

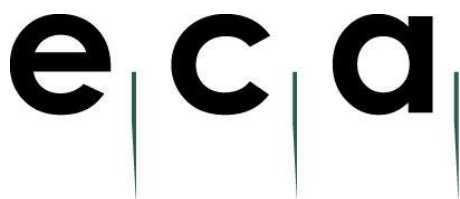
Assessment report

# Master of Business Administration

Maastricht School of Management (MSM)



Certificate for Quality in Internationalisation



european consortium for accreditation



Assessment report

# Master of Business Administration

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**European Consortium for Accreditation in Higher Education**



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## 1. Executive summary

The Master of Business Administration of Maastricht School of Management (MSM) was assessed by Certiked vbi. Certiked vbi convened an assessment panel which studied the self-evaluation report and undertook a site visit December 4<sup>th</sup> and 5<sup>th</sup> 2018 in Maastricht, the Netherlands.

### **Standard 1 – Intended internationalization**

The panel considers the internationalization goal of the programme to be clear and convincing. It reflects the unique profile of MSM and are shared by important shareholders. The internationalization goal has been translated well into a reasonable set of verifiable objectives. These are monitored. The goal and especially its derived objectives relate to teaching and learning. The panel deems all the underlying criteria of this standard to be systematically surpassed. The panel therefore assesses Standard 1. Intended internationalisation as good.

### **Standard 2 – International and intercultural learning**

The panel found the intended learning outcomes to be very clear manifestations of the internationalization goals, with the international and intercultural competences as an integral part of it. The assessment methods in the programme are directed towards the valid and reliable assessments of the intended learning outcomes. The graduates' achievements in the course assessments and the final project testifies very clearly to them having attained the learning outcomes, including the international and intercultural elements. The panel deems the criteria regarding the intended learning outcomes and the student assessment to be surpassed, while the graduate achievement is satisfactorily demonstrated. The panel therefore assesses Standard 2. International and intercultural learning as good.

### **Standard 3 – Teaching and Learning**

The panel has established that the curriculum, teaching methods and learning environment are very international and intercultural, allowing students to achieve the intended international and intercultural learning outcomes. The panel deems the criteria regarding the curriculum and the learning environment to be surpassed, while the suitability of the teaching methods is satisfactorily demonstrated. The panel therefore assesses Standard 3: Teaching and Learning as good.

**Standard 4 – Staff**

The panel considers the staff composition, staff experiences, knowledge and skills and services provided for staff members to be in line with the international and intercultural ambitions of the programme. The panel deems the criteria regarding the composition and the experience to be surpassed, while the services provided are satisfactorily assessed, as the professionalization activities can be made more systematically. The panel therefore assesses Standard 4: Staff as good.

**Standard 5 – Students**

The panel found the student composition, student experiences and services provided to students to correspond very strongly to the international and intercultural dimensions of the programme. The panel deems all the underlying criteria of this standard to be systematically surpassed. The composition of the student group and the careful managing of its mixed character can even be regarded as an international example. The panel therefore assesses Standard 5: Students as good.

Based on ECA's assessment rules, the panel nominates the Master of Business Administration of Maastricht School of Management (MSM) for the Certificate for Quality in Programme Internationalisation.



## 2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members:

- Dr. C. Terlouw (chair), educationalist, former lector of higher education intake and transition management at Saxion University of Applied Sciences (the Netherlands);
- Prof. dr. K. Lauche (member), professor Organizational Development and Design at Radboud University (the Netherlands);
- Prof. dr. M. De Ceuster (member), professor of Finance at Antwerp University (Belgium);
- Prof. dr. J.W. Wierda (member), professor Media & Marketing Glion La Gruyere University-Montreux, Executive Board member at Hobéon (the Netherlands);
- C.J. Stam MSc (student member), recent graduate of the master's in Environmental Sciences: Sustainable Development in Utrecht University (the Netherlands).

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [\*Annex 1: Composition of the assessment panel\*](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from Certiked vbi upon simple request. The procedure was coordinated by drs. W. Vercouteren on behalf of Certiked vbi and the panel was supported by T.T. Lamers MSc (independent advisor) as secretary.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. ([\*Annex 2: Documents reviewed\*](#)) The panel organised a preparatory meeting on December 4<sup>th</sup>, 2018. The site visit took place on December 4<sup>th</sup> and 5<sup>th</sup> 2018 at Maastricht School of Management (MSM). ([\*Annex 3: Site visit programme\*](#))

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on January 18<sup>th</sup> 2019. It was then send to the institution to review the report for factual mistakes. Some minor issues were reported. The panel amended the report where necessary. The panel approved the final version of the report on February 8<sup>th</sup> 2019.

### 3. Basic information

<b>Qualification:</b>	Master of Business Administration
Number of credits:	70 ECTS
Specialisations:	Accounting & Finance, Entrepreneurship, Healthcare Management, International Business and Development, Public Sector Management, Sports Management, The Digital Economy
ISCED field of study:	0410 Business and Administration
<b>Institution:</b>	Maastricht School of Management (MSM)
Type of institution:	Private legal body for higher education
<b>Status:</b>	Accredited
QA / accreditation agency:	NVAO - Accreditation Organisation of the Netherlands and Flanders
Status period:	August 1st 2013 – January 1st 2020

## 4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

### Unsatisfactory

The programme does not meet the current generic quality for this standard.

The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.

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### Satisfactory

The programme meets the current generic quality for this standard.

The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.

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### Good

The programme surpasses the current generic quality for this standard.

The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.

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### Excellent

The programme systematically and substantially surpasses the current generic quality for this standard.

The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.

## 5. Assessment criteria

### Standard 1: Intended internationalisation

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#### Criterion 1a: Supported goals

*The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.*

MSM aims to deliver the MBA as a generalist management programme emphasizing international development and sustainable leadership. The summarized vision and mission of MSM is 'Working together for better global management.' Therefore, MSM has formulated its goal for this programme as: "developing globally-minded business leaders and managers who can respond and adapt to new trends in the business world with inclusiveness on societal level".

This goal is well documented in the programme information. Furthermore, it is supported by relevant stakeholders, like the staff, the professional field (represented in the Business Advisory Board) and academic peers (represented in the Faculty Advisory Board).

The panel appreciates the way by which the internationalization goal is derived from and related to the vision and mission of MSM. It clearly reflects the unique profile of MSM, with its focus on leadership and sustainable development in a globalized world. Thus, internationalization lies at the heart of the programme.

#### Conclusions and recommendations

The panel concludes that the internationalization goal of the programme is satisfactorily documented. The goal is shared and supported by stakeholders within and outside the programme. The panel recommends however to give the advisory bodies a more formal role, since their formal influence was difficult to establish.

**Criterion 1b: Verifiable objectives**

*Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.*

The programme documentation shows six objectives regarding the internationalization of the programme:

1. Student group: the objective is to have at least a 70% international student body overall (full-time and part-time combined programs).
2. Faculty: MSM aims at having an equally international faculty, not only through nationality but also through international experience. All MSM faculty must have any of the following: education, working or teaching experience internationally.
3. Curriculum: MSM's objective is that a minimum of five core courses in which internationalization and intercultural learning outcomes are fully represented in any curriculum update of the MBA.
4. International network: the goal is to have minimum seven events promoted to create additional opportunities for international networking during the programme duration.
5. Alumni and life-long learning: the objective is that the international networks on the various platforms grow and at least 80% of the recent graduates (each year) from the MBA program in Maastricht keep contact with the network.
6. Input from international advisory boards: the Faculty Advisory and the Business Advisory Board have been appointed with advisory capacity to the Dean and Management Team. The objective is to increase external stakeholders input to the program with two meetings per year.

The panel considers the internationalization objectives to be formulated in rather precise and concrete terms to enable programme management to check whether they have been achieved. The panel considers these objectives challenging but reasonable.

**Conclusion**

The panel concludes that objectives have been formulated and that these objectives are verifiable. They allow monitoring the achievement of the programme's internationalisation goals.

### **Criterion 1c: Impact on education**

*The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.*

The MBA programme aims to challenge its participants to develop skills in the area of intercultural communication, teamwork, leadership and collaboration, critical thinking, creativity, problem solving, self-awareness, resilience and time management. It intends that the students not only get the knowledge, tools and skills to manage effectively, but also gain a deeper understanding of how to manage responsibly.

As global, multicultural, leadership skills and knowledge of emerging economy business climates are vital assets for managers, the programme management emphasizes the international, diverse environment and cross-country lessons of its MBA programme.

The panel considers that the internationalizing goal reflects this focus. The derived objectives cover the entire programme; they relate among other things to the use of staff, students and content. The international character is an essential part of the programme and the realization of objectives therefore obviously contributes to the quality of teaching and learning.

The panel recommends adding an element to the goal, so that it also relates to the interaction between students. The assessment of this now only takes place indirectly, such as via the survey to measure to what extent students are integrated.

#### **Conclusion and recommendations**

The panel concludes that the internationalisation goals relate to teaching and learning. The measures included contribute to the quality of teaching and learning. The panel recommends adding an element to the internationalization goal, relating to the interaction between students. For example, the faculty can organize a number of formal and informal (also social) events (guest lectures / workshops, sports, discussions, contests, arts, site-visits, intercultural dinners, meet & greet meetings, etc.) in order to foster the international communication.

### **Overall conclusion regarding Standard 1. Intended internationalisation**

The panel found the internationalization goal for the programme to be clear and convincing. It reflects the unique profile of MSM and are shared by important shareholders. The internationalization goal has been translated well into a reasonable set of verifiable objectives. These are monitored. The goal and especially its derived objectives relate to teaching and learning. The panel deems all the underlying criteria of this standard to be systematically surpassed. The panel therefore assesses *Standard 1. Intended internationalisation* as good.

## Standard 2: International and intercultural learning

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### Criterion 2a: Intended learning outcomes

*The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.*

MSM has defined five intended learning outcomes for the MBA programme and has linked them with the Dublin descriptors for the master's level; each descriptor is covered by one intended learning outcome. The intended outcomes have been documented in the programme written information as well as in the programme self-assessment report.

Of the five programmatic learning outcomes, two mention explicitly the internationalization and intercultural learning outcomes: learning outcome 1 (globalizing, multicultural context) and learning outcome 4 (multicultural stakeholder groups). The others include them in an implicit way, since words such as "contemporary business challenges" (learning outcome 2) and "society" (learning outcome 3) involve the global and international context.

The panel considers the intended international and intercultural learning outcomes are an integral part of the overall programmatic learning outcomes and not considered to be separate or separable. It underlines that internationalization is at the heart of the programme. The outcomes all aim at the manager MSM looks for (responsible, global oriented and working together for global management).

Furthermore, the panel appreciates the careful elaboration of MSM's mission, the internationalization goal and the intended learning outcomes into the course outcomes. This system has been worked through into the feedback sheets.

### Conclusion

The panel concludes that the intended international and intercultural learning outcomes correspond with the programme's internationalisation goal and the mission of MSM.



## **Criterion 2b: Student assessment**

*The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.*

The international and intercultural learning outcomes are not assessed independently but as part of the regular course assessments. The courses which learning outcomes are specifically oriented towards international and intercultural competences have assessment methods reflecting this. MSM makes use of cases from its international network.

An example is the assessment of the course Managing Cultural Diversity. The course provides the theoretical framework for understanding cultural differences at international level, the barriers to intercultural communication and how to address them, as well as the problems and challenges of international and multicultural management. The assessment of this course includes individual written reflections (assessment criterion on adequate and in-depth treatment of relevant concepts, literature and their application), a reflective journal, and a group assignment paper (assessment criterion on presence of self-awareness and quality of reflection).

The panel has reviewed assignments and tests and considers them to be up to standard. They show the profile of the programme, namely the attention for the development of international and intercultural competencies and working on issues in the field of global management and sustainable development. This is evident not only from the content of the assignments, but also from the way they were done, such as in interculturally mixed group work.

As the programme uses a wide range of assessment methods, the intended international and intercultural learning outcomes may be said to be assessed in a reliable way. The panel encourages MSM to evaluate the intercultural competences even more explicitly and directly, now this is mainly done informally by assessing in group work.

### **Conclusion and recommendations**

The panel concludes that methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes. The panel encourages MSM to evaluate the intercultural competences even more explicitly and directly.

**Criterion 2c: Graduate achievement**

*The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.*

The panel has established the achievement of the learning outcomes – including their international and intercultural elements.

The achievement of the learning outcomes is demonstrated by the examinations, assignments and the final project. The final project is assessed by the supervisor and an independent assessor. They verify whether the programme graduates achieve the intended learning outcomes, including its international and intercultural elements.

The panel has reviewed fifteen final projects and concludes the intended international and intercultural learning outcomes to be achieved by the graduates of the programme. The panel has determined the projects fit in with the profile of MSM; topics relate to practical international oriented problems in the field of sustainable development and global management.

Furthermore, the programme uses alumni survey and collects information on the career of its alumni. The panel considers this information to be fragmentary.

**Conclusion and recommendations**

The panel concludes that the graduates satisfactorily demonstrate the intended learning outcomes and their international and intercultural elements are achieved. The panel recommends to systematically use alumni surveys to demonstrate and monitor the realization of the learning outcomes.

**Overall conclusion regarding Standard 2. International and intercultural learning**

The panel found the intended learning outcomes to be very clear manifestations of the internationalization goals, with the international and intercultural competences as an integral part of it. The assessment methods in the programme are directed towards the valid and reliable assessments of the intended learning outcomes. The graduates' achievements in the course assessments and the final project testifies very clearly to them having attained the learning outcomes, including the international and intercultural elements. The panel deems the criteria regarding the intended learning outcomes and the student assessment to be surpassed, while the graduate achievement is satisfactorily demonstrated. The panel therefore assesses Standard 2. International and intercultural learning as good.

### Standard 3: Teaching and Learning

#### Criterion 3a: Curriculum

*The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.*

The curriculum consists of three central domains: Global Opportunities, Creative Leadership and Societal Concerns. The MBA consists of 14 core courses (42 ECTS) and 4 specialization courses of the students' choice (12 ECTS). All courses, including the specializations, have specific learning outcomes defined according to the programmatic outcomes.

The programme is delivered in full-time (residential), and part-time (in two different modes: one geared towards executives and the other one offered online). All variants have the same content, but with other didactics and teaching forms.

The panel has established that the curriculum of the programme complies with the intended learning outcomes. All courses deal with the international and intercultural phenomena and trends, as all courses provide relevant and up-to-date topics related to the field of global management and sustainable development. The courses are described in the course manual.

The panel has learned that the programme has students from all over the world. MSM makes levelling courses mandatory, to ensure all students have a similar entry level and all courses are doable to achieve the intended learning outcomes.

The panel considers the curriculum is structured in a coherent way, allowing students to proceed through the programme and to attain the intended international and intercultural learning outcomes.

#### Conclusion

The panel concludes that the content and the structure of the curriculum provides the necessary means for achieving the intended international and intercultural learning outcomes.

#### Criterion 3b: Teaching methods

*The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.*

The programme management states the choice of case studies and teaching materials aims to keep a focus on the international setting and to apply the knowledge acquired to different contexts. Courses with emphasis in intended international and intercultural learning outcomes have a similar teaching method making sure there is a mix of lecturing, critical class and group discussions. Class activities are designed to encourage self-assessment and reflection at each stage.

Lecturers make use of international cases, which have been collected thanks to the international network of MSM and the international professional activities of the lecturers.

The panel has verified the teaching methods as described in the course manuals and considers the choice of teaching methods to be justified and assesses the interaction between teachers and students as sufficient. It is possible for all the students, through the teaching methods provided, to achieve the intended learning outcomes.

The panel however still sees room for innovation of the didactical strategies, especially by make use of blended learning. That would also utilize more the professional experience of the students.

Conclusion and recommendations

The panel concludes that the teaching methods are suitable for achieving the intended learning outcomes including the international and intercultural learning elements. The panel recommends making more use of blended learning as didactical strategy.

### **Criterion 3c: Learning environment**

*The learning environment is suitable for achieving the intended international and intercultural learning outcomes.*

The programme management emphasizes the function of the classroom in the enriching learning environment. The class is considered by MSM as an international community in which students learn to apply business concepts for a multicultural, emerging economy environment. Given the diversity and multi-cultural essence of the groups, the input of each one of the students enriches the interaction with unique insights.

Moodle is MSM's virtual learning platform. All study programmes make use of Moodle to support the face-to-face educational environment. This is the platform also used for the online delivery mode.

The panel has established that the learning environment in the programme is very international and very intercultural, as students from many countries participate in the programme and interact in the teaching and learning processes. This diversity is well curated; the management ensures not one country or nationality is dominant in the body of enrolled students. As part of the introduction to the programme, students are mixed and intercultural awareness is deliberately raised. Even during the programme duration, the lecturers are attentive to the international and intercultural diversity in the student population and managing the classroom dynamics.

The panel is of the opinion that the learning environment is properly tailored to the target group and the international ambitions of the programme. The international classroom is definitely a valuable asset of the programme.

Although a digital platform is in use, the panel advises MSM to make the online mode more visible and tailored. The panel has learned that Moodle is mainly used for uploading course materials, while more interaction could take place.

#### Conclusion and recommendations

The panel concludes that the learning environment is very well suitable for achieving the intended international and intercultural learning outcomes. The panel recommends enhancing more interaction on the digital learning platform and to include educational expertise in the development of the programme and professionalization of the teaching staff.

#### Overall conclusion regarding Standard 3: Teaching and Learning

The panel found the curriculum, teaching methods and learning environment to be very international and intercultural, allowing students to achieve the intended international and intercultural learning outcomes. The panel deems the criteria regarding the curriculum and the learning environment to be surpassed, while the suitability of the teaching methods is satisfactorily demonstrated. The panel therefore assesses Standard 3: Teaching and Learning as good.

### Standard 4: Staff

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#### Criterion 4a: Composition

*The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.*

MSM has a combined staff and faculty of 65 FTE. Seventeen nationalities are represented in the faculty and only 33% of the total teaching in the MBA are Dutch.

MSM ensures the diversity of the staff, as an essential requirement in the vacancies for faculty at MSM is “to have well developed intercultural communication skills”

Students are satisfied with the quality of the faculty teaching in the MBA Program. During the period 2014-2017 the average score given by the students to the teachers was 4.49/5.0.

The student-faculty ratio is 1:16, with only small differences in intensity between the full-time and the part-time mode.

The panel has studied the curriculum vitae of the teaching staff members and concludes that the professional and didactic qualities of the lecturers are appropriate. The panel also notes that the staff is very international, both in terms of origin and work experience. This is assured in the hiring policy of MSM.

The panel has observed a strong commitment to the vision of MSM; the staff is dedicated to teaching in an intercultural context. It is valuable that teachers take their experience from abroad to the programme.

#### Conclusion

The panel concludes that the composition of the staff does facilitate the achievement of the international and intercultural elements of the intended learning outcomes.

**Criterion 4b: Experience**

*Staff members have sufficient internationalisation experience, intercultural competences and language skills.*

MSM maintains an international network of partner institutions across the globe that provide the same MBA programme. MSM's faculty not only teach at the main campus in Maastricht, but also at several of MSM's academic partners around the world. On average, a full-time faculty member teaches or evaluates final projects in three to four international locations each year. The list of possible teaching (working) sites during the past two years are: Azerbaijan, China, Egypt, Hungary, Iran, Kazakhstan, Kuwait, Mongolia, Peru, Romania, Suriname, UK, and Vietnam.

MSM teachers from the MBA are also asked to participate in international consulting assignments through MSM's International Projects Department (IPD) which delivers programmes and international capacity development projects abroad.

The panel considers that the teaching staff has excellent international experience, through previous work and through participation in the MSM network and activities abroad. All staff members are proficient in English.

**Conclusion**

The panel concludes that staff members have sufficient internationalization experience, intercultural competences and language skills. This surpasses the set criterion.

**Criterion 4c: Services**

*The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.*

Various services are offered by MSM to staff members. Human Resources office supports them in the settling process and guidance with housing, whenever it is needed. The Travel Officer provides assistance to the travel planning (including visas if required) for teaching courses and supporting projects abroad. When foreign lecturers come to teach in MSM, there is accommodation available close to MSM's building.

To train teachers and to encourage teachers to learn from each other, MSM organizes brown bag meetings. These have a theme linked to education. Recurring topics are teaching professionalization and thesis supervision. Furthermore, teachers are coaching and helping each other with coping with different backgrounds and teaching in an intercultural context.

The panel considers the services provided and the information given geared towards the staff involved. The services provided allow staff members to do their work and to engage in international research and intercultural and international teaching, guidance and supervision of students in the programme.

The panel considers the training facilities in order but limited. A lot of professionalization happens as learning by doing. Formal processes for professionalization are only limited and could be made more systematically.

#### Conclusion

The panel concludes that the services provided to the staff are consistent with the staff composition. These services adequately facilitate international experiences, intercultural competences and if necessary, language skills.

#### **Overall conclusion regarding Standard 4: Staff**

The panel found the staff composition, staff experiences, knowledge and skills and services provided for staff members to be in line with the international and intercultural ambitions of the programme. The panel deems the criteria regarding the composition and the experience to be surpassed, while the services provided are satisfactorily assessed, as the professionalization activities can be made more systematically. The panel therefore assesses Standard 4: Staff as good.

### **Standard 5: Students**

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#### **Criterion 5a: Composition**

*The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.*

The figures on the composition of the average MBA cohort at MSM, are:

- Full-time delivery: 100% international (non-Dutch), with never more than 15% of the class from one nationality and fifteen to twenty nationalities on average
- Part-time, for executives: 75% international (non-Dutch), with 25% Dutch and among the other nationalities never more than 15% of any one.
- Part-time, online delivery mode: 85% international (non-Dutch), with eleven nationalities represented.

Also students from partner institutions participate in various (specialization) courses at MSM. This even increases the classroom diversity.

The panel has noticed the programme management takes deliberately measures to ensure no nationality or cultural background is dominant. For example, the intake procedure comprises a personal interview, with the aim to filter out students who don't have the right mentality or motivation with regard to the intercultural experience MSM offers.

The panel considers the diverse student population composition in terms of nationalities and cultures mirrors the ambition of the programme. The diversity even surpasses the objective set by the programme management, to have at least a 70% international student body overall.

#### Conclusion

The panel concludes that the diversity of the student body is in line with the programme's internationalization goal and can be regarded as an international example.

**Criterion 5b: Experience**

*The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.*

The student body (especially in the full-time programme) is more than 75% international. Many of these international students are coming from emerging and developing markets. Students gain international experience through interaction with other students, faculty, staff, and corporative partners and through the curriculum. The programme management points out the international travel experience is for the majority the total study experience in Maastricht itself.

An exchange abroad is not a mandatory part of the programme, however students can opt to attend courses in other institutions, like a course on Innovation Management at RTWH Aachen. In addition, students often choose a case abroad for their final project and stay abroad for a while.

Students and alumni told the panel they experienced the international nature of the programme.

**Conclusion**

The panel concludes that the international experience gained by the students is in line with the internationalization goal of the programme.

**Criterion 5c: Services**

*The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.*

The programme management intends to create a student community and to accomplish students feeling at home in the programme. For this purpose, students are offered a series of services. Services include visa assistance and facilitation, student housing assistance and facilitation adjacent to the building of MSM, pre-arrival contact with embassy and alumni in a new student's country, mentorship programme in which full time students are paired with a Dutch professional to help the student to build their network and learn first-hand about doing business in the local context, "facilitation" for Dutch learning and a Career Center which prepares the students for the job market. The panel also finds it particularly special that MSM itself also provides scholarships to give students with an international background the opportunity to study the programme.

Special attention is paid to the counselling and guidance services. In discussion with the students, the panel has noticed the mentoring and tutoring are well appreciated. Students tell the panel they feel the teachers are sitting on their shoulders.

Programme management provides Diploma Supplements, stating the nature, level, context, contents and status of the programme. These Diploma Supplements are in line with the European Commission, Council of Europe and UNESCO standards.



#### Conclusion and recommendations

The panel concludes that the services provided for students are very much up to standard. The panel appreciates the proactive approach by MSM.

#### **Overall conclusion regarding Standard 5: Students**

The panel found the student composition, student experiences and services provided to students to correspond very strongly to the international and intercultural dimensions of the programme. The panel deems all the underlying criteria of this standard to be systematically surpassed. The composition of the student group and the careful managing of its mixed character can even be regarded as an international example. The panel therefore assesses *Standard 5: Students* as good.

## 6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	Good
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	Good
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

## Annex 1. Composition of the panel

### Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Dr. C. Terlouw	X		X	X	
• Prof. dr. K. Lauche		X	X		
• Prof. dr. M. de Ceuster		X	X	X	
• Dr. J.W. Wierda		X	X	X	
• C.J. Stam MSc				X	X

Subject: Subject- or discipline-specific expertise;  
 Internat.: International expertise, preferably expertise in internationalisation;  
 Educat.: Relevant experience in teaching or educational development;  
 QA: Relevant experience in quality assurance or auditing; or experience as student auditor;  
 Student: Student with international or internationalisation experience;

Chair: dr. C. Terlouw, educationalist, former lector of higher education intake and transition management at Saxion University of Applied Sciences (the Netherlands);

Prof. dr. K. Lauche, professor Organizational Development and Design at Radboud University (the Netherlands);

Prof. dr. M. De Ceuster, professor of Finance at Antwerp University (Belgium);

Prof. dr. J.W. Wierda, professor Media & Marketing Glion La Gruyere University-Montreux, Executive Board member at Hobéon (panel member for Distinctive Quality Feature Internationalization);

C.J. Stam MSc, recent graduate of the master's in Environmental Sciences: Sustainable Development in Utrecht University (the Netherlands).

Coordinator: drs. W. Vercouteren, self-employed advisor, acted on behalf of Certiked vbi

Secretary: T.T. Lamers MSc, self-employed advisor, acted on behalf of Certiked vbi.

## Annex 2. Documents reviewed

- MBA Self-evaluation report and appendices
- MBA Internationalization Self-evaluation report and appendices
- CVs of relevant staff
- Template Diploma Supplement 2018 Example

Presented documents in the baseroom:

- Sample of course materials and assessments
- Education Board minutes
- PRME, Responsible Management Education at MSM report 2016
- Marketing brochure MBA/Executive MBA/Online MBA
- Faculty Handbook
- Student yearbook 2016-2017
- Class CV book 2017-2018
- Examination Rules (EER)

## Annex 3. Site visit programme

### Overview

**Date:** December 4<sup>th</sup> and 5<sup>th</sup>, 2018  
**Institution:** Maastricht School of Management (MSM)  
**Programme:** Master of Business Administration  
**Location:** Endepolsdomein 150, 6229 EP Maastricht, the Netherlands

### Programme

#### Tuesday 4 December 2018

12.30 - 16.45: Arrival of the panel, internal meeting and possibility to review documentation

16.30 - 16.45: Tour of MSM's facilities

<i>Full name</i>	<i>Position</i>
• [REDACTED]	Manager Quality Enhancement
• [REDACTED]	Manager Information Center
• [REDACTED]	Event Officer

16.45 - 17.30: Meeting with MSM representative and programme director

<i>Full name</i>	<i>Position</i>
• [REDACTED]	Dean a.i.
• [REDACTED]	Chief Executive Officer a.i.
• [REDACTED]	Director of Education and Executive Development
• [REDACTED]	Academic Coordinator MBA Programs
• [REDACTED]	Manager Quality Enhancement

17.30 - 18.30: Programme management and core lecturers

<i>Full name</i>	<i>Position</i>
• [REDACTED]	Academic Coordinator MBA Programs
• [REDACTED]	Director DBA and Online Education
• [REDACTED]	Director of Education and Executive Development
• [REDACTED]	Lecturer/Academic Coordinator Online MBA Program, International Business & Sustainable Development Specialization

18.30 - 19.15: Quality Assurance Officers

<i>Full name</i>	<i>Position</i>
• [REDACTED]	Academic Coordinator MBA Programs
• [REDACTED]	Manager Quality Enhancement
• Senior Secretary Examination Board	[REDACTED]
• Quality Enhancement Officer	[REDACTED]
• Quality Enhancement Officer	[REDACTED]

19.15: End of site visit day one

Wednesday 5 December 2018

08.30 – 09.00: Arrival of the panel and review of documents (closed session)

09.00 – 10.00: Meeting with lecturers and final projects examiners.

<i>Full name</i>	<i>Position</i>	<i>Module/Course</i>
• [REDACTED]	Academic Coordinator MBA Programs	-
• [REDACTED]	Lecturer/Academic Coordinator Online MBA Program, International Business & Sustainable Development Specialization	Corporate Responsibility and Ethics, Green & Inclusive Innovation (Specialization)
• [REDACTED]	Associate Professor of Entrepreneurship / Academic Coordinator Executive Short Program Full Portfolio	Entrepreneurship, Designing and Scaling your Business (Specialization), Innovation and New Business Ventures (Specialization)
• [REDACTED]	Professor Economics	Sustainability in the Global Economy
• [REDACTED]	Associate Professor Sustainable Business	Research Methods
• [REDACTED]	Senior Lecturer of Marketing and Strategy/Special Advisor the Dean a.i./ Academic Coordinator MME (RWTH)	Marketing in the Global Context, Global Corporate Strategy
• [REDACTED]	Assistant Professor of Management Information Systems, Discipline Head Technology, ICT and E-Business	Decision-making Tools, Digital Transformation
• [REDACTED]	Director International Projects and Consultancies a.i / Ass. Professor in Sustainable Business Development	Fair Trade and Global Value Chains (Specialization)
• [REDACTED]	Senior Project Consultant	Managing Cultural Diversity
• [REDACTED]	Associate Professor of Organization Behavior	Leadership and Organizational Behavior, Managing Cultural Diversity
• [REDACTED]	Lecturer Online MBA Program	Business Communications, Global Corporate Strategy, Managing Cultural Diversity,

		Corporate responsibility and Ethics
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10.10 - 11.00: Examination Board

<i>Full name</i>	<i>Position</i>
• [REDACTED]	Chair Examination Board / Professor of Managerial Economics / Academic Coordinator MM Programs
• [REDACTED]	Vice-Chair Examination Board / Assistant Professor in Marketing
• [REDACTED]	Senior Secretary Examination Board

11.00 - 11.45: Students (with programme committee member) and alumni

Students

<i>Full name</i>	
• [REDACTED]	MBA student
• [REDACTED]	MBA student
• [REDACTED]	EMBA student
• [REDACTED]	EMBA student
• [REDACTED]	Online MBA student

Alumni

<i>Full name</i>	<i>Year</i>	<i>Current position/company</i>
• [REDACTED]	EMBA 2017-2018	Manager Maatschappelijk Presteren at ZOWonen
• [REDACTED]	MBA 2017-2018	Financial Analyst at Medtronic

11.45 – 12.45: Lunch, including internal meeting and review of materials

12.45 – 13.15: Meeting with staff internationalisation

<i>Full name</i>	<i>Position</i>
• [REDACTED]	Director of Education and Executive Development
• [REDACTED]	Manager Enrollment and Career Services
• [REDACTED]	Senior Officer Global Education Programs
• [REDACTED]	Officer Global Education Programs
• [REDACTED]	Officer Global Education Programs



• [REDACTED]	Online Education Officer
• [REDACTED]	Student Services and Alumni Officer
• [REDACTED]	Manager Quality Enhancement

13.15-13.45: External stakeholders regarding internationalisation

<i>Full name</i>	<i>Current position/company</i>
• [REDACTED]	Managing Director at Weir Minerals Netherlands / MSM Mentor
• [REDACTED]	Managing Director at 6P Consultancy / MSM Mentor
• [REDACTED]	Member MSM Faculty Advisory Board / MSM Adjunct Faculty

13.45 – 15.15: Deliberations panel (closed session)

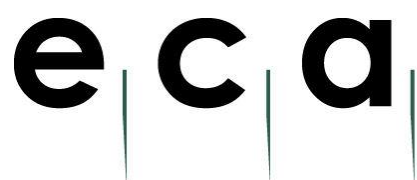
15.15 - 15.30: Main findings presented by the panel chair to programme management and others

<i>Full name</i>	<i>Position</i>
• [REDACTED]	Dean a.i.
• [REDACTED]	Chief Executive Officer a.i.
• [REDACTED]	Chief Financial Officer a.i.
• [REDACTED]	Director of Education and Executive Development
• [REDACTED]	Director Human Resources & Legal Affairs
• [REDACTED]	Academic Coordinator MBA Programs
• [REDACTED]	Manager Quality Enhancement

15.30 - 16.00: Development dialogue for panel recommendations

<i>Full name</i>	<i>Position</i>
• [REDACTED]	Dean a.i.
• [REDACTED]	Chief Executive Officer a.i.
• [REDACTED]	Chief Financial Officer a.i.
• [REDACTED]	Director of Education and Executive Development
• [REDACTED]	Director Human Resources & Legal Affairs
• [REDACTED]	Academic Coordinator MBA Programs
• [REDACTED]	Manager Quality Enhancement

16.00: End of site visit day two and departure



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