assurance is the final assessment. When the supervisor, an expert in the researched field, finds the thesis up to standard, the thesis coordinator assigns a second assessor. To maintain internal quality control the thesis coordinator changes the combination of the two assessors for each individual thesis. The second assessor assesses the quality of the complete version separately, fills out an assessment form and provides feedback in a tripartite meeting attended

by the student and the first assessor. At the end of the meeting, it is decided whether the student is eligible for graduation or whether he/she still must/could improve some aspects. In practice, almost all students have to work on their thesis after the tripartite meeting. When the standard is acceptable to both the first and the second assessor, an individual graduation meeting is planned where the student publicly defends the thesis, and the second assessor acts as an opponent. After the defense, the first and second assessors discuss the final grade, based on the criteria included on the assessment form (the formulation and theoretical execution of the research question; methods and results; discussion and conclusion; presentation; originality and level of difficulty; and independence). The student is informed verbally of the final grade.

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. According to the committee, the current forms provide only limited insight into the circumstances in which the grade has been established, as they contain no space for written comments. The committee strongly suggests that the lay-out of these 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. This observation of conservative grading seems to be in line with the fact that there are less 'cum laude' graduations at the Department of HRS than at the Departments of Sociology or Psychology.

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, a somewhat eclectic selection of sources and/or lacked a theoretical framework. Quite a few of these theses, mainly the ones that used qualitative techniques, were found to be descriptive in character. 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 and methodologies.

Although the committee is not against the use of theses circles, it still feels that the master's thesis especially should be an individual piece of research (as does the programme management). In one of the master's theses in the sample, however, it was unclear which student had played what part in the research project. 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.

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. This underlines the overall good quality of the thesis research.

Position of graduates

The success of graduates in subsequent studies and on the labour market is a further indicator for the achievement of the intended learning outcomes. For the bachelor's programme, the information available is limited to the performance of graduates in master's programmes. Over 90% of students go on to do a master's programme before entering the labour market. The majority (80% of all graduates) opts for the programme in HRS and does quite well, achieving a grade average of 7.1. Currently, only 4% of bachelor's graduates start work immediately after graduation, mostly, it is assumed, in junior positions. There is no information available on their performance.

With the help of the HRS alumni monitor, based partially on LinkedIn data, it is possible to report on the careers of 80% of master's graduates over the 2004-2012 period. Remarkably, 52% of these graduates had already found a job before graduation. The unemployment duration was on average 2.5 months. Less than 10% was unemployed for longer than 6 months. The most popular field of work amongst graduates was, unsurprisingly, the HR industry (20%), but the programme is obviously generic enough for graduates to also end up in sectors like Manufacturing (15%), Financial Services (14%), ICT & Technology (11%). Typical HR-related starter's jobs are HR officer, junior HR advisor, mediator, and recruiter. Even so, quite a few graduates opt for management traineeships. In general, graduates switched to higher-level jobs within three years.

The meeting of the committee with alumni confirmed these positive outcomes of the alumni monitor. When asked about the most appreciated knowledge and skills obtained during the programme, most alumni mentioned general academic skills as well as domain-specific knowledge (of certain specialized HR theories) and skills (creating questionnaires, command of SPSS). Generally, the alumni that the committee spoke to were less positive on the fit between theory and practice within the programmes (which has been, indeed, reinforced by the recent curriculum revision). Something that most alumni would like to see included in the programmes is project management. Knowledge of finance, accounting and marketing was also mentioned as a specific deficit of HRS alumni. Alumni relations could be reinforced, according to the graduates. None of them had heard of the People Management Centre, and an alumni organisation for HRS is currently lacking. Based on these comments, the committee feels that the programme management should speed up its initiatives to bind alumni to the programmes.

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, the committee found the thesis assessment form 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.

The samples of theses assessed 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. Another point that the committee wants to stress is that, regardless of the implementation of thesis circles and group work, the role of the individual student should always be clearly recognizable in the thesis.

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 master's graduates easily find employment at the desired level. Although some graduates end up in sectors and functions that reflect their background in HR, 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 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 has no doubt that the programme management will be prepared.

3.3. Conclusion

Bachelor's programme Personeelwetenschappen: the committee assesses Standard 3 as **satisfactory**.

Master's programme Human Resource Studies: the committee assesses Standard 3 as **satisfactory**.

General conclusion

Conclusion

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

The committee assesses the *master's programme Human Resource 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 2007 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 organizational 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 Organizational Behaviour and Head of the Organization 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 organizations. His educational and research interests include human resource management, power in organizations, gender in organizations, organizational change, team-based work, research methodology, and emotions in organizations. 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 programme '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 programme. Currently she works as a Management Trainee at Randstad.

Appendix 2: Domain-specific framework of reference

Domain-specific framework Organization Studies

The domain-specific framework of reference is shared between VU and University of Tilburg.

The *multidisciplinary* educational programs in OS examine and critically apply knowledge about organizational processes and the structure, culture and adaptive dynamics of organizations. All programs 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 on 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 reinforcing. Given the broad range of organization-related questions addressed, the OS domain is characterized by *multiple methodological approaches*, mostly taken from the social sciences, and manifesting themselves in the utilization of a variety of both qualitative and quantitative methods, or combinations of the two.

Programs and disciplines	Organizational sociology	Organizational psychology	Anthropology	Economics	Communication science	Public administration	Other
Organization Studies	x	x		x			
Human Resource Studies	x	x (and work psychology)		x			labor law educational sciences
Culture, Organization and Management	x	x	X (ethnography)			x	
Beleid, Communicatie en Organisatie	x	x			x (organizational communication)	x	

Appendix 3: Intended learning outcomes

Bachelor's programme

1. Knowledge and understanding

Have demonstrated knowledge and understanding in a field of study that builds upon and supersedes their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their study.

Graduates:

- 1.1 have knowledge and understanding of the disciplinary basics, history and development of the field of Human Resource Studies;
- 1.2 have a general idea of the field of Human Resource Studies and how the subfields are interconnected; knowledge and understanding of the most important theoretical models and conceptual frameworks in Human Resource Studies;
- 1.3 have basic knowledge of the scientific disciplines of Sociology, Psychology, Economics and Law in general and their application to the study of the employment relationships in particular;
- 1.4 have knowledge of the methodology and statistics of social scientific research;
- 1.5 have 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.

2. Applying knowledge and understanding

Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competencies typically demonstrated through devising and sustaining arguments and solving problems within their field of study.

Graduates:

- 2.1 are able to apply knowledge in a practical context;
- 2.2 are able to take a critical approach toward scientific literature in the field of Human Resource Studies;
- 2.3 are able to apply the social science methods and statistics that are most important for research on employment relationships; are able to translate general societal problems into questions related to the field of Human Resource 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 are able, under supervision, to execute the research cycle: posing research questions in Human Resource Studies and testing knowledge-based hypotheses in relation to problem formulation, theory construction, and methods and statistics; interpreting and reporting research results;
- 2.5 are able to understand and interpret theoretical assumptions, information accuracy and empirical facts in relation to research and theories in the field; can understand and interpret academic literature in the field;
- 2.6 are familiar with the requirements for applying a multidisciplinary perspective in practicing science.

3. Making judgments

Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues.

Graduates:

- 3.1 are able to recognize and logically analyze HR problems and discuss them in their specific contexts;
- 3.2 are able to reflect on their own knowledge and skills as well as on those of others;
- 3.3 are knowledgeable about and responsive to scientific objectivity, honesty and responsibility; are conscious of the political and ethical aspects of professional activity in the field of human resource studies (inside and outside academe);
- 3.4 are able to collect literature independently using digital information systems and to perform literature research. This includes handling, assessing and selecting different information sources;
- 3.5 are aware of differences in the interests and motives of different stakeholders.

4. Communication

Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Graduates:

- 4.1 are able to communicate orally and in writing in good academic Dutch about aspects of Human Resource Studies;
- 4.2 are able to report results of literature research and to provide a summary of empirical research;
- 4.3 have mastered academic English, actively and passively;
- 4.4 have knowledge of and skills in IT and presentation techniques.

5. Learning skills

Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

Graduates:

- 5.1 are able to contribute to knowledge development on the basis of a strong research attitude; recognize paradigms in Human Resource Studies; form an opinion autonomously about questions and problems in the field, are able to develop, execute and report research in Human Resource Studies;
- 5.2 are able to take a critical stance toward and recognize the limitations of their own conclusions; open for new insights;
- 5.3 are aware of the continuous process of knowledge development; willing and able to engage in lifelong learning.

1. Knowledge and understanding

- 1.1 Knowledge and understanding of the most recent developments, methods and theories in the specific fields, the Master is focused on. Insight, in how scientific knowledge develops, among others how new analytic instruments are created.
- 1.2 Knowledge of and insight in advanced methods and techniques of research as used in Human Resource Studies and in organizational practice.
- 1.3 Critical reflection on and ability to apply existing paradigms and disciplinary perspectives within the field of Human Resource Studies.
- 1.4 Analytical sensitivity of specific situations in which an organization must operate, including both internal and external factors, on HRM. Awareness of the ways in which situational constraints modify the design of the HR function, and how HR can respond to them.

2. Applying knowledge and understanding

- 2.1 Able to connect research to questions relevant for practice and societal responsibility.
- 2.2 Able to apply current advanced methods and statistics in independently conducted research; critical reflection about the usefulness and feasibility of research results for the further development of theoretical ideas and practical applications.
- 2.3 Independence in directing the increase in knowledge. Making an original research contribution in one of the subfields within Human Resource Studies.
- 2.4 Mastering specific disciplinary and professional skills like HR metrics & - valuation, personal skills and organizational change.
- 2.5 Being 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 discussion to concrete HR related problems in organizations.
- 3.2 Able to integrate ethical norms and values in one's own professional behavior and able to apply ethical and normative ideas in one's own research.
- 3.3 Able to apply one's own scientific perspective to problems of organizational practice; able to recognize the relevance and applicability of scientific theories and models in practice situations; formulate a scientific standpoint and assess its validity.
- 3.4 Able to deal with and articulate uncertainty also in complex situations with limited or incomplete data; recognize other scientific fields and parties and being able to assess their (scientific) quality and limitations.
- 3.5 Able to take differences in interests and motives of different stakeholders into account when forming an independent opinion.

4. Communication

- 4.1 Writing and oral skills to clearly communicate research and problem solutions in the field of Human Resource Studies.
- 4.2 Writing and oral skills to clearly communicate and discuss new developments in the field of Human Resource Studies and their societal consequences.
- 4.3 Having the necessary writing and oral skills in academic English.
- 4.4 Able to communicate and receive feedback in a critical but constructive way.

5. Learning skills

- 5.1 Able to efficiently collect the necessary information with regard to HR issues.

- 5.2 Able to follow the developments in the field of Human Resource Studies relevant for the execution of professional activities on the national and international level.
- 5.3 Willingness to assess, revise, update and extend acquired knowledge.
- 5.4 Knowledgeable about the continuous process of knowledge development and willingness to engage in life-long learning.

Appendix 4: Overview of the curricula

Bachelor's programme

Educational programme for Personeelwetenschappen, academic year 2011-2012

Bachelor year 1			
Block 1	Block 2	Block 3	Block 4
Academic skills: HRS 1	Academic skills: HRS 2	Academic skills: HRS 3	Industrial relations
Introduction to organization studies	Introduction to psychology (E)	Introduction to economics	Strategy and organization
Introduction to sociology	Introduction to human resource studies	Organizational behavior (E)	
MTO-A: introduction to research methodology		MTO-B: introduction to statistics	
Bachelor year 2			
Semester 1		Semester 2	
Introduction to human resource development		Minor course 1	
MTO-C: causal analysis techniques		Business administration (E)	
Social relations in organizations		MTO-D: construction and analysis of questionnaires	
Strategic human resource management (E)		Labor law	
Philosophy of science		Internship in HRS/Advanced labor law	
Bachelor year 3			
Minor course 2		Minor course 3	
Individual assessment in organizations (E)		Bachelor's Thesis HRS	
MTO-E: qualitative research methods (E)		Work, well-being and performance (E)	
Research in human resource studies (E)		Social philosophy for HRS	

E = English-taught course

Explanation:

- All courses are compulsory.
- The program includes a minor of three 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 Organization Studies (excl. Academic skills).
- The five MTO courses are taught by members of the MTO department (Research Methods and Techniques).
- The courses in Philosophy of science and Social philosophy in the HRS program 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).
- Labor law and Advanced labor law are taught by members of the Tilburg School of Law (TSL).

Learning outcomes in the Bachelor's curriculum related to courses

	Knowledge and understanding					Applying knowledge and understanding						Making judgments					Communication				Learning skills		
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4	5.1	5.2	5.3
Academic skills						x			x	x			x		x		x	x		x		x	x
Intro to org studies	x		x			x		x		x		x				x	x			x		x	
Intro to sociology			x													x							
Intro to research meth				x																			
Intro to psychology			x									x											
Intro to HRS	x	X				x				x	x	x			x	x	x			x		x	
Intro to statistics				x				x															
Organizational beh			x	x			x	x	x	x		x							x	x			
Intro to economics			x								x					x	x		x				
Strategy & organiz			x			x	x	x									x						
Industrial relations		X	x			x					x	x				x	x						
SHRM	x	X				x			x			x				x			x	x	x		
Introduction to HRD		X				x			x	x		x	x				x			x		x	x
Social relations in org		X					x			x		x			x	x	x	x			x		x
Causal analysis techn				x																			
Philosophy of science					x						x			x									
Labor law			x			x						x				x							
Business administration			x			x													x				
Constr & anal of quest				x																			
Internship						x		x															
Advanced labor law			x			x														x			
Qual research methods				x																			
Indiv ass in organiz		X		x		x	x					x		x					x				
Research in HRS				x		x	x	x	x	x		x	x	x	x			x	x	x	x	x	
Social philosophy					x														x				
Work, wellbeing & perf		X	x			x	x			x						x			x				
Bachelor's Thesis				x		x	x	x	x	x		x	x	x			x	x	x		x	x	x

Master's programme

Pre-Master's programme in Human Resource Studies:

Semester 1	Semester 2
Work climate practical (E)	Research in human resource studies pre-master's (E)
MTO-01-prema: causal analysis techniques	MTO-02-prema: construction and analysis of questionnaires
MTO-03-prema: qualitative research methods (E)	Work, wellbeing and performance (E)
Social relations in organizations	Labor law/ Advanced labor law/ Bus admin (E)
Strategic human resource management (E)	

E = English/taught course

Explanation:

- All courses are compulsory.
- All courses can be taken in English (specific English classes for the MTO courses).
- International students take Individual assessment in organizations instead of Social relations in organizations.
- All courses are worth 6 ECTS, except the Pre/Master's course in Research in human resource studies (12 ECTS)
- The MTO courses, the Work climate practical and Research in human resource studies pre-master's course are taught only to Pre-Master's students, all other courses are part of the Bachelor's curriculum.

Master's programme in Human Resource Studies:

Master's in Human Resource Studies	
Semester 1	Semester 2
Human resource metrics and valuation (E, 3)	
Individual research proposal HRS (E, 3)	
Personal skills (E, 3)	Master's Thesis HRS (E, 24)
HRS seminar (E, 12)	
Learning and development / Performance management / Management of diversity (E, 6)	
Compensation and benefits / International HRM (E, 3)	Organizational Change (E, 6)

E = English-taught course

Explanation:

- New curriculum since 2011-2012.
- All courses are taught in English.

Learning outcomes in the Master's programme related to courses

	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	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
HRS seminar	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Personal skills								X	X		X						X	X			X	X
HR metrics & valuation	X	X	X	X	X			X		X			X	X			X		X	X	X	X
Learning development &	X		X	X	X				X	X		X		X	X	X	X		X	X	X	X
Management of diversity	X		X		X				X	X		X		X	X	X	X		X	X	X	X
Performance management	X		X		X				X	X		X		X	X	X	X		X	X	X	X
Compensation & benefits	X		X	X	X					X				X	X	X	X		X	X	X	X
International HRM	X		X	X	X					X				X	X	X	X		X	X	X	X
Organizational change	X	X		X	X			X		X	X	X		X	X	X	X		X	X	X	X
Individual research proposal	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X
Master's Thesis	X	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

Composition of Bachelor's cohort (fulltime)

year	cohort size and prior education					total
	pre-univ. school diploma (VWO)	higher prof. educ. (prop)	higher prof. educ.*	abroad	other	
05/ 06	71	7	2	0	1	81
06/ 07	48	4	1	0	0	53
07/ 08	42	3	1	1	2	49
08/ 09	64	2	1	1	1	69
09/ 10	57	6	0	1	0	64

* 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	71	23	23	23	100
06/ 07	48	31	31	31	100
07/ 08	42	21	21	*26	*82
08/ 09	64	36	*38		
09/ 10	57	*28			

* 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
	absolute		percentage (cumulative), not reported for totals lower than 4			
05/ 06	55	77	53	75	93	
06/ 07	33	69	24	94		
07/ 08	33	79	39			
08/ 09	41	64				
09/ 10	41	72				

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

	voorkomen 1			total	total	
	Total	male	Female		male	female
05/ 06	81	23	77	89	24	76
06/ 07	53	42	58	55	44	56
07/ 08	49	29	71	51	31	69
08/ 09	69	30	70	72	31	69
09/ 10	64	30	70	68	28	72

* students participating in only one single program

Registered according to gender

cohort	registered students = full-time		
	Total	male	female
05/ 06	233	54	179
06/ 07	231	67	164
07/ 08	238	63	175
08/ 09	213	63	150
09/ 10	214	59	155
10/ 11	169	46	123

Study progress: BSA (TiU data)

Cohort	N (% female)	BSA +
2005-2006	89 (76%)	76%
2006-2007	55 (56%)	79%
2007-2008	51 (69%)	89%
2008-2009	72 (72%)	72%
2009-2010	68 (72%)	80%
2010-2011	47 (70%)	88%
2011-2012	82 (73%)	

Master's programme

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

Returns for Pre-Master's in Human Resource Studies (reference date October 1 st 2011): Pre-Master's attained						
cohort	N (% female)	Pre-Master's after 1 year	Pre-Master's after 2 year	Pre-Master's > 2 year	still busy	stopped
2005-2006	49 (65%)	12%	71%	80%	0%	20%
2006-2007	47 (72%)	36%	70%	83%	0%	17%
2007-2008	49 (78%)	37%	67%	84%	0%	16%
2008-2009	57 (81%)	40%	65%	77%	2%	21%
2009-2010	62 (81%)	48%	70%		12%	21%
2010-2011	61 (82%)	63%			21%	16%
2011-2012	68 (74%)					

Returns for Pre-Master's in Human Resource Studies, international students: Pre-Master's attained (TiU data)

Returns for Pre-Master's international students HRS (reference date October 1 st 2011): Pre-Master's attained						
cohort	N (% female)	Pre-Master's after 1 year	Pre-Master's after 2 years	Pre-Master > 2 years	still busy	stopped
2008-2009	3 (67%)	100%	%	%	0%	0%
2009-2010	11 (82%)	46%	55%		27%	18%
2010-2011	11 (72%)	55%			36%	18%
2011-2012	12 (78%)					

VSNU figures for the Master's program in Human Resource Studies (60075)

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

Master's inflow (full-time)

cohort	total	male	female
05/ 06	130	34	96
06/ 07	106	29	77
07/ 08	102	16	86
08/ 09	124	28	96
09/ 10	119	28	91

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	78	7	44	1	130
06/ 07	57	10	38	1	106
07/ 08	52	6	44	0	102
08/ 09	69	2	45	8	124
09/ 10	45	5	48	21	119

Study duration of 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	50	15	4	17				
06/ 07	50	17	3	22	3	24		
07/ 08	51	19	6	21	27	27	1	26
08/ 09	48	19	4	18	35	33	2	12
09/ 10	59	21	1	28	30	31	7	21

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	50	32	4	17				
06/ 07	50	46	3	22	3	24		
07/ 08	51	61	6	21	27	27	1	26
08/ 09	48	65	4	18	35	33	2	12
09/ 10	59	67	1	28	30	31	7	21

Registrations according to gender

cohort	total	registered	
		male	female
05/ 06	164	42	122
06/ 07	206	54	152
07/ 08	236	53	183
08/ 09	259	56	203
09/ 10	283	70	213
10/ 11	271	67	204

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

cohort	total = TiU
05/ 06	54
06/ 07	56
07/ 08	85
08/ 09	89
09/ 10	97

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

Returns for Master's in Human Resource Studies (reference date October 1 st 2011): Master's attained						
Cohort	N (% female)	degree after 1 year	degree after 2 years	degree > 2 years	still busy	stopped
2005-2006	70 (77%)	27%	86%	94%	0%	6%
2006-2007	103 (74%)	9%	70%	91%	0%	9%
2007-2008	90 (86%)	16%	82%	93%	2%	5%
2008-2009	103 (81%)	10%	82%	92%	3%	5%
2009-2010	106 (73%)	21%	78%		13%	9%
2010-2011	109 (73%)	22%			75%	3%
2011-2012	108 (78%)					

Teacher-student ratio achieved

Total 17,686 h = 10.5 fte for 350 Bachelor's, Pre-Master's and Master's students = ratio 1:33

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

Bachelor's programme

Year 1

Course	ECT S	contact hours	N stud	Teaching methods	Assessment
AcVa PEW (AcVa = Academic skills)	6	40	70	Acva 1: 8 practicals (4 groups) Acva 2: 6 practicals (4 groups) Acva 3: 6 practicals (4 groups)	Acva 1: ass., participation, test Acva 2: assignments, participation Acva 3: paper
Introduction to organization studies	6	28	170	12 lectures, 2 practicals (12 groups)	test (mc + open questions), 2 indiv. assignments (organization analysis and self-assess (mc))
Introduction to sociology for the social sciences	5	24	200	12 lectures, weekly digital assignments (total 15)	OQ/MC test, fulfilled all assignments
Introduction to psych for the social sciences	5	24	200	12 lectures	MC/OQ test, bonus online test
Organizational behavior	5	18	170	7 lectures, 2 practicals (6 groups)	test (MC + OQ), group paper (N=5)
Strategy and organization	6	24	170	8 lectures, 3 practicals (4 groups)	MC test, group assignment (N=5)
MTO-A-MAW: intro to research method	5	50	200	13 lectures, 12 practicals (8 groups)	MC test, bonus possible for interim test and workgroup assign
Introduction to human resource studies	6	28	170	7 lectures, 7 practicals (8 groups) Group assignment (N=4)	test (MC + OQ) group paper (N=4)
Introduction to economics	5	28	200	7 lectures, 7 resp. lectures, 7 practicals (8 groups)	MC test, 2 duo assignments
Industrial relations	6	22	170	10 lectures, negotiation game, weekly 2h group assignm (N=4)	OQ test, group paper, 4 individual papers (automated Aplia)
MTO-B-MAW: intro to statistics	5	54	600	15 lectures, 8 practicals (6 maw groups), 4 pract (18 maw groups)	MC test, fulfilled practical demands
total contact hours for Bachelor year 1		340			

Year 2

Course	ECT S	contact hours	N stud	Teaching methods	Assessment
Introduction to HRD	6	18	50	7 lectures, 3h speaking per group (N=3), 1h speaking plenary	OQ test, group paper
Social relations in organizations	6	26	120	7 lectures, 6 practicals (4 groups) group assignment, 3 x individual refert questions made	OQ test, individual assignments, group presentation
Strategic HRM	6	36	180	12 lectures, 6 practicals (6 groups)	OQ test, group paper

				groups), group assignment (N=4)	
MTO-C-MAW: causal analysis techniques	6	50	150	14 lectures, 8 practicals (5 groups), 3 SPSS-practicals (16 gr)	MC test, fulfilled practical demands
Philosophy of science	6	26	450	13 lectures, group assignment (N=3)	OQ, group essay + 6 interim MC tests
Labor law	6	24	50	12 lectures	MC test
Advanced labor law	6	8	PM	3 lectures, 1 practical	MC test + assignment
Elective/Internship	6	PM	PM		
Business administration	6	30	200	15 lectures	MC test
MTO-D-MAW: construction and analysis of questionnaires	6	50	150	14 lectures, 9 practicals (4 groups), 2 practicals (18 groups)	MC test, fulfilled practical demands, bonus points possible with indiv assignment and partic WG tests
Minor course 1	6				
total contact hours Bachelor year 2		268, excl minor course and elective/internship			

Year 3

Course	ECTS	contact hours	N stud	Teaching methods	Assessment
Individual assessment in organizations	6	30	50	9 lectures, 6 practicals (4 groups), duo-assignment	OQ test, duo paper
Research in human resource studies	12	25	50	7 lectures, 4 practicals (2 groups), group assignment (N=4), 4 weeks group consultation sessions	Group paper, oral exam
MTO-E-MAW: qualitative research methods	6	32	150	13 lectures, 2 practicals (8 groups), 1 practical (8 groups), 2 individual assignments for WGs	Practical fulfillment, bonus point possible to up exam grade from 5 to 6, MC test
Minor course 2	6				
Minor course 3	6				
Bachelor's Thesis	12	17	50	Introductory lecture, 7 consultation sessions in small groups (N=3), indiv. guidance with execution of thesis	Bachelor's Thesis
Social philosophy for HRS	6	26	50	13 lectures	OQ test
Work, wellbeing and performance	6	18	150	8 lectures, group instruction(1h, 4 groups), duo assignment	MC test, duo paper
Total contact hours for Bachelor's program year 3		148, excl 2 minor courses			

Master's programme

Course	ECT S	contact hours	N stud	Teaching methods	Assessment
Human resource studies seminar	12	42	110	11 lectures, 10 (3 h) workgroups (5), individual and group assignment	Oral exam, individual and group paper , (N=4) participation
HR metrics and valuation	3	20	110	10 lectures, 4 online tutorials,	OQ test , individual and group paper (N=4)
International HRM	3	22	55	11 lectures	OQ test, group paper (N=4)
Compensation and benefits	3	20	55	10 lectures	OQ test, individual paper
Personal skills	3	16	110	2 one-day practicals (8 groups)	Individual paper, participation
Organizational change	6	24	110	12 lectures, workshop: (1 day, 3 groups)	OQ test, participation workshop
Learning and development	6	20	45	6 lectures, 4 workgroups (for 2 groups) group assignment (N=3)	OQ test, group paper (N=3)
Management of diversity	6	32	37	8 lectures, 5 workgroups (for 2 groups), 5 practicals (4 groups) 1 poster conference Individual and group assignments (N=4)	OQ test, group paper (N=3) and individual paper
Performance management	6	36	45	6 lectures, 12 practicals (2 groups), duo- assignment	OQ test, duo paper
IRP HRS	3	PM	110	Thesis circle groups (N=3), individual supervision	IRP
Master's Thesis	24	30	110	3 meetings, individual under guidance for execution of Master's Thesis.	Master's Thesis
Total contact hours Master's program		262			

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 <ul style="list-style-type: none"> • Sandra van Ooijen (BCO) • Jurre Ongerling (BCO) • Nassira Hassani (BCO) • Suzan de Wit (BCO) • Roline Prummel (COM) • Machteld de Jong (COM) • Saar Scholten (COM)
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

	<p>organizations, coordinator Research in organizations, coordinator Empirical research premaster OS, lecturer Kernvragen OW (Introduction to organization studies)</p> <ul style="list-style-type: none"> • Dr. Victor Gilsing, coordinator Innovation, organization and entrepreneurship, coordinator Master seminar OS, coordinator Organizing strategy and entrepreneurship, lecturer Interorganizational relationships • Dr. Tobias Goessling, coordinator Societal developments and institutions, coordinator Corporate social responsibility
11.00-11.15	Break
11.15-12.15	<p>Educational Committee OS</p> <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	<p>Final discussion TSB-management:</p> <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

424165	672142	197878
776371	663321	204386
756036	728199	260693

Master's programme

612891	812122	483277	806777	921932
723006	697935	634364	802267	885332
567942	269852	676911	135600	275445

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 Zehlendorf
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:

A. J. J. J.



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/HRs at Tilburg University
Com/Bio 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: