



Pieter Koehoorn
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Starting a Master study successfully in The Netherlands



BOOK PREFACE

This book has been made as a result of completing the programme Master International Service Management by Pieter KoeHoorn. For interviewees, nearest and dearest to me and other interested people, the content of this book has been published in this form. Especially for the ones who are closely involved in the accreditation process of The Netherlands, or people who want to initiate a new Master programme, this content will be of interest to read.

A theoretical start is the basis of this research. From that prospective, I gave many viewpoints from experts, who have been interviewed.

I hope that the ones who will read this book will be able to use the information in it, in order to design their new (and maybe exciting) Master programmes successfully.

Hopefully this book will inspire and help many within The Netherlands and maybe in other parts of the world as well.

Yours sincerely,

Pieter KoeHoorn

Stiens,

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Starting a Master Study successfully in The Netherlands

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P. Koehoorn

Student number: 78861

Study: Part time, MISM

Cohort: 2012

Supervisor: Sjoerd Gehrels, Stenden University

Signed:

Name:

ABSTRACT

For Universities, or for similar institutes of higher education, it is increasingly difficult to initialize a Master-programme within The Netherlands. They have to find their way through the maze of a growing number of rules and regulations and quality controls. A side issue that occurs is that these legislations also change from time to time. That makes this topic quite abstract for staff members who work for these organisations. This research has been carried out in order to start simplifying a successful Master-start-up-process within The Netherlands. That is the core of this research. Several related topics have been chosen in order to obtain more insight in this matter. The research starts with a literature review on current knowledge about these topics. The following topics have been addressed during a review of literature: a theoretically-correct process of a Master start-up, governmental criteria & assessment of these standards, Master start-ups abroad (international aspects), HRM aspects, proper internal educational quality arrangements, content of the programme, an optimal way of arranging finances before 'launching the course', how to create right connections with the industry and how to keep appropriate differentiation between the chosen type of Master-degree and other co-existing educational degrees and levels. The above mentioned subjects have been discussed in the review, however there were several conclusions that could be made after this exposition of subjects. The most important conclusions are as follows: the governmental laws that apply on master start-ups is widely interpretable and exact figures of these requirements are not clear. There is hardly any literature on how programmes should ensure: contact with the industry, a proper guidance of the start-up process. After reviewing literature, it was not yet possible to answer all research question(s) about starting up a Master-programme within The Netherlands successfully. The main research has the purpose

to clarify the topics that could not be found or properly explained within the literature review. The results gave insights on the gap between the *reality* and the *theory* of a Master-programme start-up. In this case, with *theory* is meant: the current literature about this subject. The *reality* means the current and future interpretations and explanations from experts on this research-topic. In this case, the research has been approached in a qualitative manner of Grounded Theory. The researcher chose to use interviews with experts, observations and memoing (memo's are also made during observations). Most important for the research is getting to know the exact meaning of current literature that is leaving lots of open spaces (gaps) in knowledge. The researcher was able to 'fill up' the gap between theory and reality. More exact formulations of above mentioned topics have been obtained with appropriate interpretations from experts. The end-result of the research was creating a development theory-model for initial Master-programmes. Findings from the research and literature review are compared in the discussion chapter. The most important findings and conclusions, can be summarized as follows:

Preferable should an initial master programme be a bottom-up initiative. This means that e.g. lecturers, or representatives from the industry, should come with innovative ideas for a new programme. The ideas should be structured and formed into one concept. This should cover for instance: finances, a guaranteed mix of higher educated (PHD) employees and (Master-degree educated) staff from the industry. This concept also entails the: curriculum, finance specifications, innovations of the programme and quality assurance processes. The planning of project steps has to be made before coming to final agreements with appropriate stakeholders and a 'doing phase', that contains applying for governmental approval via organisations such as the NVAO and CDHO.

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“First of all, I want to thank God for giving me the opportunity to study, in order to acquire and generate exciting and new knowledge that is useful to the world.

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DEFINITIONS TABLE:

Definition:	Theoretical description	Practical description (if necessary)
Accreditation	<i>"Accreditation may be defined as a process, based on professional judgment, for evaluating whether or not an educational institution or programme meets specified standards of educational quality" (Prados, Peterson, & Lattuca, 2005).</i>	<i>Governmental assessment from on educational programmes.</i>
HRM	<i>Human Resource Management: (HRM) is the function within an organization that focuses on recruitment of, management of, and providing direction for people who work in the organization.</i>	
Market of interest	<i>A medium that allows buyers and sellers of a specific good or service to interact in order to facilitate an exchange. (Investopedia, 2013)</i>	<i>The organizations or groups of people which are being influenced by the programme, or who influence the programme.</i>
NVAO	<i>De Nederlands-Vlaamse Accreditatieorganisatie (NVAO, n.d.)</i>	
WO University		<i>This term is used by the researcher for the Dutch term: 'Universiteit'.</i>
HBO University	<i>"University of applied science" (Vereniging Hogescholen, n.d.) is also used for this type of school.</i>	<i>In this research, this term is used for the Dutch word of 'Hogeschool'</i>
Macro efficiency (abbreviation used: 'M-E')		<i>Suitability and utility of an educational programme for Dutch society and having enough potential demand from</i>
Ministerie van OC en W		<i>This term represents the Dutch ministry of Education, Culture and Science.</i>
Ministry of OC and W		

Definition:	Theoretical description	Practical description (if necessary)
<i>post-initial Master or post-graduate Master</i>		<i>These are Masters for students with a substantial experience in the specific industry upon which Master-degrees focuses on. These Masters-courses are designed for development of students on Masters level and get them on a higher level within their own domain. (Studiekeuze 123, n.d.)</i>
ECTS	<i>"European Credit Transfer System" (Radboud Universiteit, 2014)</i>	
CDHO	<i>"Commissie Doelmatigheid Hoger Onderwijs" (CDHO, n.d.), or translated: Committee suitability or purposefully Higher Education</i>	
VWO	<i>Specific "Pre-university education" (Google, n.d.)</i>	<i>Abbreviation of the term in Dutch: 'Voorbereidend Wetenschappelijk Onderwijs'. According to the University of Twente (n.d.) does the UK use: "GCE/A-levels", in Europe the term: "European Baccalaureate ('Schola Europaea') is been used and the USA names it: "American High School with Advanced Placement Test (AP)" (University of Twente, n.d.)</i>
CROHO	<i>Translated as: "Central register programmes of Higher Education" (Rijksoverheid, n.d.)</i>	
Minister of EL&I	<i>Dutch Minister of economical, agriculture and innovation affairs</i>	
M.A.	<i>Master of Arts</i>	
M.B.A.	<i>Master of Business Administration</i>	
M.Sc.	<i>Master of Science</i>	
CR	<i>Abbreviation of Critical Reflection</i>	
NL	<i>The Netherlands</i>	
UvH		<i>Dutch abbreviation of: 'Universiteit voor Humanistiek'</i>

TABLE 1: DEFINITIONS TABLE

Chapter 1: INTRODUCTION & RESEARCH ISSUES

This research is about: how to obtain and start-up a high quality Masters programme within The Netherlands. But what exactly is quality of education?

Adams (1993) argued that quality can be defined as follows: *"Quality is a personal evaluation. Although it may be influenced by physical conditions and circumstances, quality entails feelings, attitudes and values, and it is more than the sum of objective indicators"* (Adams, 1993, p. 7).

One might question: *'Is quality - in starting up a new Master degree programme - normative or empirical?* In other words: is it possible to measure and have exact data regarding to start-ups, or is quality-measurement mainly based on feelings or experiences?

Within Universities and private educational organizations, management teams and those who are responsible for starting up Master programmes have many knowledge in their own sector and field of study. However the process of starting up an adequate Masters programme considers many different specialties in order to have a programme authorized by current (governmental) quality standards.

These organizations and universities generally hire external advisors to set quality controls. These externals indicate whether the programme provides an adequate Master's level of education for students. The government has made a set of standards. According to these standards, new programmes should be tested in order to rank quality of its educational level (with a 'pass' or 'not pass': sufficient / insufficient).

The real issue for this study considers the fact that these standards can be interpreted in different ways.

Possible results are that organizations could never know exactly if they have set the quality of the programme sufficient or insufficient. In case of insufficient quality, Universities should know what exactly they should improve in order to have an adequate level.

Especially these external advisors or internal staff members who are specialized in this matter could bring clarity on right interpretations of these standards.

This research sets out to clarify the subject of governmental standards and the quality of Master start-up programmes up until now.

1.1 PROBLEM ANALYSIS & RELEVANCE OF THE RESEARCH

Based on available quality standards, one might conclude that given requirements and statements introduced by Dutch government, are still leaving space for interpretations. This might get to a potential threatening or uncertain situation for a new Master programme. This is challenging because panel members are always peers (who assess quality) with their own interpretations and opinions concerning criteria for quality and laws. So called 'standards' of quality control are rather open criteria. Universities have difficulties to narrow these standard in order to have the exact criteria focused to their situation (or closed for interpretations).

At this moment, Universities need additional explanation for criteria's that have been set in order to maintain a good quality level of Master-education within The Netherlands. This report is relevant for organizations that are starting up a new Master study. Many times, educational organisations search for corrects manners for interpretation of regulations and unwritten rules concerning its quality check of their Masters' programmes.

This research will function as an explanation for these organisations on how a

educational degree-programme for Master students should be initialised. For these Universities it is useful to have an insight on what the definition of: 'adequate quality and educational orientation or degree' is. These explanations should come from experts (in this sector) who can provide for correct information about this subject. Normally Universities hire (costly) advisors to guide or advise during this process. Consultants/advisors are useful in order to get guidance. Mainly on: *'how to combine specialization of the programme with quality standards of the government?'*.

In order to create more detailed insight on the topics of accreditation and quality of education, this research provides information on common/mutual opinions of experts about quality of Masters' degree. Gained knowledge from the research should be applied by initiators of new Master-programmes. Also for advisors within the industry, this research is of use for updating knowledge or information-gathering about different opinions on quality management. The researcher found out that some interpretations of quality of Master programmes have been published. However, for people who want additional information about this subject, this is currently not easily obtainable. Only broad rules and regulations on quality of Master programmes have been published publicly.

This research is applicable to carry out as a part of the *'Master of International Service Management study'* of the researcher. It serves the purpose of providing Master programmes in general with background information on start-ups for new programmes. Particularly is it highly usable for the start-up process of the new 'Master of International Hospitality and Service Management programme' that is initiated by Stenden University of Professional Education. All topics that are discussed in this research are especially serviceable for this initial programme start-up and appropriate for the study of the researcher as well. This research is applicable

as an final thesis for the Master-course of the researcher, since the design of starting up a Master-programme contains many parts of Service Management. It involves: advice to Universities, applied research and describes how an initial master programme should manage its own Services of the programme (programme development).

1.2 RESEARCH OBJECTIVES

Objectives and aims of the research are discussed in this chapter. The final aim of this research is: informing staff members of initial programmes who are preparing a start-up. The researcher focuses on providing information for these people in order to prevent that they are confronted with unsuspected situations. Describing - so to speak – the ‘safe zone’ in which a programme could be rather certain to pass for governmental (and first maybe internal) quality tests, is valued high in this research. Besides that, another objective is: enabling Universities to provide for good education in general, during a start-up of new Master programmes.

Factors of success for sufficient quality are provided in this research. This will not be a ‘checklist of factors’, but rather an explanation about desired interventions in order to be succesfull with the process of quality-controls.

In order to have a focus for the research-objectives, the researcher sets ‘HBO Master-degree programmes’ from The Netherlands as a basis. This is the starting position from which also other types of degrees and situations are compared with circumstances of the HBO Master Degrees.

Overall objectives that the researcher wants to achieve with this research-project are as follows:

- Create an overview of how an accreditation process of new Master programmes in The Netherlands takes place. In order to let staff (who are involved in accreditation cases) of Universities (and private institutions) get easily acquainted with these processes.

Creating a theory or model for these organisations is the final objective.

- Create better insights on how to start a successful new Masters in The Netherlands.
- Come up with practical tips for Universities within The Netherlands: about how to regulate and arrange accreditation processes for their new Master studies.
- Provide insights on the element of 'human interference' within the process of accreditation. This concerns e.g.: how governmental decisions are been made during approval or disapproval of a new Master-programme.

1.3 PURPOSE STATEMENT

This research has the following purpose statement:

To create more insight in the world of (un)successful accreditation, for Universities and educational organizations which want to start a new Master-degree programme.

The purpose entails in detail what to do (or what steps to take) before starting a Master programme. Besides that, also passing governmental tests efficiently and effectively.

1.4 PROBLEM STATEMENT (MAIN QUESTION)

& RESEARCH QUESTIONS

With use of the: purpose, objectives and analysis of this topic, a problem statement of this research is formulated as follows:

‘How can a Dutch Masters-programme be successful, in terms of quality management during starting up and towards the local governmental accreditation?’

Subsidiary research questions

Suitable questions, which enable the researcher to answer this problem statement, are as follows:

- 1) What process should a new Masters programme go through in order to organize a succesfull start-up? (What are the steps in starting up a Master-degree-programme in The Netherlands?)
- 2) With regard to: the amount of staff, education of staff, employee qualifications and personnel of the educational organisation, what are crucial parts to consider of accreditation in terms of these HRM criteria?
- 3) Regarding the: workfield of interest, students and fellow Universities, how should a programme relate to the industry in which it operates?
- 4) What are the most important official and unofficial law & regulations for a new Master programme to take into consideration during the start-up?

5) Focussing on the topics: quality of research, educational content, service towards students and facilities of the school, what quality demands can be expected from a new Masters study?

6) How is decision-making carried out, in the process of a new-Masters-accreditation within the panel of the NVAO?

7) How can the decision-making process of a NVAO panel be helped or influenced positively by the University in order to get positive result for the test for new programmes?

8) What are similarities and differences between the desired end level/orientation of Bachelor-, HBO Master- and WO Master graduates? (In The Netherlands as well as abroad).

Chapter 2: REVIEWING LITERATURE

This chapter contains a description and elaboration about known literature on concepts of starting-up a Master programme in The Netherlands. A critical review (which covers literature of: models, theories and concepts) is described in this chapter.

When starting with a theoretical base of this research, one should begin with the definition of a Master-programme start-up. The researcher chose this definition for a successful start of a programme:

‘the programme has positively past governmental tests and is allowed to teach students on a Master-degree level within The Netherlands’.

The researcher takes into account that ‘success’ can be achieved in this case, if staff (of the programme) is able to deliver something extra or special on the path of the study-period for students.

At first, a start-up-Master-programme should search for information on: complying to rules and regulations of Dutch government.

Knowledge about the standards (or criteria), which are made by the ‘Nederlands-Vlaamse Accreditatie Organisatie’ (NVAO), can be used as a basis for good quality assurance of a new course. In order to review literature on the research-topics, the researcher uses these standards actively as a referencing-point.

Key issues from the research questions have been summarized into the topics of this literature review. Current knowledge about these topics has been investigated and brought together in the sections below.

2.1 PROCESS OF A SUCCESSFUL MASTER-DEGREE-START-UP IN THE NETHERLANDS. (PROCESS STEPS)

It is important to look at the actual process which a University has to go through in order to obtain high quality Master-programmes. With this part the researcher mainly focuses on educational components of a good programme. Several resources can provide for detailed information on this process of a Master start-up. In order to have a clear and organized view on this topic, the researcher used the model below as a basic tool:



FIGURE 1: STEPS FOR STARTING UP A MASTER-PROGRAMME. (EUA, 2006)

- Idea Phase

This phase starts with brainstorming. A fixed identity of the programme should be the product of this phase. These questions are important to ask:

How do we want the world to know us?

What type of (research) staff do we need for that?

What kind of students are we searching for?

What type of delivery mode do we want to use (full-time/part-time/dual Master)?

What innovations are we introducing on the market?

With what kind of organizations do we want to collaborate (NDSU, n.d.)?

What stakeholders should we consider as important and less important?

Inviting all relevant internal and external stakeholders for a brainstorm is necessary in

order to get a clear overview of important subjects (NOAA, 2009).

The goal of this first step is getting: the most important stakeholders agreeing with quality, aims and ideas, for the initial programme (EUA, 2006).

- Concepting Phase

Firstly starting with this step, institutes should form a team of staff members who will develop the programme. Using information from the idea-forming phase, this group should (at least) write the following components in a concept-document:

(1) a name and title of the programme; (2) positioning in the market and determining objectives; (3) discuss a concrete aim of the programme; (4) type of study: full/part-time; (5) dual submission requirement procedures; (6) compiling and determining the order of components of the curriculum (Smarmy Snodnick & Shapiro, 2014); (7) Goals for students (Janssens, Maloney, & Rakestraw, n.d.); (8) financial statement analysis & funding; (9) quality assurance model; (10) legal considerations, because of content that is been used for courses of the programme (EUA, 2006); (11) assessment and end level (TASA, 2008); (12) list of cooperating partners and what role each partner has (Universiteit Utrecht, n.d.); (13) besides assessment, it is also important to identify the learning process. In other words: steps that a student follows in order to obtain knowledge and skills (Segers & Dochy, 1991).

- Planning Phase

After making an exact outline of the programme, exact individual- and organizational contributions should be determined (role of every person and department). The decision-making authority within the institute should be discussed and agreed upon in this phase. Communication-flows internal and external are important to define.

After these steps are cleared, a planning of all steps should be made (EUA, 2006). Content of the concept and above mentioned parts could be included in a 'SMART'-Framework for making a planning (Day & Tosey, 2011).

- Agreement Phase

This model originally was formed for joint degree Masters. That is why making agreement between both cooperating Universities is so important in this framework. However in other situations with different type of start-ups, it is important also to find agreement with all stakeholders (IIEP, 2007). Therefore will it be good for an University to discuss with all partners the specific roles in the educational structure (Erasmus Universiteit Rotterdam, 2014). Literature explains that it is wise to write a contract with agreements and criteria (Imperial College London, 2014) about e.g. communication. Sources of literature also provide agreement-contracts for collaborating institutes that are published publicly (JEMiNa consortium, 2014).

- Doing Phase

All planned steps and practicalities should now be carried out carefully.

- (Additional) Evaluation Phase (University Bergen & Lund University, 2012)

When a programme has started, it is important for the University (and its partners) to keep revising educational quality. Using the following evaluation steps, helps forming a satisfactory Masters programme: (1) starting with examining commitment of all stakeholders, in other words, is everybody still dedicated to deliver high quality education?; (2) Next up, is assessing current goals, aims and objectives of the programme. If necessary, things should be adjusted; (3) Self-evaluation is also important to stay focused. As department, but also as an individual, it might be good

to recap performances once in a while on fixed times of the year; (4) And finally setting up an action plan which should be followed in order to improve evaluated parts of the programme (EUA, 2006).

After all, does this cycle of creating a Masters programme, resemble the Plan>Do>Check>Act-cycle as well. Universities might use this learning-organization-tool as a reminder in order to keep quality high (Sokovic, Pavletic, & Kern Pipan, 2010).

2.2 IMPORTANT RULES & REGULATIONS FOR A MASTER START-UP WITHIN THE NETHERLANDS.

Governmental criteria

When a new-Master-programme wants to apply for governmental approval (accreditation), the University has two possibilities:

- 1) an 'Extended initial accreditation;
- 2) or a 'Limited initial accreditation'.

An extended NVAO-test for a new Master-programme, consists of sixteen different so-called 'Standards'. These standards are the base for an extended assessment during visitation of a new programme. This means that an institution does not (yet) have a positive result on its assessment about corporate assurance of quality (NVAO, nd.).

The second possibility is a limited assessment by the NVAO. This will be done based on three standards in stead of sixteen. Both assessments could result in a satisfactory, or unsatisfactory decision on the request from initial programmes.

However, if the programme got a negative advice for this test, the procedure doesn't

have to end at that moment: there still remains a possibility for the programme to get a positive advise from the visitation panel. Namely, if a NVAO-panel decides that the programme should make minor adjustments and if they are convinced that this programme can do it within a year, they will be able to get a positive assessment for the programme afterall. If a programme can not proof this progression or did not get this possibility for a second chance, the programme is allowed to start the whole process again after three years (Ministerie van OCW, 2013).

Before a panel from the NVAO visits the initial programme, an educational institution has to send its corporate details with the application documents, since it is an institutional board which is requesting for an assessment. After that, the final decision by the NVAO has to be made within six months after the request from a University. Rules of assessment considering a new programme do not count for two existing programmes that are merging. In this situation, it is sufficient for the programme if one of earlier programmes has been approved within six years before. If not, then they have to go through the the entire process from the start. (Ministerie van OCW, 2013)

Even if a programme will not to apply for national accreditation, institutions could decide to give students a valid Master degree within The Netherlands. In this situation, the programme should be accredited by foreign authorities. The Dutch Ministry of Education, Culture and Science approves positive accreditation reports from governmental organisations from most countries of the European Union and the USA. (NVAO, n.d.).

So-called post-initial Masters follow a different track for a start-up. Because, if the

Bachelor variant (the pre-course) of this Master already has been accredited by the NVAO, the Dutch accreditation organisation will not assess the Master variant in addition. The NVAO will grant permission immediately as long as the pre-programme (this Bachelor) has been accredited (Ministerie van OCW, 2013).

During the following sections in this theoretical review of the research, NVAO-standards have been used as a basis to clarify what literature tells us about the start-up-quality of a new Master-course. The following sixteen standards does the NVAO use for extensive initial assessment (NVAO, 2011, pp. 18-28):

Subject:	Standard:
<i>Intended learning outcomes</i>	Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.
<i>Curriculum</i>	Standard 2: The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.
	Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.
	Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.
	Standard 5: The curriculum ties in with the qualifications of the incoming students.
	Standard 6: The curriculum is feasible.
	Standard 7: The programme meets statutory requirements regarding the scope and duration of the curriculum.
<i>Staff</i>	Standard 8: The programme has an effective staff policy in place.
	Standard 9: The staff is qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.
	Standard 10: The size of the staff is sufficient for the realisation of the curriculum.
<i>Service and facilities</i>	Standard 11: The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.
	Standard 12: Tutoring and student information provision bolster students' progress and tie in with the needs of students.
<i>Assurance of quality</i>	Standard 13: The programme is evaluated on a regular basis, partly on the basis of assessable targets.
	Standard 14: The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets.
	Standard 15: Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.
<i>Assessment and learning outcomes achieved</i>	Standard 16: The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved."

TABLE 2: EXTENDED INITIAL ACCREDITATION STANDARDS

A limited initial accreditation only has three standards:

<i>Subject:</i>	<i>Standard:</i>
<i>Intended learning outcomes</i>	"Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.
<i>Teaching-learning environment</i>	Standard 2: The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.
<i>Assessment and achieved learning outcomes</i>	Standard 3: The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved."

TABLE 3: LIMITED INITIAL ACCREDITATION STANDARDS

In chapter 2.3 and 2.4, important quality aspects for new Master programmes are explained. These are based on rules and regulations which government created for the 'test of an initial programme'.

Official Start-up procedure

Without an oversight of total steps to walk through, the procedure of starting a Master programme might get somewhat complicated. In order to clarify governmental rules in simple steps, DUO (2014) created a roadmap with all procedures of the process. This roadmap is used by Universities or private institutes which want to create a new Masters programme (DUO, 2014).

The roadmap can be found in Appendix one (procedures and explanation new programme). Procedures however are written down in Dutch by DUO.

With the use of literature, all relevant parts of this procedure has been described in this report. Therefore, the researcher will only mention that this roadmap is publicly available, and useable as a checklist and guide for staff of institutes in order to pass governmental laws and regulations tests, whilst starting up a Master programme.

2.3 INTERNATIONAL MASTER START-UP

The core question for this part, which was asked for this section of literature review is as follows: *'How is starting a Master-programme different in The Netherlands versus other parts of the world and why and how is quality assessment of new programmes been done?'*

There are many industries in which quality assessment is an important part of assuring effectiveness of delivered products or services. For the start-up procedure of Master-programmes, rules and regulations concerning quality assessment can be used in order to determine several components of an effective start-up.

Besides educational institutes, also institutes within e.g. healthcare and financial sectors are used to have extensive quality measurement systems in order to keep effectiveness on a sufficient level (Brown, Franco, Rafeh, & Hatzell, 1990). Especially industries which are closely linked with governmental supervision, are facing quality assessments.

Comparing quality assessments is a tool with which international differences and similarities for new start-ups of Master programmes can be specified. Rules and regulations for quality assessment form a base for a more specified start-up process. Therefore, legislation is used in a comparison of this process in different countries. Besides that, a broad situational sketch has been researched in literature sources.

These areas of the world were analysed for this research:

- The Netherlands;
- Other influential European countries (e.g. Germany & UK);
- and North America (USA & Canada).

Models of the educational system from the start of education until post doctorate degrees are placed in Appendix two. In order to make a general comparison of education systems, models of these countries are presented:

The Netherlands, Germany, UK, USA and Canada.

Worldwide educational models

As we look to the educational model of The Netherlands, something that immediately draws attention is the fact that there is a clear distinction between education from WO (scientific education) and HBO (higher professional education). Within the system of The Netherlands, this is an important aspect, because it means that a Master's degree on HBO has a different orientation than WO Master's degree. Both degrees are on the same level, however, orientation of the programme is different: HBO is based on practice, WO is based on theory (HAN, 2011). From models in Appendix two, there can be concluded that there are more countries with a similar structure: Germany for instance also has Masters on vocational education and besides that on general (theoretical education).

The UK uses practical education until college degree. Bachelor degree should again be finished on a general University in the UK.

A division of 'Hogescholen' and 'Universiteiten' which The Netherlands uses, is not used in the UK. There, all rates starting from Bachelor's degrees are merely given on Universities. In that sense, Germany and The Netherlands look alike with their systems.

The USA uses a distinction between practical and theoretical education: it is possible for students to get a Master's degree on professional schools (which offer for example healthcare, or law education), as well as on a regular University. Types of

studies on the professional schools in the USA do however differ from the HBO studies within The Netherlands.

The educational system of Canada is closest to the system of the United Kingdom, since there is one type of University, where Bachelor, Master and Doctorate degrees are offered to its graduates. Something what draws attention about this system, is the fact that Quebec (French Canada) has a slightly different system in which they make a distinction between technical and general 'pre-University' college degrees.

Furthermore: even though the NVAO is an organisation for Flanders as well as The Netherlands, Flanders also does not make a distinction between HBO and WO Masters (IB Groep, 2014). Although all systems are slightly different, many mentioned countries use distinction in Masters, e.g.: M.B.A. (Master of Business Administration), M.A. (Master of Arts), M.Sc. (Master of Science) (USNEI, 2008)

Quality assurance worldwide:

In The Netherlands, quality standards are set by the government.

Private companies with assessment authority are hired by the institute to arrange independent peer review and give advice to the NVAO for a normal accreditation-decision. However, in the situation of an initial Master-programme, the NVAO compiles a panel and also guides the process of assessment of the new start-up (NVAO, n.d.). The process of quality assessment in other countries is as follows:

- In Canada, maintaining quality of Master-courses is a responsibility for the educational organisation itself. It depends on the area in which a University is situated which policies and laws apply (UNEVOC, 2013).
- The German system has many similarities on the topic of quality control. Also does

Germany have a central organization just like the NVAO, this is called the 'TVET' (UNESCO-UNEVOC, 2012). All accreditations are done via an agency. These are the steps in Germany:

"In the first step the higher education institution sends an application for accreditation to an agency. The agency then estimates the costs for the accreditation and proposes the schedule for the accreditation. As the second step, the agency puts together an audit team, nominates peer reviewers, and organizes an on-site visit. As the final step, the team prepares an accreditation report and submits recommendations to the responsible accreditation commission in the agency. The commission makes the final decision about the accreditation, which can be either 'yes', 'no', or 'conditional yes'" (Kehm, 2006, p. 1).

- In the United Kingdom, the government makes the law and legislation regarding quality of education. There are several approved institutes which have permission to (dis)approve programmes and Universities. Most prominent one is the 'British Accreditation Council' (BAC). These organisations carry out inspections on quality. Universities are asked to make self-evaluations based on legislation and feedback of inspections that have been done. Legislation in The UK also consists of several standards to be met (BAC, n.d.).

- USA: The 'U.S. Department of education' is also not directly involved in accreditation processes. The Secretary of Education decides upon a list of recognized agencies which may carry out accreditation. These accreditation agencies conduct peer evaluations of quality. This system has many overlap with the Dutch system. The government of the USA only registers approved educational institutes, makes laws and regulations upon quality education and controls & approves accreditation organisations (U.S. Department of Education, n.d.).

The Netherlands is constantly evaluating its own educational system and quality assessment. New start-ups should keep that into consideration and act upon most recent regulations and systems. It is important to know international trends in these accreditation and educational quality, this will give an indication for possible changes in the system of The Netherlands in the future.

2.4 HRM ASPECT OF POSITIVE ACCREDITATION.

Relevant subjects for this literature review about HRM are:

- number of staff;
- education of staff;
- employee qualifications;
- and personnel of an educational organisation.

2.4.1 STAFF SPECIFICATIONS

'Realization of curriculum' are keywords when selecting and improving good staff members (NVAO, 2011). The Dutch accreditation organization is pinpointing this as most important in staff specifications. In order to keep a clear focus, the researcher will only discuss specifications of staff members who are directly involved in educational services (mainly lecturers and programme-managers). The NVAO does not provide mentionable specific or more detailed information on this topic except from the statement that staff members should be qualified and that the number of staff members should also be satisfactory. This needs more clarification.

R. M. Van der Rijst (2009) describes the following about an appropriate attitude of educational staff that are connected to research practice:

‘Six aspects are fundamental to research dispositions: inclination which means in this context: a tendency to share (1) to achieve, (2) to be critical, (3) to be innovative, (4) to know, (5) to share knowledge, and (6) to understand’ (Van der Rijst, 2009).

These six aspects have been tested by asking current HBO University researchers if they recognize these characteristics in their own behaviour. Results of this study showed that researchers with a Bachelor education, hardly recognize: *critical, innovative and responsibility* competences in their own functioning (Beishuizen, Spelten, & Van der Rijst, 2012). Their higher-educated colleagues recognized more of these competences. From these results, the researcher assumes: *‘the higher a research-lecturer is educated, the higher level of these important characteristic aspects are present’*. This might indicate that these six aspects can be used for assessing staff which are needed for a Master-degree programme.

Besides the capacity or capabilities of a teacher on a Master-programme, there is also a debate about minimum qualifications of teachers. Already, the Minister of education of The Netherlands is trying to let all teachers of higher education be qualified with at least a Masters-degree (Van der Molen & Van Namen, 2011).

When reading standards of the NVAO, we can conclude that strict regulations are not there yet for Masters degree start-ups (NVAO, n.d.). However, in some other countries there are already governmental rules concerning basic qualifications. For example in the USA, in the state of Alabama, the lowest acceptable degree for a Master-lecturer is a Masters-degree. It is possible that The Netherlands will be following regulations such as the USA. This will be in line with developments of the same topic at high school level. This has to be taken into account by new Master

start-ups. For this research, it is useful to investigate what exact qualifications are adequate for a teaching staff member and other personnel of a master-programme.

2.5 QUALITY ASPECTS OF THE INITIAL MASTER-PROGRAMME:

This topic of reviewing literature makes use of keywords that came forth from the research questions. These are the relevant keywords:

- quality of research;
- educational content;
- Service towards students;
- and facilities of a University.

2.5.1 AIM OF THE PROGRAMME

The first criteria which the NVAO uses for assessment is known as '*Intended learning outcomes*' (NVAO, 2011). During visitations, a panel of the NVAO will ask an initial programme to explain their choices on the '*orientation and content* of the programme'.

Besides that, internationalization is important with new Masters-degrees as well. Start-up-programmes must be following trends of their own industry which are accepted in other parts of the world as well (international trends).

Yet, there is always a chance that initial programmes are aiming for internationally trendsetting. These organization should be clear about a specific orientation of its programme(s) on which the institute wants to excel internationally.

International standard are fixed based on the so called 'Dublin Descriptors' (ECA, 2014). Another framework that can be used by staff of an initial master to maintain

high quality and define a clear aim of the programme is the EQF Framework (National Qualifications Authority of Ireland, 2008). For determining an end-level of Master-programmes, both Dublin Descriptors and the EQF Framework are important to take into consideration during a start-up. This is not only for approval according to governmental laws of The Netherlands, but also in order to get a specific aim and focus on quality for a programme itself. Researching a more detailed description for this end level (or aim of a programme) will be most relevant in order to get a better picture on what panel-members of the NVAO exactly are searching for, in initial programmes. In Appendix three, these Frameworks are described more into detail.

2.5.2 CURRICULUM

Dublin Descriptors describe that a good master-curriculum has to contain at least 60 European credits (ECTS). Normally does a Master programme have between 90 and 120 credits (Eucen, 2008). These are strict regulations in The Netherlands. It is necessary to comply to these rules (NVAO, n.d.).

A Curriculum has two possible orientations:

- first comes: a research field in which the course is specialized. This is purely '*science-based orientation*' (theoretical).
- the other orientation is described as a '*specific workfield*', in other words: 'professional practice' (NVAO, 2011).

Within these two orientations, a curriculum has to provide sufficient possibilities for a student to develop knowledge on specific specializations or disciplines. New development at both orientations must be followed by programmes and actualized within their curriculum.

After starting a programme, this circle of curriculum-development stays an ongoing process in which both: 1) the staff should be used to introduce developments and 2) where students should get an active role as '*critical customer*' (Van den Berg, Ritzen, & Pilot, 2012).

Van den Berg et al. (2012) gives Master studies an advice to use experts while curriculum-development. Main roles of these advisors will be: challenging, managing and changing people and guiding the progress of the curriculum-creation. This advisor should use a plan which is been preset in order to guide developments within curriculum-creation. Four main steps can be identified:

1. A problem-statement. In this step, designers of the programme invite as many relevant stakeholders to give input. This group identifies and writes down a 'problem' in business-, or research field. They decide on the scope of the problem; determining who can be involved in order to create a programme (internal and external).

This group will create a shared opinion about their ideas on how to approach education and development of it. Thereafter an oversight of the current organization will be made. The group will look for authorities within the industry and field of study and searches for a shared organizational culture and describes this.

2. The second step will be determining the end goal of a curriculum (Meier, n.d.). This should provide answers on: how broad outlines of this study should be and what ambitions there are in terms of: innovativeness in the research; or practical workfield. Within the curriculum, it is highly important for curriculum to build in stimuli for students' eagerness and encouragement to study, (NVAO, 2011).

Continuing with: conducting a list of necessities which are needed to create a curriculum, in order to manage the aim of the study programme.

3. The third step is elaborately describing a global design of the education

programme. This starts with a problem statement; working towards a detailed layout of both a curriculum itself, but also the delivery methods towards students. This should be a realistic reflection of a possible outcome. If it is realistic can be checked with criteria's which are made during step two. The setup should be supported by stakeholders.

4. Finally will evaluation of the end result be done. It is possible to invite external experts to give feedback. Most important is that the aim of the course becomes clear and its practicability will be assured (Van den Berg, Ritzen, & Pilot, 2012).

To make a curriculum-development even more specific, Jacobi & Van der Rijst (2010) describe seven curriculum functions that should be used as standards for its development. In their report, Jacobi & Van der Rijst (2010) are strongly overlapping the above mentioned four steps, however, they add useful considerations. These seven functions are specified. A curriculum should have:

1. a link with prior knowledge and capabilities of students,
2. progression of capabilities and knowledge during the curriculum,
3. been co-created with students,
4. aimed on competences needed for specific occupational needs,
5. separate parts of the programme finished at different times during the programme,
6. to regulate the progress of students and their learning outcomes,
7. opportunities for students to make own decisions during the programme (Jacobi & Van der Rijst, 2010).

2.5.3 SERVICES AND FACILITIES: FOR STUDENTS AND STAFF

This section describes appropriate facilities and services and consists of two parts: One writes about accommodation and infrastructure. These have to be adequate in

order to let students pass through their curriculum efficiently.

The other part of this standard mentions that information provision towards teachers (tutors and lecturers) and students should be adequate according to an extent of what students would expect. In order to concretize these facilities further, the researcher gives the example of basic student-facilities which the University of Leiden (Universiteit Leiden, n.d.) and the University of applied science Utrecht offer to their students (Hogeschool Utrecht, 2010). Both are educational institutions within The Netherlands and have satisfactory student-facilities according to visitation panels. Main services and facilities which they provide are:

a library with service employees, reception, student administration with support, website with information, childcare, restaurant, café, Repro store, facilities contact centre, printing facilities, ICT (computer area), planning department for room reservations, separate payment system, bike-storage, online library and religious room.

2.5.4 Quality Assurance, or: creating / maintaining high quality

Fundamentals that are requested for keeping quality on a highest possible level, can also be found in NVAO-standards. At first, management has to have clear targets for the programme. These targets should be evaluated annually by staff members.

Besides standards, management of the course should also keep track of educational ratio's, for example a success rate of students and a ratio that indicates student-staff proportions.

These evaluations and other parts of the internal quality management system should

be carried out by: *‘Programme committees, examining boards, staff, students, alumni and relevant professional workfield of this Master-programme’* (NVAO, 2011).

In order to get an assurance of good quality, a programme may decide to introduce their own custom system of quality control, but there are also well known quality assurance theories that can be partly applied on new Master-programmes such as: Six Sigma (Klefsjö, Wiklund, & Edgeman, 2001) and the International Organization for Standardization of quality assurance, also known as ‘ISO’ (ISO, n.d.)

It is useful to get a fixed system which provides an oversight for quality assurance of a Masters-degree. As an example, the researcher will be using quality assurance systems which are published by the European Association for Quality Assurance in Higher Education (ENQA, 2009). This organization gives a clear description on how quality assurance should be arranged for inter alia Master-programmes. When comparing the model of this ENQA-institution and NVAO standards, one might say that both have overlap. Therefore, using concepts of the ENQA is appropriate to research further. The main six main parts of the ENQA quality assurance model consists of:

- 1 procedure for quality assurance;
- 2 approve and monitor a review system;
- 3 The manner in which students are assessed;
- 4 Education of teaching staff;
- 5 learning-resources and student support should be adequate;
- 6 Appropriate information-flow.

In Appendix four, the researcher will give relevant (additional) information and literature concerning ENQA-concepts.

2.5.4 ASSESSMENT OF STUDENT PERFORMANCE

As mentioned before, the manner of assessment is highly important for a University. Starting from the year of 2002, this topic became more prominent in Higher education (Onderwijsraad, 2002).

Assessment also became a topic of discussion even up until highest politics within The Netherlands. A former Secretary of the Ministry of Education, Culture and Science – Mark Rutte – wrote in the year of 2005 a letter to Dutch members of the House of Parliament. In which he wrote an advise and request to make examination and assessment more important during accreditation procedures (Rutte, 2005). After this commotions, the result was that many Universities now publish their terms of examining publically. Both, Universities within The Netherlands and abroad, became to see the importance of openness about this topic. That was (presumable) the reason why information of many Universities are now openly placed on the internet (Universiteit Twente, n.d.) (Manchester Metropolitan University, 2014).

Content-wise, is it important to have a clear separation between a final tests and interim tests. In this case, a final test contains: examining the end level of an upcoming graduate. These interim tests are for building up knowledge, competence and skill level of students during main parts of the study towards final test phase. This mostly entails executing a research thesis/journal/report (especially for Master-programmes) (NVAO, 2011).

2.5.6 FINANCIAL STABILITY AND SUFFICIENT LIQUIDITY

Financial situations of an institute and the initial programme have to be examined. A programme should assure that all students can finish their curriculum and graduate in

the agreed time-span of their course (NVAO, 2011).

Consultancy groups such as Prager & KPMG international corporate, Ernst & Young and Deloitte give advice to Universities about correct financial decision making. Prager (& KPMG) – was the main publisher of a report about responsible financial controlling especially for Higher Education (Prager, Sealy & Co., LLC; KPMG LLP; and Attain LLC., 2010). If these detailed financial criteria are met by a University, their new programme will have high chances of being in a financial sound situation. In this report, the researcher will give a summary of the system which is been reported by KPMG. It consists of several concepts, the most important two are stated below:

(1) What financial framework is been used?

The basic framework that is given below, is an example that could be used by new programmes. It consists of six questions which (internal or) external examiners could ask during an assessment of the institute or programme. All mentioned subjects of this model are elaborately illustrated within the fifth Appendix.

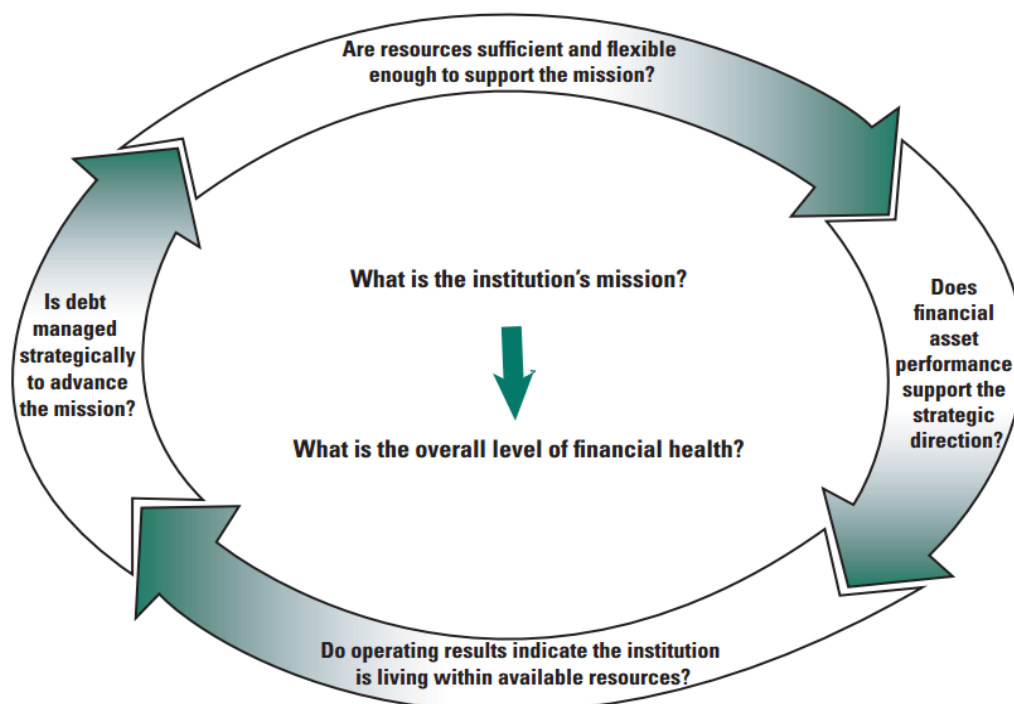


FIGURE 2: FINANCIAL CONTROLLING BY KPMG (KPMG LLP; PRAGER, MCCARTHY & SEALY, LLC, 2002)

(2) Communication of financial decisions.

For a subsidized programme, it is more important to openly explain financial decisions or financial states of the institute, compared with an non-subsidized programme in The Netherlands (MCMullin, 2000) (Wageningen UR, 2013). This need of communication is also internationally been recognized by Universities (University of Johannesburg, 2013). In situations where a University provides both subsidized and non-subsidized educational programmes, it is even more delicate, since the Dutch state does not want to let these finances get mixed up.

The specific finances are only intended for subsidized programmes. HBO-Universities of professional education, as well as WO-Universities within The Netherlands, are obligated to give insight in these financing flows of subsidized money. This accountability has to be fulfilled with so called: *'Financial specific Governmental-subsidy-justification document'* (Inspectie van het Onderwijs, 2013).

2.6 RELATION: A MASTER-PROGRAMME & THE INDUSTRY:

Besides NVAO-standards, which could be used as a basis for starting up a Master study, there is a different list of criteria for passing authorization of getting governmental subsidies or funding. Information from these criteria is useful for a start-up Master-programme in order to examine if the orientation on the industry is sufficient. The title of this initial test is translated as follows: *'The Macro-efficiency check'* (NVAO, n.d.). In the year of 2007, this check was carried out after a NVAO panel visited these initial Masters for accreditation.

Nowadays, this check of macro-efficiency is done before the NVAO comes with a

visitation panel for accreditation (NVAO, 2007).

These criteria are summarized and explained in the coming section.

2.6.1 Macro-efficiency check

A Master programme can only be subsidized by the Dutch government if it gets a positive response from the Ministry of OCW on a request of subsidiary funds. An institute called the: 'Commissie Doelmatigheid Hoger Onderwijs' (CDHO) carries out a test, based on information what a new Masters programme hands in. This committee examines the delivered report based on a policy with regulations (that are made by the Ministry of OCW). After this test, the committee gives a not-binding advise to the Ministry of OCW. The Ministry makes a final decision about following given advise or not (Ministry of OCW, 2014).

This research report is focused on how (HBO) Master degrees should be of relevance for, and stay in close contact with the industry. Therefore will application on other degrees (Associate- and Bachelor-degree) not be discussed. However, there are several different types of Master studies. Given below, is a summary of possibilities for institutes to offer Masters within The Netherlands:

- (1) Joint degree (Ministry of OCW, 2010),
- (2) Dual Master,
- (3) Fulltime Master
- (4) Part time Master,
- (5) Research Master,
- (6) Executive Master programme (UvA, 2014).

These are not titles which graduates will get, but merely the form in which it is been

offered.

In order to be of a good relevance for the industry and have a proper relationship with the industry, Master-programme types - such as a joint degree and dual Masters - have to go through a different process than other mentioned types

Also for passing tests for governmental funding, these types of Master-degrees have different processes. For many of these mentioned types, does the Dutch law give adjustments on the standard funds-requesting-process.

It is important for the researcher to stay focused on the topic of Masters. That is why it is wise to give a clear and not too complex overview of these regulations.

Therefore, will this explanation be limited to the general criterion which count for all variances of Masters start-ups. These criteria give insight on how a healthy relation with the industry should be established.

Current macro-efficiency legislation is divided in four different subjects namely:

criteria (a), which tells there should be a significant Necessity for a Master programme;

criteria (b) states that there is sufficient Demand for this programme, both, in: labor market, the society and science in combination with the labor market;

criteria (c): a programme should be able to show that there is still Enough space for such a specific study in The Netherlands; when comparing the existing supply in education.

Criteria (d) is one specific for HBO-Master programmes. It focuses on, rather if a programme can prove that the educational subject is within a so called 'Priority area', or not. These priority areas are determined by the Dutch Ministry of Education.

An additional explanation for these criteria are provided in Appendix no. six.

2.7 (INFLUENCING) DECISION-MAKING OF THE VISITATION PANEL AND THE NVAO.

This section solely considers decisions within a test for new Master-programmes. Decision-making in regular / annual accreditations will not be explained.

The decision-processes are conducted as followed:

Decisions are made by the NVAO, as soon as costs for a visitation process have been paid by the initial programme. A possibility why decisions of the NVAO might take more time is if they apply for additional information from the panel or the University itself. A visitation panel gives an advice to the NVAO, then the NVAO makes a decision document with a positive or negative advise for the Ministry of Education. Results are sent to the institute of the initial programme, they have two weeks to react upon this report. After two weeks, the NVAO finalizes its decision. Universities have a possibility to write objection against NVAO-decisions before and after the decision (NVAO, n.d.).

2.8 SIMILARITIES & DIFFERENCES BETWEEN DESIRED END-LEVEL & ORIENTATION.

For this research, it is relevant to consider a comparison between Master and Bachelor-degrees, as well as a comparison between HBO-Master and WO-Master. New Master-programmes could be having difficulties to specify exactly if the intended programme is on a sufficient level (or orientation) to supply an appropriate Master-degree.

Within The Netherlands, Masters-degrees are mainly provided on WO-Universities.

However, HBO-institutes are supplying Master-programmes as well. These last mentioned variances have close affiliation with practice, whereas WO-Universities are mostly focused on (theoretical) scientific research. There are an exception in both ways. For Master-degrees, student are asked to solve problems or answer questions on a scientific thinking-level (Rijksoverheid, n.d.).

Several differences should occur between a Master and a Bachelor-grade. There are a number of easy distinctions detectable between both study-levels, for instance does a Bachelor programme take more years to study. At WO-Universities it normally takes three years, on HBO-institutes four years and a Master takes at least one year (The Hague, 2014). WO-Bachelor courses are designed in order to continue with WO-Masters immediately after this Bachelor-programme.

Main objectives of WO-Master are to prepare students for a Master degree. It is not common for students to start working in the industry after only passing a WO-Bachelor course.

HBO-Master is aiming for educating graduates for an industry immediately (this is more practical).

The orientation of WO-Master different than HBO-Master. WO-Master is made for educating specialists within a certain field of study/industry, whereas HBO-Master aims to educate students for solving practical work-related cases on a higher level than Bachelor. Determining what exactly a student's level of intelligence, knowledge or skills should be when finishing any Master-programme is not easy. Literature merely only broad descriptions on this topic.

2.9 KNOWLEDGE GAP AFTER LITERATURE REVIEW & CRITICAL REVIEW ON LITERATURE?

After reviewing literature, some ambiguities on topics of this research still remain.

Literature has too few information provision in order to help initiators of a new Master-programme with a start-up process. There are many questions, on (sometimes) most crucial topics, left unanswered after literature has been consulted.

One of the most important topics which is faced with incompleteness, is interpretation of governmental standards. This concerns interpretations of e.g. NVAO-panel members or other experts.

There is given an oversight of topics which also come short with data from literature, in order to answer the main research question:

1) It would be helpful for start-ups to have more insight on exact figures about for instance: how much money there is roughly needed for starting up a Master study.

Also: how many staff members should be involved in a start-up. As well as an analysis about what type of staff or functions should get a role in a start-up-team.

These issues could not be found by researching literature.

2) What actions should HBO-Masters at least take in order to keep a Master-programme useful for the industry (industry-focused)?

3) After investigating literature on Macro-efficiency, new topics come up in the sequel for research. Following subjects should be distinguished:

>Exceptions/interpretations on rules and regulations for governmental funding are useful to investigate for this research about starting up a new Master.

>Furthermore, when applying for governmental funds, what exactly a new Master-programme should hand in at the CDHO, is useful to investigate.

‘What exact information should be mentioned in these reports?’

What information should an initial programme analyze relating to its industry?’ For example: current demand for graduates from the market. But also will it be useful to research how data should be obtained.

Besides this information, all Universities have to make a decision on applying for a macro-efficiency check or not. The researcher considers it to be helpful for Universities to know when they should put effort in application and when not to do this.

4) In addition, following knowledge is needed for a start-up:

- An up-to-date view of an expert on a proper start-up process. (e.g.: *‘Where and how to start? When is it ready?’*)

4 The manner in which a NVAO-visitation-panel makes and argues its decisions is still unknown (although all criteria are known). Even after researching literature on this topic.

5 Also, in a legal manner positively influencing this decision making of: a visitation panel, the NVAO (as institute) and the Ministry. This could not be found in literature. (‘Tips and tricks’)

5 Distinctive features of (HBO) Masters versus other degrees is also relevant to have insight in. These questions are e.g.:

‘What is a scientific thinking-level?’

What exactly is the difference between WO & HBO-Master? / Is there truly a difference in e.g.: content, or levels of graduates’ knowledge and skills? And what is this difference?’

In order to answer the research question, these topics need further research. Coming chapters describe: research methods, findings and conclusions & recommendations.

Chapter 3: CONCEPTUAL FRAMEWORK & CONCLUDING LITERATURE

By using the review of literature and additive interests on mentioned topics, new research sections and questions came to existence. This has been done in order to answer the research questions. Chapter three starts with a conceptual model that is a guideline for capturing all subjects of the research.

3.1 IDENTIFICATION OF CONCEPTS IN A GRAPHICAL FORMAT.

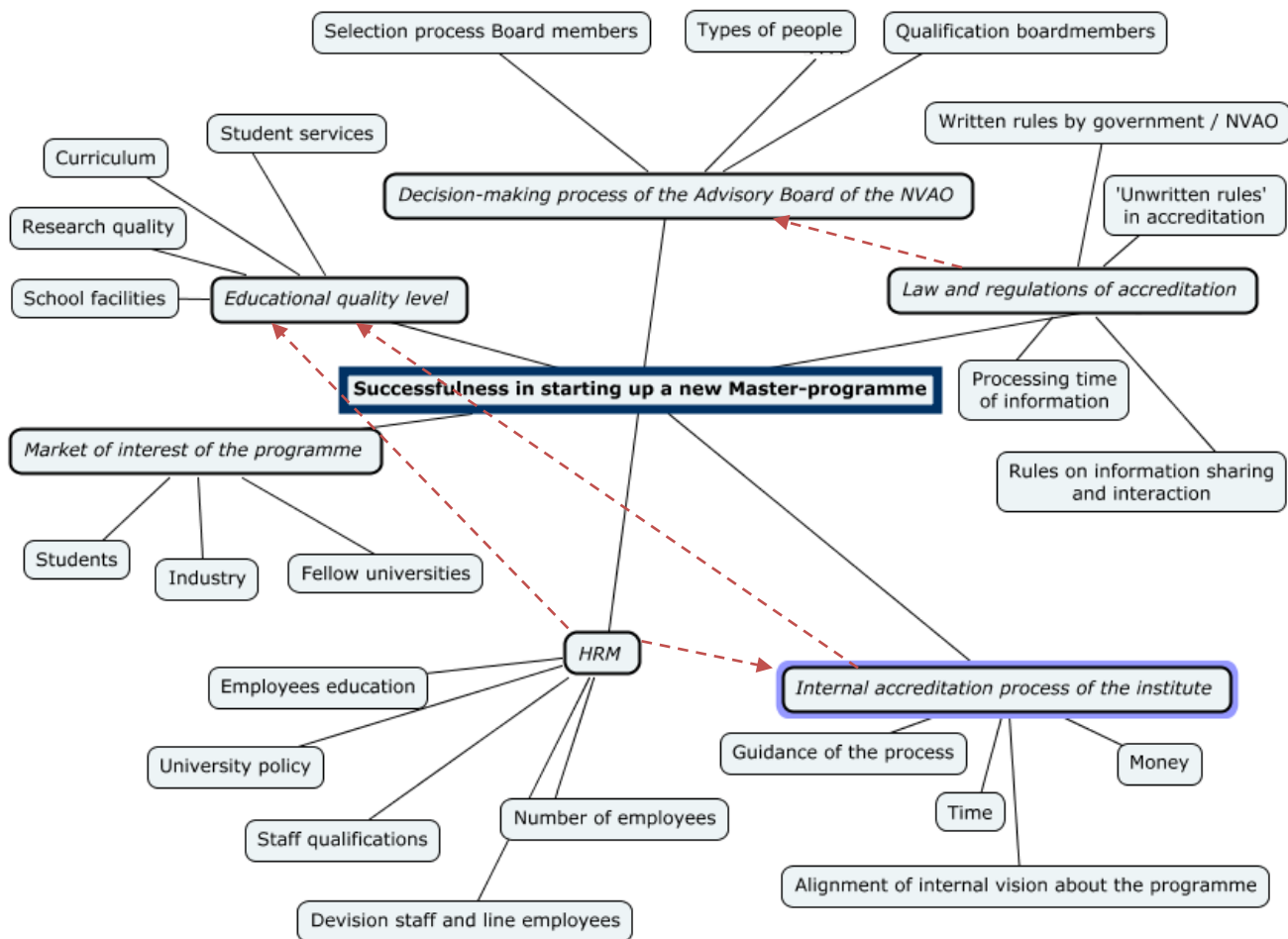


FIGURE 3: CONCEPTS OF THE THESIS

3.2 EXPLANATION OF THIS MODEL:

Symbols of the framework:

The model above is an overview about applicable topics for having a successful start-up of a new Master's programme. Key words came into this model by using topics from literature review and a brainstorm session by the researcher.

The centre of this model is the core-concept of the research. Around this concept, there are 'key subjects' in the black boxes which are directly connected with the core of this thesis concept (via a black line: a connection mark).

After key subjects were placed, sub-topics were placed in connection with the key subjects via a black lines. This shows a direct connection and means that (in opinion of the researcher) these topics are a part of overall key subjects.

Besides text-boxes and black lines, there are also red striped arrows in the graphic view. These arrows indicate a possible connection between key subjects. This red arrows indicate that a key subject where this arrow starts, affects the box where this arrow ends. The red arrows are based on assumptions of the researcher.

Content of the framework

As mentioned before: all content from this framework comes either from the literature review, or from subjects that could be important (in the opinion of the researcher) for starting up a Master-programme, but has not been found in literature. Key subjects however come directly from the review of literature. Sub-topics around the key topics, are also (mostly) derived from literature.

In the following paragraph, there is a description about how components of the conceptual framework came to existence.

1. Decision-making process of a NVAO-panel.

After examining criteria on which a panel bases its decisions, the researcher found it useful to research how this process of decision making will take place. These questions come up after reading literature about criteria made by the NVAO:

'Will there be a certain hierarchy in these panels? What happens if panel members disagree with each other? Are all decisions made democratically? Does the secretary of a NVAO panel have an active role in the decision making process, and are they fully independent and really non-judgmental towards all new programmes?'

2. Law and regulations for new Master-programmes. Since an accreditation process is based upon peer review, the researcher argues that personal opinions or preferences of panel members of the NVAO also should be taken into consideration.

For instance, when a panel is examining if a Master-programme has a sufficient end level for graduates. *'Is it in this case true that all panel members have same opinions about the interpretation of for example the Dublin Descriptors?'*

The researcher knows that rules are fixed, but interpretation of these rules are open for discussion. Besides interpretation, there might also be some 'unwritten rules' playing part in assessment of initial Masters.

3. Internal quality assessment process of an institute. As it is known from prior literature review, external accreditation of Master-programmes is a nationwide system, applying for all institutes. However, after reading literature, one can conclude that internal quality assurance of a University is not fixed by only governmental rules and regulations. For every institute, it is also their own interpretation how to arrange this.

4. HRM. It is somewhat the same situation with HRM rules as it is with the last paragraph (internal quality assurance):

NVAO standards describe legislations about personnel and staff specifications, but does not go into detail on e.g.:

- what policy a University has to follow for hiring new staff,
- what exact qualifications Master researchers or teaching staff should have,
- a number and the exact functions that the department of Master-programme should have at Universities or private educational institutions.

This will be contributory for research and eventually for new programmes which are applying for approval by (for example) a NVAO panel or CDHO.

5. Market of interest of the programme. Most information that was available on this subject was provided by the CDHO. However, exact numbers of for example demand from potential students and companies requesting for graduates could never be mentioned. A topic that raised a question for the researcher, was: *'what kind of organisations are needful to cooperate with during a start-up?'*

This question: *'how exactly staff of the initial Masters should obtain detailed, valid and usable information about the market of interest?'* still remains unanswered.

Furthermore also:

'Who should make a detailed analysis about the market for a Master-start-ups? Could it also be possible (or better) to let external departments (or organisations) do this for a new Masters programme?' The researcher found all these questions relevant to answer for organisations that are starting up a new Masters programme.

6. Educational quality level. There are still questions unanswered concerning quality of Master-level degrees. Many measurement-tools for quality and e.g. the end level of a Master-programme are (too) broad formulated. An interpretation on univocal use of these tools and concepts is not available in literature. For example: (exact) differences between end level of Bachelor, HBO Masters and WO Masters are in some situations not clear. Trying to get good distinctive definitions of all three mentioned levels, will help many new Master-programmes in order to clarify their objectives and uniqueness in the market.

Besides the level of education, it is also effective for organisations that are intending to start-up a new Master, to know a more detailed description of e.g.: nation- (or world-)wide minimum requirements in terms of assessment, structure of curriculum and student-services. These topics are used for further research, in order to provide adequate information for Master-start-ups.

Chapter 4: METHODOLOGY

The following is described in this chapter: design of research, its actual research methods (which is Grounded Theory) & an explanation, Also the process of data collection and finally analysis methods and ethical considerations of used methods. At the end of this chapter, several stages in which this research is been carried out, are explained.

4.1 RESEARCH DESIGN

In order to divide research-questions into pieces, several sub-questions have been created. The type of research is a: qualitative research. Qualitative research can be defined as follows:

“Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world” (Sagepub, n.d., p. 2).

The author of this research chose to do exactly what this statement from Sagepub (n.d.) formulates: several parts of the conceptual model are been discussed with experts in this specific field of study. During these meetings, opinions and individual understandings of these experts have been asked. Their interpretations of several topics are important for this research, in order to answer all research questions.

Under the umbrella of qualitative research, there are several possible approaches on the research topics. Two variants that are most known and could be used, are: hypotheses and research questions. With hypotheses, a researcher most often wants to find correlations between two concepts or statements within a topic (Shuttleworth, 2014). Research questions are more used in deepening knowledge or opinions on a

topic.

The chosen type of this research is 'Grounded Theory' (Mark, 2011). In this particular case, using research questions for Grounded-Theory-study is a good combination, because questions are *"flexible and open-ended to allow the theory to develop"* (Tavakol, Torabi, & Zeinaloo, 2006, p. 2) and during his explorations, the researcher has possibilities to generate new questions and adjust current ones (Boeije, 2010).

The researcher chose for this type of approach because the aim of this study is to create a theory on how to start-up a Master successfully. By using this method, a theory can be created and besides that, also background information and explanation on literature can be derived (University of Southern California, 2014).

The main objective of this research is to be able to explain different requirements for a Master-course, in order to succeed in a start up. Creating a theory is part of this objective.

This type of study can be identified as an exploratory research design. It has the goal of creating an own theory or model (Van Wyk, n.d.). Grounded theory is a suited form of research for creating this theory or model. Onwuegbuzie, et. al. (2004) describes:

"A Grounded Theory design is a systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an interaction about a substantive topic" (Onwuegbuzie, lao, & Bostick, 2004, p. 121).

During the research, the researcher was able to build this model, by using: memoing, data from interviews and literature which was recommended by these experts.

Constantly comparing results is crucial in continuing the right path of this research (Ke & Wenglensky, 2010).

4.2 GROUNDED THEORY RESEARCH

Applying Grounded Theory in practice is different compared to other types of research, such as: traditional research methods or newer ones such as 'Action Research' (Vliet, 2013). In order to have a good structure during this study, the researcher used steps which were provided by literature.

Before starting a research, it is important to define a research strategy for this study.

Therefore, the following research stages were distinguished for this research:

Research stages:	Output:
1 Make research questions	Clear questions (which are approved by the research mentor)
2 Theoretical sampling	Lists of possible interviewees to interview and literature to study.
3 Collect data	Raw data.
4 Coding (and naming)	Concepts which can lead to steps in the process.
5 Constant comparison	Analyzing categories which concepts give a good reflection on the real world's processes and phenomena.
6 Saturate categories	Having all categories, given from data collection, being saturated (there is no new & appropriate information available anymore).
7 Relationships between categories	(If necessary) Investigate if categories have any effect on each other.
8 Theoretical sampling	Again sampling appropriate interviewees and literature.
9 Data collection	Conduct interviews, read additional literature and gather memo's.
10 Saturate categories	An appropriate explanation of the start-up process of a new Master-programme is finished (questions: 'how' and 'what' have should be answered).
11 Testing of theories	Put outcomes of this research into practice. Determine if it is a relevant (and useful) overview for new Master-programmes.
12 (If applicable, after this study: Collecting and analyzing of data in other settings)	Possibilities to: apply theories on other degrees of education, such as Bachelor degree start-ups and accreditations. Or possibly spread this theory abroad. This might lead to conformation and formalization of this created theory.

TABLE 4: STAGES OF GROUNDED
THEORY (BRYMAN & BELL, 2007)

4.3 RESEARCH METHODOLOGY OUTLINE

4.3.1 METHODOLOGICAL PROCESS AND DATA COLLECTION METHOD

With qualitative research, the methods of: 'participant observation', 'interviewing' and 'Collection of artifacts and texts' are mostly used for data collection. In this case,

artifacts are for example: “written protocols, charts, flowsheets” (RWJF, 2008, p. 1).

These methods of data collection have been used:

1. Interviews have been done with experts who are actively working in the educational industry. Experts from several levels of involvement with Masters education have been interviewed.

Points-of-view from different types of occupations are necessary to create a clear oversight on Master start-ups. To be more specific, these kind of experts are associated with Master-education and were relevant for interviews: programme coordinators, governmental employees in this field of study, people who perform and assess (internal and external) quality assurance.

After each interview, respondents have been asked to provide names of contacts/expert in their network which are usable for this research (Van Audenhove, 2007). This meant that at the start of this research, not all interviewees were known as yet. This is not unusual with Grounded Theory.

For this research, goals for interviewing were: to get in to dept information about the research-subject, learn new aspects, ask (sometimes critical) questions and get different view-points on relevant subject-areas.

The researcher made a distinction between interviews and one-on-one progress meetings. For this research, there were meetings with several staff members of Stenden University. During these meetings, memo's have been made as data-collection.

Interviews of this research have been transcribed with the function start the process of findings.

Saturation of data was the reason for finishing the interviewing phase. This has been

done by own insight of the researcher: *'When I mentioned that there are many subjects repeatedly discussed during interviews and there are not many different aspects or research data coming forth, I stopped interviewing'*.

2 The second method that was used, is conducting Participant-Observations (Family Health international, 2011).

Main goal for this method was: creating a list of (mainly internal) factors, which play a role in the process of a new programme. Observations have been done within Stenden University. It were meetings in which accreditations of Master-programmes have been discussed. During the observations memo's have been made in order to register what the researcher saw and heard.

On this Stenden University, the researcher was invited for:

- project-group meetings about starting up a new Executive Master programme and
- a meeting of a project group which is responsible for a process of accreditation of two existing Masters. The researcher is convinced that useful aspects were discussed during these meetings. It was useful for this research because topics of these meetings are directly involved with the research issues (Robert Wood Johnson Foundation, 2008).

3 The last method was: studying Artifacts and Texts (Robert Wood Johnson Foundation, 2011). For this research, it is called: *'additional(-research)-literature'*.

The researcher has obtained data of this additional literature by asking the interviewees for additive sources for information which could be useable for this research. The goal of studying additional research literature was: researching data that was unknown during the phase in which literature has been reviewed initially. Additional literature that is appropriate for new Master programmes makes the target-

group of this research report getting acquainted with new terminology, subjects and theories on a start-up-process. In addition, a clarification of new data from this method has been given.

4.3.2 WHAT (KIND) OF QUESTIONS WERE ASKED DURING INTERVIEWS?

In Appendix seven, questions of the interviews are presented.

All questions were custom-made for each specific type of interviewee and carried out in the mother-language of the interviewees, in order to avoid that the language barrier would limit the results. All interviewees are experts on a specific part of the subject of this research, in order to get different input per interviewee, the researcher asked them questions about their own expertise. This has been done in order to keep quality of data on a high level. All questions were open for answering, because this enables interviewees to form their own answers and gave the researcher opportunities to ask further questions on relevant mentioned topics. All interviewees were asked specifically to give answers from their expertise's viewpoint, an example of such a question is: *'If you were at the moment involved with starting up a new HBO Master programme, what would be basic issues which should to be arranged before starting (and applying for the governmental accreditation)?'*

During interviews, questions have never been kept in a strict pattern or structure, they were mostly a guideline of relevant topics to discuss. At the end of each interview, all subjects from the conceptual framework of this research have been discussed in order to discuss all topics.

4.3.3 RESEARCH DATA GATHERING MOMENTS

The data gathering phase has been done during one year of research. Before and during this year, the researcher constantly continued with reading (additional) literature. For verification purposes, dates and events of data-gathering which took place are mentioned in this report. That enables researchers who want to replicate this research, to review a time-span of this research. In Appendix eight, an oversight of activities of data collection is given.

4.3.4 SAMPLING METHOD AND JUSTIFICATION OF SAMPLE SIZE

This research is structured via a 'purposeful strategy', sampling was done specifically with a snowball-sampling-method (Laert dissertation, 2012). It is a purposeful strategy because: at forehand the researcher had a specific *population* of interviewees and observation groups in mind (Trochim, 2006). However, prior to this research, the researcher did not know who exactly was part of this group. The sample that was to be used, was build on a purpose to interview experts who all have their own role in educational Master-start-up processes. Therefore, the researcher did not have a clear number of interviews and observations (sample size) in mind before starting researching. This is characteristic for snowball-sampling. The research is not randomly sampled, because the researcher did not precisely know who would be interviewed in a later stage of this research (Bryman & Bell, 2007). Because the researcher could not have a clear view on the sample at forehand, it was important to know what kind of data was needed for this research. Therefore, criteria have been made for interviews and observations:

- The first interviewee, was someone with a great network in the educational industry

and has many experience with accreditation (test of new programmes as well). This interviewee helped with a starting-point and a focus of this research.

- The research needed interviewees from several viewpoints of research-topics. At forehand, the researcher assumed that most relevant experts were working at different type of organisations such as: NVAO, CDHO, Evaluation offices, HBO Universities and WO Universities.

- Experts who have experience with main topics from the conceptual model of this research were interviewed. Based on a person's curriculum vitae, the researcher decided if a potential interviewee was adequately experienced or not. This has been done according to own insight on the research topics. In order to make use of a measurement technique of *'interviewee's experience'*, the researcher used a (randomly chosen) minimum amount of: three years of relevant working-experience in the industry.

- New interviewees came forth from experts which were already interviewed. (Siegle, n.d.).

- Observations give insights into internal accreditation & start-up processes of a HBO University. In specific: how it prepares adequately for new programme-tests or other accreditation processes. These observation has been limit merely to Stenden University, because comparison with internal processes also has been done with data from interviewees. (In Appendix nine, a table of interviewees is given.)

4.3.5 LIMITATIONS OF RESEARCH METHODS

The method of Grounded Theory was chosen because information about this research topic is not yet gathered on one place. Many data-provision is scattered at several institutes and in literature. Grounded theory helps to walk through every step of a start-up of new Master-programmes and helps in selecting useful data.

Memoing and interviewing is also a common method for grounded-theory-research (Sheriban, 2012) (Bryman & Bell, 2007).

Unfortunately, limitations of Grounded Theory for this research also exist, because:

- There is a possible risk to get send on a wrong path or direction. This can occur, when interviewees which are asked to provide further literature, or prospect interviewees;
- The next limitation is a consequence of the first: this research type costs lots of time to select good data and input from interviewees;
- Most interviews have been done individually. This means: there was not someone who directly could check data that was provided by interviewees. Trusting interviewees on getting right information was needed, since there is no discussion possible between experts during most interviews. Discussion would have been possible with e.g. group-interviews (Megafon, n.d.).
- Another limitation of carrying out interviews was: the time-span between each interview. The process of preparing, doing and data processing of interviews costs much time.

However, doing interviews was needed for this research, because it gave an opportunity to ask further into (interesting) research topics.

4.3.6 RELIABILITY, VALIDITY AND GENERALISABILITY

1. Reliability. Questionable is the following question: *'are the same results coming forth in: a different time, different samples (groups of people) and different settings'* (Phelan & Wren, 2006)? The measurement tool for reliability was: rather if respondents of interviews gave corresponding answers to the same questions (or at least no conflicting answers). Overall time span of data gathering was near about one year, this meant that data stayed up-to-date (for comparison).

The researcher considered the findings reliable, since no (impactful) conflicting data from interviewees came forth. At most, there were some minor differences in opinions between interviewees (for example in what sequence a step-plan has to be carried out). Also did the difference in time of the interviews have no effect on final results. However it was not possible to measure, if same results would come up similarly after a few years with the same research. Possibly, in the future, new legislation from Dutch government will come and therefore will the process of starting a new Master programme also change.

2. Validity means: until what extent did the researcher had success of finding what the researcher intends to measure (Mcleod, 2013).

The method of researching was suitable for this research, because findings correspond to all topics which should be discussed. Especially this sampling-strategy was satisfactory, because the researcher received relevant data from all experts concerning all issues of the research. There were no shortfalls in findings in order to answer research questions.

3. Generalisability (Bryman & Bell, 2007) identifies: rather or not if results are applicable for all members of a population.

The researcher argues that generalisability was the case in this research: the findings

from the research sample represent answers of the complete population, because after the last interviews, the researcher got the same set of answers from his interview-questions. This resulted in overlap of data from different interviewees.

Another reason why findings of this research are generalisable is as follows:

A large percentage of 'sub-populations' which were mentioned, were represented with interviews. These sub-populations were identified:

- NVAO;
- CDHO;
- Evaluation offices (NVAO, n.d.);
- HBO Universities & WO Universities.

4.3.7 DATA ANALYSIS METHODS

Interviews:

In order to answer all research questions, data from this research have to be processed in a careful manner (Johnson, 2011). The method or strategy for data-analysis is discussed in this chapter. The process of analysing interviews will be presented at first (Birks & Mills, 2011):

Transcript of interviews

The first step of analysis was transcribing all interviews from audio-tapes. This has been done in Dutch. During processing, transcripts were translated into useful (English) data. Within each transcript, the researcher used initials to reveal which person said something during the interview. For example: '*PK:*' for Pieter Koehoorn.

Topic areas of the interviews

After transcribing, all text was read again and colorized according to all topic areas where it belongs to. The topic-areas (or ‘themes’) were made according to the theory of the conceptual model (chapter 3) and the literature review. This justifies the fact that key issues of the research have been covered sufficiently. These following topics and colors were chosen in order to cluster categories & codes:

- 1 Green - Macro-efficiency
- 2 Blue - Quality indicators, Internal processes & process checklists
- 3 Yellow - Law/regulations & external processes (*in findings separated*)
- 4 Lila - HRM Policy
- 5 Grey - Quality or research level (difference WO&HBO-Master&Bachelor)
- 6 Red - New developments
- 7 Brown - Additional literature (for this research)
- 8 Underlined - Uncategorised (important) data (*if applicable*)

(Topic areas are also known as ‘themes’ within Grounded Theory-research).

Codes and categories from interviews

Since this research is based on Grounded Theory, ‘categories and codes’ were used (Bryman & Bell, 2007). Open coding was used as method to analyse findings. All findings have been read more than once. In this process, preliminary labels for grouped data which is provided in the transcripts were created. At first, small summaries of pieces of transcript were created. In the figure below, an example of

one of these labels from a transcript is viewed:

<p>panel zitten? WV: Ja, dat doe ik ook, dus ik, het kan zijn dat een school, Ik heb dat voor de hogeschool Zeeland gedaan, zo'n voorbereidingstraject, en voor de Duisenberg school of Finance, dat is een particuliere instelling. En instellingen hebben dan behoefte om in dat voortraject ondersteuning te krijgen. Hoe kan ik dat het beste doen, daar zitten een aantal aspecten aan natuurlijk, aspecten van hoe zet je zo'n kritische reflectie op, dat is belangrijk, juist dat verhaal, wordt dat gedragen in iedereen bij de opleiding? Dat is ook als je er iets over verteld tijdens een visitatieproces, dan is het niet de bedoeling dat je je lijstje afdraait, maar dat je ook echt</p>	<p>Is the story of the CR an actual reflection of the shared opinion of the staff members?</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

FIGURE 4: EXAMPLE LABELS OF TRANSCRIPT

After the labelling-process, all labels of one transcript were placed in one table

(as stated below):

	A	B	C	D	E	F	G	H	I
1		<u>Category:</u>							
2		1	2	3	4	5	6	7	8
3		Green	Blue	Yellow	Lila	Grey	Red	Brown	Underlined
4		Macro- efficiency	Quality indicators Internal processes & process checklists	Law/regulations & external processes	HRM policy	Quality or research level (difference WO, HBO MA)	New developments	Additional literature	Uncategorised (other important data)
5	Code								
6		Almost the only option =Throughput- master from VWO	Is the story of the CR an actual reflection of the shared opinion of the staff members?	There is not a large financial analysis during TNO. TNO is more for quality checking	Phd/MA/BA teacher rate = not fixed	Demand from labor market and potential students: higher level of education than Bachelor	It is getting harder for programmes to get a positive result on the M-E test.	Willem Baumvalk, Hogeschool Amsterdam	
		Minister wants less and less programmes in The Netherlands	First step: is there demand from the labor market? So, do companies need these graduates and are there potential student target groups?	TNO HBO MA panel: 1 mostly chairperson = a professor in the same workfield, 2 industry expert	It is desired if between 30 and 50% of the teachers are phd graduates	Master: creating knowledge, more independence and better capacity to reflect upon situations	M-E = the new programme of VWO students who do 3 years HBO and then the master (throughput- master)	Magazine: Thema !	

FIGURE 5: LABELS PER TRANSCRIPT TABLE

Next step was clustering all labels per topic area. In the figure below, there is an example of one of these tables per topic area. It provides an oversight of all labels of the second topic area:

	A	B	C	D	E	F	G	H
1				Quality indicators Internal processes & process checklists				
2	WK	WB+RS	PT	HP	PU	WV	RD	HE
3	2	2	2	2	2	2	2	2
4								
5	Department Legal affairs	Profiling	Viability and continuity	Academic research environment		Is the story of the CR an actual reflection of the shared opinion of the staff members?	Cooperation with Universities abroad	Commercial schools mostly hire external CR writers
6	Department Quality assurance	End qualifications	guarantees for students	Lectorates HBO MA: solving quality problems business		First step: is there demand from the labor market? So, do companies need these graduates and are there potential student target groups?	Cooperating with look- alike studies from the same area	Start-up new master from top down, or an idea from the staff itself?
7		Who finances?	Create a back-up for financial means	The 'house' and fundament of making a new study programme		Step 1: Talk with businesses, Provinces, hospitals or other organisations, ask if there is demand for higher educated people in a certain industry	Clear goals and orientation on the market	Top-down initiated MA are mostly good arranged and managed

FIGURE 6: TABLE OF LABELS PER TOPIC AREA

These labels are not yet codes, so they had to be shortened from sentences into a few words. In this way, single codes were created.

During this step, codes also have been categorised. Relating codes were clustered together and a name of a category has been given. In the next figure, there is an image which illustrates how categories and codes are presented:

Topic area ->	Macro- efficiency		
Categories (bold) ->	CDHO application	M-E terms:	Content application:
Codes ->	process:	Subsidised	Industry (employers) demand
(below the categories)	M-E Test	Non- subsidised	Identity University
	CDHO	Innovation	Profile programme (Focus)
	Priority area	Technology	Demand workfield
	Throughput master	Sustainability	Student demand
	Task reallocation	Governmental funds	Necessity
	Process steps	Competitiveness	Other Universities (Space for programme)
	Policy guideline	Interested customers	Need from market

FIGURE 7: PRESENTATION OF CODES AND CATEGORIES

This method could also be used in reverse in order to search corresponding transcript for every code. This makes the context of a label immediately accessible in all transcripts. Findings have been explained per topic-area and category by elaborating most important or unclear codes, This has been done by e.g.: mentioning a context in which the codes have been used and explained in interviews.

Memo's of observations

Memo's were similarly analysed as interview-data. This means:

- Colorizing content of memo's by using existing topic areas that came forth from the interview-data. The fact that this same analysis was used, was helpful for e.g.: discussion and findings.
- Because memo's were summaries of what has been said during the observations, the memo's were coded immediately (without labelling as an in-between-step).
- In chapter five, results of memo's will be presented and explained separately from data from interviews.

- Chapter six provides discussion of the data. Data of the memo's was compared with findings from: interviews, literature review and with additional literature.

Additional literature

Additional literature that has been recommended by interviewees will be mentioned in chapter five. Codes and categories that came from interviews are listed in one table.

These results were used during result-discussions (chapter six) as well.

Creating a theory

In chapter six (discussion), the researcher present a descriptive answer to all research questions as well with a theory that has been created during this research.

This theory is reflected with additional literature that was obtained during and after interviews & observations.

4.3.8 ETHICAL CONSIDERATIONS FOR METHODOLOGY

Results from all research-methods have been taken care of properly; one of the interviewees asked to have insight in the transcript and was given opportunities for adjustments of flaws in the text and gave feedback.

Moreover: enough information is provided for another researcher to replicate this research, because: a clear oversight is given about the kind of respondents, how long it look for data-gathering and how results have been analysed and processed.

Chapter 5: RESULTS & FINDINGS

5.1 INTERVIEWS

During data-gathering, main- topics were used for pre-structuring incoming data. This chapter will focus data towards the discussion-chapter and starts with answers to research questions. This method was necessary since most codes should be interpreted directly in their context.

The one topic has more codes than the other, simply because data gathering techniques provided a differing amount of relevant data with each topic.

A relevant question regarding presented data is:

which data are facts, interpretation and/or speculations?

This will be explained:

at first, there should be mentioned that all gathered codes are a translation of the researcher. Sometimes, this results in interpretation of a translation based on:

- what the researcher found most relating to this research and
- data which came repeatedly forth from the interviews.

Each code is presented in its own context; some codes come from e.g. law and regulations (which are facts), other codes are interviewees giving an interpretation of laws and there is also speculative data given by interviewees.

In this chapter, a researcher's opinion and views about data are not given yet, neither will there be speculations from the researcher. This can be found in chapter six (discussions).

5.2 PRODUCED DATA FROM INTERVIEWS: CODES & CONCEPTS

All topic areas have their own table with codes presented in Appendix no. ten.

For explanation of findings, all categories are placed in main topic area's (issues) of this research. These are also placed in Appendix no. eleven.

In chapter 5.3, the researcher elaborates the findings and gives interpretation of the experts on the research topics.

There are cases in which concepts could not be captured in one word, therefore small sentences have been used to clarify the meaning. Not all codes have been mentioned repeatedly during several interviews. Because of different expertises of interviewees, there is a wide range of concepts per topic area. This does not mean these less-frequently-mentioned-codes are less important for this research. The frequency of a code in this research is not per se an indication of importance, however, usability (or weight) of a code (for starting up a new Master programme) is. Importance of a code is distinguished by related value that interviewees gave during interviews.

Next pages of this report, present a figure and tables with codes of the interviews:

- It starts with a broad overview of all codes.
- After that, codes have been categorized and placed in topic areas in the tables.

Codes from interviews:



FIGURE 8: THE CODES FROM INTERVIEW-TRANSCRIPTS

Topic areas, categories & codes (structured table):

Macro- efficiency			HRM Policy			Quality or research level (difference WO, HBO MA & BA)			New developments		
CDHO application process: M-E terms:		Content application:	MA staff characteristics:	MA staff experience/ degree level:	MA staff functions:	HBO MA:	WO MA:	MA general:	Educational format new developments:	Trends in Accreditation or TNO:	General trends in education
M-E Test	Subsidised	Industry (employers) demand	Network	HBO MA & WO MA: teachers graduation degree	Lectors- professors	Executive master	WO MA = logical successor of WO BA	Develop workfield / profession	Distance- learning	Cluster visitation	Higher educated staff
CDHO	Non- subsidised	Identity University	Industry relationship staff		Workfield experts	Practical research	Student city (population inflow)	Clear research ambitions	Blended learning	Private excellent certifications	MBA programmes
Priority area	Innovation	Profile programme (Focus)	Innovative		Coaches	Direct relation industry	Content programme = large decision- making factor	Knowledge + technique development	Flex exam locations	Emphasis TNO on end level	Competitiveness MA
Throughput master	Technology	Demand workfield	Enthusiastic		Project manager	Civil effect	Professors are purists	Critical,	WO MA internship	Role student member panel discussion	Public opinion: MSC > MSA
Task reallocation	Sustainability	Student demand	Mentality		Programme developers	Work experience	WO MA: can be practical aimed	Argumentation,	Building blocks MA	Panel member training	Good programmes become showpieces of Universities
Process steps	Governmental funds	Necessity	Hard working		Knowledge group	Profession & occupation focus	New knowledge creation/ development	Contextualising (linking),	MOOC's	Location environment: parking space panel questions	Broader aimed education
Policy guideline	Competitiveness	Other Universities (Space for programme)	Staff oversight on their own decision		Key positions	Regional (population inflow)	Exceptions: look alike HBO MA	Designing models & theories,	Foreign University collaboration	Pressure on Testing & feedback (also with TNO)	"House of new MA"
Appeal	Interested customers	Need from market			Research experts	HBO MA= less automatically logical successor of HBO BA	Inflow Difference HBO MA	Associate subjects	Collaborations WO&HBO MA	VWO-HBO-MA trajectory: throughput MA	MA programmes: trend- sensitive
Teachers- education	Region	Market research			External/internal hired teaching staff	Purposefully different than WO MA	Higher valued by student than HBO MA	Independent students	Occupational congress (/video congress)	M-E new criteria policy	Future restriction MA programme amount
Minister of OCW		Differentiating programme	Additional literature (for this research)			Improving practice	Privilege or advantage choosing topics of programmes	Widely oriented students (scope)	Design theses	Exam committee importance	
		Viable	Given literature:	Abbreviations list to do research on	Themes worth using for research	Demand industry	Scientific research	Research problem solving	Strategic learning track	Possible TNO: competence aimed education	
		New or exciting programme	Thema' Magazine	BRIN Code	MA degrees	More experience in work	Different orientation HBO	Better literature	Outflow master (courses)	student portfolio	
		vacancy rate	Daan Andriessen	DOU	Critical reflection	Inflow difference WO MA		Variety in testing		Mean and lean through TNO	
		Authoritative documents	Roland van Lingen:" Mintzberg innovation model	FIBA	Dublin descriptors	Social communicative		Higher English level			
		ROA, CWI, CBS research		CDHO	Post- initial MA	Work skills		Helicopter view			
		Trends labor market		EC's	Studielink	Business cases research					
		Market (customer) demand		TNO= Toets nieuwe opleiding (Test New Programme)	Evaluation bureau	Influence industry		BA general:			
		employability		NVAO	Dutch validation Council	Different orientation WO		Perform occupation			
		International trends		NUFIC list	ISO Quality	Design oriented research theses		Applying theories and models			
		Target group		QANU	Compare Finland MA structure	Target group: professionals		Learning factory			
				ITK	Vertical and horizontal programme coherence	"If you would make a distinction between professional and scientific master without borders of WO or HBO Universities, you would end up with total different clusters"					
				RIGOR							

TABLE 5: CODES, CATEGORIES AND TOPIC AREAS #1

External processes			Law/regulations		Quality indicators, Internal processes & process checklists			
Panel processes & Decision making	New programme practical processes	Debate topics	TNO: Dutch regulations	M-E Dutch regulations	Internal processes new MA programme	Basic curriculum quality indicators MA	Excelling quality indicators MA	Organisational quality indicators MA
Panel trust	CROHO	Critical Reflection (CR) content?	MBA	M-E: Use sources policy guidelines	Contribution / Co-production CR	Professional aim	Smaller group education	Knowledge centre
Objectivity	Institutional test	Dialogue: quality culture & improving culture	Change curriculum or new programme	M-E: KNAW data	Internal trial visitations	Creative	Differentiation	Continuity
Panel formation	RCHO	WO panel members for HBO TNO	Assesment standards NVAO	M-E: Give good arguments	Project plan (step plan)	Vertical & horizontal curriculum	Literature	Quality department
TNO finance check	Minister decision TNO & M-E	Opinions 'Professional MA'	WHW	M-E: Not own research required	Top-down / bottom-up initiators?	Testing / assesment	Alumni role	Responsibilities
End qualifications & assesment	TNO legal process	Peer- review / opinion based / interpretation law	Open standard for panel		Board of directors	Legal affairs	Online / distance learning	Industry / market demand
TNO process steps		Adequate quality	Current Theses		Budgeting	Problem solving education	Industry trends / regional development	Stakeholders
Minority- opinion			2 point scale (+1 middle)		Correct order of project steps	Relevant research		Partnership National/ Internationally Universities and industry
Hierarchy of panel			Continuity check		External support/advice	Profiling		Good staff
Panel: hobbyhorses			NVAO= quality check, CDHO= Macro-efficiency check		Use existing handbooks	End qualifications		Culture
Panel preparation / training			NUFIC list		CR= shared opinion staff	Didactics		Lectors/lectorates & research groups involvement
Panel: shared opinions			Dublin Descriptors		TNO for quality improvement	Clarify professional activities graduates		Ownership
Evidence			Limited TNO		House and fundament	Educational / research environment		Stability in staff
Panel process reflection			Educational environment		Improvement plan	Research ambitions		Educational experts
Panel teamwork					Staff training for TNO	Internationalisation		Project manager
Ambitions					Development team	Aim of the programme		Lobby
Intended learning outcome					Staff involvement	Thesis forms		
Graduation level					Graduate's role market	Flow in curriculum (content)		
						MA: reflective capability		

TABLE 6: CODES, CATEGORIES AND TOPIC AREAS #2

5.3 FINDINGS: INTERVIEW CATEGORIES & CATEGORIZED CODES

An oversight of topic areas & categories helps structuralizing during presentation of findings, as well as in the discussion phase of this research. Findings are presented further in this section (In this section are the codes from the tables mentioned between brackets and with an italic font.)

1 - Macro efficiency*

**‘M-E’, is the used abbreviation of Macro efficiency. ‘MA’: stands for ‘Master’, ‘BA’: for ‘Bachelor’ and ‘TNO’ is an abbreviation of a NVAO-test for initial programmes (‘Toets Nieuwe opleiding’).*

M-E terms

First fact that occurred was that: all interviewees, who spoke about M-E, explained that M-E is a starting point for building a new Master-programme. A University should start with identifying *‘interested customers’*.

Rather or not the programme wants to apply for ‘Governmental funds’ is determined by the following: *‘there has to be a need for the programme.’*

A Dutch HBO Master-programme can decide if it wants to supply *‘subsidised’* or *‘non-subsidised’* education. The following sentence was also important for new programmes to keep in mind before applying for governmental funds:

‘...at the moment, they (ed. Our Master programmes) are busy with all possible new forms of technology, sustainable and innovative ways of working. At this

moment, we are preparing for an application for funds at the CDHO for this new Master-programme...'(WB)

This expert mentions that initial programmes are more successful when they are active with: technology, sustainable and innovative types of studying.

Furthermore another term was mentioned about M-E: '*competitiveness*'. HP said the following about this:

'...Competing until several programmes get too few students isn't macro-efficient...'(HP)

Or in other words: if a programme wants to apply for a M-E test, it shouldn't have a large number of competitors who cause a decrease in demand on both institutes.

This also has to do with a '*Region*' which a the programme will be located at, because the CDHO will pay attention to surroundings and the number of Universities that have near or less the same supply in educational programmes.

Content of the (governmental M-E-)application

Interviewees gave a multitude of key points that should be included in applications for a M-E test; these applications are sent to the CDHO.

'*Demand*', and '*need*' are most frequently mentioned codes concerning M-E test-applications.

Demand should come from several stakeholders, e.g.: '*industry*' and '*employers*'. A specific type of demand is '*market demand*' for a certain kind of graduate/student or specialist.

'*Target groups*' should also be identified by an institute; an initial programme should

be able to prove that there is sufficient demand of education from this target group.

An institute also has to prove that a new programme is *'viable'*.

According to the CDHO, a new programme has to prove its own ability to sustain in the educational market. Respondent PU gave an indication on how the above mentioned aspects should be proved by using market research as a tool:

'...The market research is quantitative, it is about trends and developments in the labor market. But also employability-, unemployment-, and vacancy rates should be proved to be strong (positive for the programme)...'

'Authoritative documents' or other sources should be used for these figures.

Examples of these sources are: *'ROA, CWI and CBS research reports'*. These are established organisations within The Netherlands and they provide for leading research reports about appropriate data. According to interviewees, Master courses should also focus on the international markets, therefore, an institute should show positive quantitative *'international trends'* within this corresponding industry.

An *'identity of the University'* and matching *'profile of a initial programme'* must be ensured to be mentioned in a Macro-efficiency-application. This is included because a programme's curriculum should differentiate convincingly from programmes of other Universities. Also should it be aligned with the profile in which the University is specialised. Altogether, experts explain that an institute which submits its application, should be able to prove a *'necessity of the initial Master-programme'* for society. Initial programmes that want to supply content of excising courses (such as law studies or medicine studies) have in that sense proved that there is a necessity for society. (Because existing programmes are per definition already macro-efficient

according to governmental legislation).

However in these situations, a new programme may not be subsidised while supplying exactly the same as other (current) institutes do. Differentiation has to be done, e.g.: in a curriculum of the course, manner of testing, or in mode of delivery.

CDHO application process

Even for new Master-programmes that will not apply for governmental funds (via a M-E-test), it is applicable to identify important parts of current M-E test's policy-guidelines. This is because appropriate topics are discussed for initial Masters in general. However, this category is mainly appropriate for Master-programmes which do want to apply for governmental funds.

According to experts, the (specific Master-programme)-process for qualifying for a governmental label macro efficiency is as follows:

- Decide if you want to apply for a '*M-E test*' or not (Master education is also provided as a non-subsidised programmes). This does not mean, if an initial programme will not apply for a test, that this new programme isn't '*efficient*' for a market or society. A new Master-programme should always make a good analysis and question if the industry and incoming students have sufficient demand for this type of education.

Concerning this fact, PT tells the following about it:

'...There are a lot of un-subsidised Masters providing education in the market...' (PT)

- Being able to explain why a programme has the following characteristics and send a physical application document to the '*CDHO*', is the next step of the application process:

(1) Describe how the programme is a part of *'priority areas'* decided by Dutch government. One of these areas is for instance: a Master-programme for *'Teachers education'*,

(2) Explain if a programme meets qualification-demands of M-E-*'policy guideline'*. PU says the following about this guideline:

'...Per case there will be an assessment...For that assessment, we have a testing framework, the policy guideline...' (PU),

(3) Mentioning a third characteristic feature is optional and only in certain situations applicable: A Master-programme can become macro-efficient if an industry is *'reallocating tasks'* within its organisations. Which means there are new types of occupations created via forced or natural course of conditions within that industry. An initial programme could educate graduates for these new occupations and in some cases even get governmental funds for it in return.

(4) The fourth characteristic is also optional and applicable in specific situations: Macro-efficiency applies for a new programme which is part of a so called *'Throughput Master'*. There is a new form of Master-programme that is part of a chain of VWO - HBO-Bachelor – HBO-Master-programmes. This is considered to be a new priority area. Often it was mentioned by interview-respondents as a good option in order to raise governmental funds for a Master-degree.

- After sending an application, the next part of this process is: that the CDHO will send a signal mail to colleague Universities. These institutes get an opportunity to oppose against the new Master-programme.

- The following step will be that: a jurists of the CDHO tests the application-content and gives a pre-advise to the CDHO committee.

- After examining the pre-advise, this procedure is as follows:

‘...the CDHO committee advises the Minister. Thereafter, the Minister makes a decision...’(PT)

This Ministerial decision will be communicated to the University which submitted the application.

- If the Minister does not approve this request, the University can appeal via an appeal committee. If that does not work, a University can go to court (to a judge regarding administrative law). If that still does not give a positive result, a last chance is to appeal before the Dutch Council of State.

- At the end of the process, if this University gets a positive respond on its request, it has to register the new programme in registers of the ‘CROHO’ at DUO.

2 - Quality indicators, Internal processes & process checklists

Internal processes new Master-programme

Within a HBO University or institute, there are many internal processes to arrange before one is able to educate students in a new Master-programme. All interviewees agreed that a *‘correct order of process steps’* is crucial for success.

1. At first, initiators of a programme have to be identified. They pinpoint the following question: *‘is this a ‘Top-down, or a bottom-up initiative?’*

Interviewee (HE) explains that the best Master-programmes start as follows:

‘...I think the most natural way is that a knowledge group or lectorate and teachers of Bachelor programmes are the initiators and developers...’(HE)

This expert pleads for a bottom-up approach.

2. According to all respondents of this research, the very first thing which a University has to be assured of, is rather if there is a demand from a workfield. This demand has to apply to the intended profile of upcoming graduates from this initial Master. A *‘graduate’s role within the market’* should be defined during, or before, this process-phase.

Fundamentally, this step is a starting point to prove that a new programme is macro-efficient, or not. Staff/management of a programme should decide if they want to translate the results of their market research into data that can be used for a governmental M-E test, or decide not to apply for governmental funds.

3. According to respondent (WK), every new programme has to start with making a project-plan (or start-up-handbook). This project-plan could start with describing, for example: the ‘*development team*’ of the programme, the budget, the decision moments of the Executive Board and a time table has to be formed. Interviewee (RD) also speaks about such a handbook and says the following about a handbook:

‘...together, we developed the programme...Furthermore, there was a kind of a handbook which described the Master Advanced Nursing Practice in America, so we knew what kind of ingredients it (ed. The Master-programme) had to contain...’(RD)

During the start-up of respondent (RD), the University used handbooks (descriptive guidebooks) from other programmes as well, to start this process.

4. Content of the curriculum has to be formed according to demand of the related industry.

5. After content of the programme is created, the development team, searches right staff-members who have to be assigned for running the programme. This could concern internal and external candidates.

6. Respondent (WV) explains, a Critical Reflection (and other requested documents) should be written for a TNO in the next phase. Following elements are important for a Critical Reflection:

‘...There are several aspects of course. Aspects of how to write the Critical Reflection, that are important, the following is especially important: the CR is supposed to be supported by everybody working for the programme...’(WV)

All interviewees agreed that *‘staff involvement’* within the entire project is crucial for success.

It is possible hire *‘external supporting companies’* (or: evaluation companies) to write a Critical Reflection (and other documents). Or at least to be advised by these companies, but elements such as Critical Reflections should be a pure *‘co-production’* of all staff-members. At a minimum, should it be co-created by most directly-involved employees.

7. Involvement of staff is important because they have to *‘sell/present’* this programme during a visitation, however it is considered to be wise to give *‘training to staff on how a TNO’* works and give tactical insights to staff-members who are involved. Hence, staff can be involved in using *‘TNO as a quality-improvement’-tool*.

8. Before the NVAO starts with a real TNO visitation, it is recommended to organise an internal *‘trial visitation’*. This is used for fixing flaws of a programme before real visitation will take place.

9. The last step is to actually plan and organise a TNO in cooperation with the NVAO.

Basic curriculum quality indicators (for Master-degree)

The manner in which a curriculum will be created is of high importance for a new programme. These were significant aspects, which interviewees pointed out:

- ❖ The ‘aim of the programme’ should be discussed. In other words: end-qualifications of students who finalize the curriculum. According to respondent (WV), this is crucial:

‘...The type of thesis which you want the students to write. You have to think about that carefully, because you are depending on the objectives (aims) which you made. With the end qualifications which you determined, certain theses are allowed and others are not...’(WV)

- ❖ In the same fragment WV also explains that the ‘*form of thesis*’ is of high importance:

‘...there are different types of theses possible to describe, there are several variances...’(WV)

- ❖ WB continues about ‘research ambitions’, which have to be ‘*internationally oriented*’:

‘...It is the ambition, or the contemplated qualifications of the programme. These have to be described and minimally relate to a national, but actually to the international context...’(WB)

Based on these ambitions, WB commented that ‘*educational and research environment*’ should be made appropriate for the curriculum.

- ❖ The experts have a clear image of the ‘*profile*’ that students should have, in order to properly follow a Master-programme. This student-profile is described in

terms such as: creating '*reflective capability*', being '*creative*', make use of '*problem solving techniques*' and carrying out an '*professionally aimed and relevant research*'.

These are competences which should characterize Master students.

❖ In establishing this end level, interviewees explain that a curriculum should have a correct '*flow of content*'. This means: a course has to increase (and build up) complexity towards an end level. Testing and assessment are an important part of the curriculum, but can also help to get this flow of curriculum. Interviewee (HP) says the following about this subject:

'...You want to test the knowledge line, but at the same time does it fit for every programme to have an increasing professional competence level-test, that has to be done by some sort of competence-aimed assessment...' (HP)

❖ Having an adequate 'testing & assessment' procedure could be a form of getting a flow of the curriculum. '*Different didactical forms*' can also help finding a way to increase complexity of educational level. Correspondent (HP) explains the importance of a variety in types of didactic forms, that can increase the quality level of a programme significantly.

Excelling quality indicators (for Master-degree)

In order to increase quality of an initial programme, institutes should aim for excellence on several elements of the programme. During interviews, a question was asked concerning this subject, these were some answers that came forth:

- *‘...Through working with smaller groups, special classes and a form like an honours programme...’(HP)*

- *‘...if a panel clearly sees parts of the programme stand out, compared with other programmes. It is about standing above the rest. You are globally on all aspects on a higher level than the governmental standard . Besides that, several parts of the programme itself are so much different than other programmes, or so much more unique.’(PT)*

NVAO-panels are peer reviewers. New and exciting programmes are continuously been compared by panel members. (For existing programmes, the NVAO starts with ‘cluster accreditations’ in order to have an even better comparison-tool). Therefore, initial programmes have an advantage. Start-ups can excel in specific (new) course-topics, because similar existing programmes could shift curriculum as quick as the new ones. Experts explain this to be an ‘*innovation*’ in education.

The next possibility to excel in, is mentioned by expert (HE). He argues that these applications are getting more credit from NVAO panel members:

- *‘...Applications which exactly specify: what kind of trends there are. These programmes are consequently researching what kind of studies are available: and benchmark what is relevant for that region...’(HE)*

- Expert (RD) talks about giving alumni a role in a Master-programme, in order to increase quality level:

‘...you have to do something with that. I am organising together with the alumni association a congress. Together with: health insurance institutes, VWS, you name it, we get to hear from many that we are very innovative...’(RD)

- As a programme, it is possible to excel on the quality level of literature which students used for studying. According to respondent (WV), innovative and up-to-date literature is requested for this.

Organisational quality indicators (for Master degree-programmes)

Structure and culture of the organisation are important during and after the programme start-up. In order to have a good quality, the interviewees explained that a University should at least have these following departments and functions:

‘Knowledge centre’, a ‘project manager’ specifically during a start-up of a programme, ‘legal affairs department’, ‘quality department’ and ‘educational experts’.

Interviewee (HE) laid special emphasis on *‘stability’* within the groups of staff members, especially at the function of a project manager. In order to get a stable start-up, but also for *‘continuity’* of the programme, this is crucial.

In order to create this stability, *‘good staff’* should be placed on these key functions. Besides that, according to expert (PT), stability can be created by *‘responsibility’* and *‘ownership’ of staff members*, this has to be arranged in a *‘culture’* of the University:

‘...Use internal processes, but be assured that responsibility lays with the (ed. employees of the) programme itself...’(PT)

A project group can be formed with several staff members. This is an appropriate example from respondent (HE):

‘...to create a steering group, you need to have: a director of a Bachelor-programme represented, someone from the research group (lectorate), a good secretary or process manager, and also a faculty director...’(HE)

‘National or international University or organisational partnerships’, or other *‘stakeholders’,* can be helpful for providing quality education. However, this should be arranged exceptionally well, because it makes some processes more extensive. These collaborations may give strong possibilities for *‘lobbying’* within the industry, in order to create a renowned position within this industry. Expert (RD) had a statement for this topic:

‘...take care that you are sitting at the table, instead of being part of the menu card, because this is a job where people often talk about you...’(RD)

To establish an initial programme firmly with(in) its industry, the course has to create a strong position. It should be able to discuss with parties who decide about a future of the programme (lobby for this particular programme).

3 - Law/regulation

TNO: Dutch regulations

Review of literature already describes Dutch regulations into detail. Therefore, did the researcher ask interviewees about what topics they think that should be taken into account particularly (regarding legislation).

Interviewee (WK) explains the following: regulations on Master education come from European collective regulations, these are a base of Dutch TNO tests and ‘assessment standards’. Literature, has already described that a new programme has to get a pass for all TNO-Standards, however, WK explains this is not the only regulation to comply with. This interviewee describes the ‘WHW’ which is an overarching law above NVAO-standards:

‘...You have to meet the needs of the WHW, that stands for: Wet Hoger Onderwijs en Wetenschappelijk onderzoek (Law on Higher education and academic research). This law describes which demands a programme has to comply to...’(WK)

Furthermore, during ‘assessment of standards’, programmes which get a ‘limited TNO’, should lay additional emphasis on standard three. Respondent WV explains it as follows:

‘...With the limited TNO, standard three will be split into two separate standards. It is separated in the following two topics: 1 testing and 2 realised educational level...’(WV)

From the literature review, it became clear that the *‘NVAO tests quality- and the CDHO tests macro-efficiency’* of a new programme. However from standards of a TNO, it might not be clear that *‘standards could be widely (openly) interpreted’*. In cases below, there are some examples given of this wide interpretations during TNO. Several interviewees give situational sketches:

- *‘...it is mainly about continuity: rather or not if you have sufficient turnover. They control (ed. measure) rather or not if you have enough financial means. In other words: ‘continuity’...Especially in the context in which a programme can guarantee students that they can always finish the programme’(PT)*
- *‘...If you already have been actively supplying other educational programmes besides the new programme and theses already have been made, than you have to explain this to the NVAO. The NVAO ensures that these theses will also be assessed by the NVAO for the TNO...’(WB)*
- This is an example of surprising panel-questions about an ‘educational environment’ from expert (PT):

‘...to be really extreme, what we once experienced at the TNO of a programme, was that a comment came from the panel: “the parking facilities are not optimal”...’(PT)

Concerning legislations, respondent (HP) speaks about a ‘NUFFIC list’. This list mentions degree titles which can be used by graduates of a programmes’.

Interviewee (HP) explains:

‘...in the perception of people, Master of Science has a more prestige image than Master of Arts...There were no clear rules to control this system of titles, so that was used imbalanced. Currently it is also possible for HBO Master-programmes to get a title of Arts and Science. On this NUFFIC list, there is stated which title is bounded (connected) to a specific programme...’(HP)

For new programmes, it means graduates of programmes cannot simply decide a type of title that they want to use. Nowadays, these titles are fixed per programme. This is differing compared with a few years ago.

Respondent (WK) also named that this situation occurs in the light of misuse of a ‘MBA’ title.

The last subject about NVAO-laws which is discussed, explains a ‘two point scale’ (plus one middle of the road possibility). This scale is about two possibilities for an initial Master as a result on a TNO. It can either be: sufficient, or insufficient.

However, there is a so called ‘middle of the road’. Concerning an TNO-assessment, there are no exact conditions for a panel to decide that an initial programme will belong to the ‘middle of the road’.

The experts explain this occurrence and give an interpretation for the ‘positive under conditions’-option.:

‘...We know the TNO model: it is positive or negative, but there is something in between: positive under conditions. This means you have to meet special stipulations or conditions after one year. After that year, it will be measured...’(HP)

Respondent HP also clarifies some possibilities for programmes to get ratings: 'positive under conditions':

'...Most of the time, it is the curriculum which is insufficiently developed content-wise. This results in a lack of development for students. Also could the curriculum be too broad (ed. no specializations): when the course supplies too much different components. Also a lack of increasing difficulty of the academic (ed. knowledge, skills and competences) level in the course can be a reason for a 'positive under conditions'-mark ...'(HP)

(Additional) M-E Dutch regulations

A description of these is provided in Appendix twelve.

4 - External processes

Panel processes & decision making

Interviewees agreed that a NVAO-panel should always stay 'objective' (unbiased) during a TNO. While 'forming panels', the NVAO takes good care of selecting unbiased members. All panel decisions should be made based on 'evidence' provided by a new programme. Several interviewees gave explanations on how panel decisions are been made. Hence, the researcher will present several quotations about how this is been arranged:

- *'...In only a few cases it occurs that there are strong opposite opinions. But that nearly ever happens, so mostly a consensus on the decision is been made...'(WV)*

- *'...it is not the chairperson who is deciding by him- or herself, it is real teamwork...'(HP)*

However, sometimes decision making is based on strong individuals within a panel.

In other situations, this process is carried out with shared hierarchical authority.

Sometimes initial programmes are faced with different situations, such as experts (PT) and (WB) describe:

- *'...there are panel members who have hobbyhorses towards certain literature...'(PT) '...And proclaim some literature is absolutely needed?...'(PK) 'Yes...'(PT)*
- *'...it might occur that there is a minority opinion from the panel. This will be added to a report of the NVAO...'(WB)*

According to the experts, there are other topics that weighted heavily and panel members place more emphasis on these nowadays:

'ambitions of a programme', 'testing and assessment', 'intended learning outcomes (end qualifications)' & 'graduation level'.

A panel has to *'trust'* staff members before a programme starts. They make decisions based on staff's explanation on these aspects during a visitation of TNO.

Training of NVAO- panel-members before visitation has also been discussed during interviews. This is an important part of visitation, because could form viewpoints and possible also decisions of panel members.

Expert (HE) explains this process. He says, this training consists of the following:

‘...Before a meeting, there is always something that is done. A training of a panel is explaining the complete process approximately an hour before starting...’(HE)

He also explained that trainings of panel-members sometimes are too short.

Practical processes for new Master-programmes

This category explains topics which are used by governmental institutes for Master-start-up. Provided codes will be listed below with short explanations from interviewees:

- ‘CROHO’:

‘...CHOHO is basically a registration organisation...’(WK)

- ‘RCHO’:

‘...All Universities have a few quality norms at the RCHO. Specifically important for us (CDHO), are formulated priority areas of education and research which they specify...’(PU)

- As has been mentioned in review of literature: the ‘*Minister makes final decisions*’ on: a TNO M-E tests.

- An ‘*institutional test*’ is decisive for programmes to apply for limited- or extended TNO.

Debate topics

During interviews, some experts came up with topics that are subject of societal

debates currently. Frequently mentioned ones are explained:

Currently, there is a discussion about what should and what should not be included in a Critical Reflection. Interviewee (RD) says:

‘...and how exactly the CR should look like and what should be written in it.

That is a kind of, I have to say: I am still stressed about that. It is mainly that I don’t know who I should follow during creation of this document...’

Next subject concerns legislation of a TNO. The topic which came forth from the legislation was: the open- and peer review-based legislation-system Or on the other hand having a closed law-system. Interviewee (PT) says the following about this issue:

‘...purposely we have a widely formulated framework of assessment, because we want to keep the current function of improvement and it is peer-review. As soon as we swap to a tight set of rules, we should stop the peer review and hire professional auditors to tick all boxes of a checklist...’(PT)

Last code for this category, described debate-topics on this interview-question:

‘Are panel members with a background of solely WO-Universities able to give a sound assessment on (definitions of) ‘professional Master-programmes’? And the other way around?’

Some interviewees explained this is a current oddity with TNO’s. They explain: there is a possibility that assessors from other degrees, or orientations, review quality from a completely different viewpoint and starting point.

4 - HRM Policy

MA staff Characteristics

Most codes from this category come from expert (RD) who is a programme- director.

This interviewee gave a clear picture of *'staff'* characteristics of Master programmes:

employees should have: an *'innovative'* working-*'mentality'*. Staff must have an *'enthusiastic'*- and -*'hard working'* work-ethic. Employees especially need to keep *'relationships with an industry'* warm, in order to keep a large *'network'*.

(Self)Empowering is important, as staff will then be able to keep *'oversight'* in challenging situations.

Staff experience/degree level (for Master programmes)

A separate category for this subject is required. Influential opinions from experts about a degree-level of (teaching) staff, are giving answers to research issues.

Interviewees formulated a required experience- and degree level of Master-teachers as follows:

- > *'...So, basically, you have to have Master-plus staff to give lectures on Master degree programmes...'(WK)*
- > *'...So the amount of PHD's is obvious, without fixed rules. Half or three quarter of Master-staff has to be PHD educated, which is mostly common for lectorates...At the same time, there are a few work areas in which the practical experience is valued higher over the fact that someone has a PHD...'(WB)*
- > *'...for some areas it could be possible that a lecturer on a Master-programme is a Bachelor graduate, if this person's truly adds value. This is might be*

something we need...It begins with occupational capabilities...However for a professional Master, you may expect a Master degree of staff as a minimum requirement...'(HP)

- > *'...You have to be able to rise above the level of a Master degree...'(PT)*
- > *'...Majority of teaching staff should have the PHD degree...'(HE)*
- > *'...the minimum requirement is: (however you can debate about how much it should be) in some cases fifty percent of lecturers that were promoted to PHD level... Fact is that you have to have PHD degree employees at key positions in the organisation...'(WV)*

Master staff functions

This section aims to explain how an initial programme should be building a solid team of employees. Each expert should have his/her own task in a team. Together, interviewees came with all names of functions that are required for a Master-course. These mentioned functions are listed as codes within the table of codes about HRM policies. A suggestion of interviewees about the structure of these functions is given below:

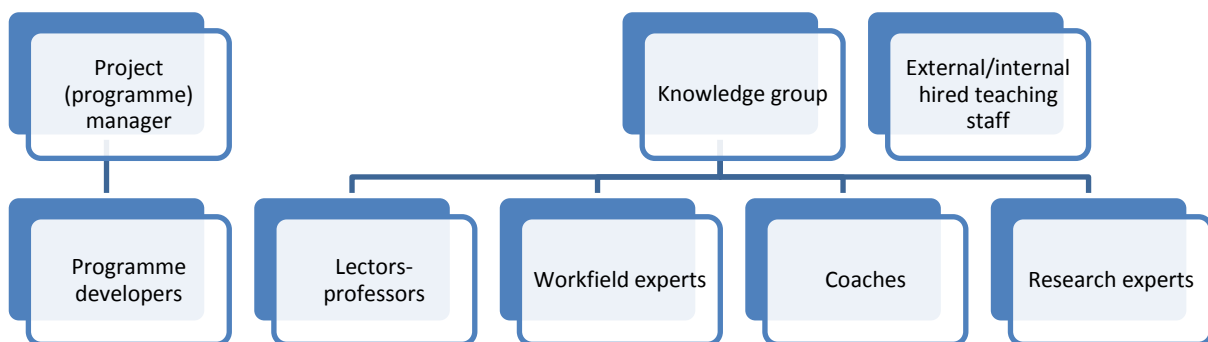


FIGURE 9: HRM- EXAMPLES: MASTER-EMPLOYEES

Interviewee (HE) came with the following idea for hiring staff:

For initial master programmes, there is a possibility to create a new/additional institute (an entity separated from the original University). This new institute has an account on which programmes are registered and employees get hired for a flexible amount of hours by this institute. The explained advantage of this situation will be that price of labor will stay low, since an institute does not have to pay for a fixed contract, but can keep a team and its working hours flexible.

Initial Master-programmes could consider this option for proper staff management.

5 – Quality-/ or research-level (difference WO-&-HBO-Master -&-Bachelor)

Before starting with mentioning the categories, an useful quote (regarding to differences between degree-levels) from interviewee (HE) is mentioned below:

“...If you would make a distinction between professional and scientific Master without borders of WO or HBO Universities, you would end up with total different clusters...”(HE)

(HE) was not the only respondent that came with this information, other interviewees explained comparable situations are occurring as well.

They make a statement that many WO-Master courses are professionally oriented.

This raises a discussion about what exactly the difference between one and another Master programme could be. An example of these remarks is one which expert (HP) gave:

‘...but that leaves it unaffected that there are WO Master programmes like medicine, economics and law programmes which are also half occupational programmes...’(HP)

Categories of HBO-Master and WO-Master compared

Most resolute differences between quality and characteristics between HBO-Master and WO-Master are to be mentioned in this paragraph.

- Starting this chapter with ‘*orientation difference*’ and a term ‘*civil effect*’.

Interviewee (PU) gives a clear description of differences between HBO and WO Masters, based on policy guidelines of the CDHO:

‘...the difference, with HBO Masters is: there has to be a civil effect to the programme, it has to be aimed more towards an occupation...It is also stated in the policy guideline, that a certain civil effect, should have an innovative aspect. Civil effect, that is most important. In other words: clearly relatable to the labor market, the demand of labor from an industry.

WO Master has primarily a scientific focus. We said: at WO Universities, we are doing scientific research and a few years ago, HBO Masters also started doing scientific research. But HBO-Master still will keep research applied to practice...Briefly in my own words: the applied form (ed. of HBO Masters) has a different orientation...’(PU)

- There is also a significant difference between both kinds of students which creates inflow of HBO- and WO-Masters. According to respondent (HP), following differences should be identified.

‘...Students of HBO-Master want to join a programme with people who already work in the industry. They already have their Bachelor. In order to make next steps, they need more luggage, also in the research- and theory aspect. They still need some coaching in their set of skills within the business. They are beginning-professionals, but have several years of experience, they are mature in their occupation, innovative and are skilled communicators...the WO-Master is primarily good at a learning curve of knowledge-development in order to create Master-degree students. But skills like: social and communicative capabilities are still at the beginning of development. He or she is around twenty-four years of age and a beginning professional... with WO-Master you can see, there is a really high intelligence level, while HBO-Master consists of two components of growth, in:

- occupational skills and*
- development of knowledge...’(HP)*

Additional to this, correspondent WB explains that the WO-Master is a more logical successor of education from WO-Bachelor than HBO-Master is for HBO-Bachelor.

This integration from WO-Bachelor to WO-Master is describes as...:

‘...something that is logical to follow up after each other...’(WB)

Findings from other experts correspond on this topic.

Difference between Master and Bachelor in general

Findings on this category are mainly based on differences in level of different grades. Especially are Bachelor- and Master-degrees differing in the aim of the degree. This

means, a difference in the way of thinking and acting by graduates.

A summary of this difference is provided by expert (WV):

‘... You don’t want to educate Masters especially for one occupation (this which applies more for Bachelor), you want to give someone (with a Masters degree) a wider range of baggage, knowledge what goes into dept. The ability to reflect has to be developed and a research-aimed attitude must all be present. It does not necessarily contribute to an occupation (in a direct sense), but it makes someone more widely employable...Most Master-students should be Mastering the English knowledge...And a helicopter view, is a must for Master students...’(WV)

6 - New developments

New development in educational format

For this category, there are several codes which are dealing with technological developments. Examples of these are: *‘distance learning’, ‘blended learning’, ‘MOOC’s’ and ‘occupational video congress’*.

Also different types of collaborations are upcoming, e.g.: *‘international or nationally partnerships with Universities’*. Also, it is possible to collaborate between *‘HBO and WO Universities’*.

An *‘outflow Master (course)’* is a programme which can be bought by students who want to perform on Masters level, but only want to learn about, and pay for specifically chosen subjects. These chosen subject are coming from curricula of a normal Master-programme. They can step in and out of a programme whenever they want, as long as they pay the institute.

Trends in accreditation or TNO

A summary of trends will be given, which have not yet been discussed in other categories:

- Private organisations start to give away own certificates of excellence.

Because in some cases, programmes are not able to get NVAO-indication of excellence after normal accreditation. Programmes that are applying for these private certificates use this as a possibility alternative to show their excellence.

- *The subject of 'Exam committees'* is trending as well:

'...because that is getting more importance (at a NVAO-tests). Last years, it was: the exam committee...'(HP)

- *'Lean and mean through a TNO'*: developers of Master-programmes are getting smarter with a TNO because they keep documents from other tests of initial programmes. Thereafter, they adjust and customize few parts of these processes and documents and as a result pass successfully for a TNO with minimal effort.

General trends in education

Some general trends in educations might need additional explanation. For example:

- (1) 'House of new Masters':

This is a concept which came to discussion in the interview with interviewee WV. It means that a new Master programme should figuratively create: a fundament, pillars and a roof of start-ups for initial Masters. By starting at the bottom of the necessary issues to address and build up components of a succesfull potential start-up for a Master-programme.

This method is a different approach compared with using a step-plan in passing for instance a TNO and for M-E-test successfully.

(2) 'Future restrictions of Master-programme amount':

This restriction is a development on the account of the government.

The Dutch government starts to limit the number of programmes which may get governmental funds. This comes forth from interviewee (WV). He explains: the new M-E policy is getting more strict compared to the policy of the year 2012.

7 - Additional literature (for this research)

Relevant literature that the experts referred to in their interviews is used for the research. A description of most important results from this additional literature is given in Appendix thirteen.

8 - Uncategorized (important) data

This topic area was created in order to capture all important codes which cannot be placed within categories above. However it was not necessary for this research, since all codes were possible to insert in the first seven topic-areas.

There are memo-findings as well, these come from observations which have been done by the researcher. These findings are presented in Appendix fifteen, because these results from observations were additional besides the interview-data.

Chapter 6: DISCUSSION AND LINK TO THE LITERATURE

6.1 ROLE OF THE RESEARCHER

I start describing my role as a researcher in several parts of the research process and results.

In order to let this research be carried out successfully, it was important that I stayed open-minded towards several research subjects and opinions from others. Many interviewees had their own opinions about research issues as well as people who were giving input in data of memo's. I have kept this research (and its data-gathering) between the pre-set boundaries of the research.

My role as an employee of Stenden University gave many options to use the network of staff members of Stenden as well. Before starting this research, I was completely unknown with the research-subjects, therefore, it made it more easy to keep an objective view on the situation and ask critical questions.

I told all interviewees that I work(ed) for Stenden, but made clear that that role as an employee stood completely apart from my role as an independent researcher. All interviewees acted accordingly.

6.2 LIMITATIONS OF FINDINGS

Some limitations for findings could be mentioned as critical comments.

In retrospect, I had chances to interview more experts regarding the research topic.

Examples are: employees from institutes such as QANU (WO-University accreditation-organisation), Daan Andriessen (expert difference Bachelor and Master), 'de Vereniging van Hogescholen' (The union of HBO Universities of The Netherlands) and more experts from WO Universities.

However, since findings started to have many overlap (saturation), I assume this would not provide a significant amount of relevant additional data, nor increase quality of this research.

A sample size of 8 interviewees might be argued to be short for a research thesis as well.

Another limitation for this research was: there were no similar researches available, in other words, making comparisons with other fitting data makes it hard to verify results.

The fact that I was new to this topic is also a limitation, because it is possible that subjects have not been taken into account, which otherwise would have been.

6.3 RESEARCH FINDINGS VS. LITERATURE: COMPARED & EXPLAINED

I reason that the findings were relevant to the issues of this research; there is overlap between findings in-between interviews, as well as corresponding data between interview-methods and the observation-(memo)-method.

When comparing results from interviews with information from literature review, it can be said that each interviewee was a relevant and additive 'link within the chain' of starting up a new Master-programme in The Netherlands. Every interviewee could give detailed information from: their point of view, their role in the total process and on their own expertise.

All relevant and available viewpoints concerning main research-issues have been covered. Every subject that came forth from the literature review (conceptual model) is covered satisfactory with research data.

In Appendix 16, all main research topics are elaborately explained and commented by the researcher. That justifies the coverage of each subject of research.

6.4 INTERPRETATION OF FINDINGS & LITERATURE

Initial Master-programmes often need support of external consultants in order to start(-up) a programme. However, I think this is not always necessary (at least not for guiding an entire process). In my opinion, there are three main reasons why this is done by programmes:

- 1 Sometimes, a lack of knowledge about the entire process.
- 2 Cost reduction: it is expensive (especially for small institutes) to have own experts on this work-area.
- 3 To be more sure of a high success-rate for a start-up.

Therefore, I created a theory (model) based on results of literature and results from further research. It is formed by my interpretation of these data.

Universities can use this as a guide for a Master-programme start-up.

On the next horizontal page, this theory (in a form of a model) is presented.

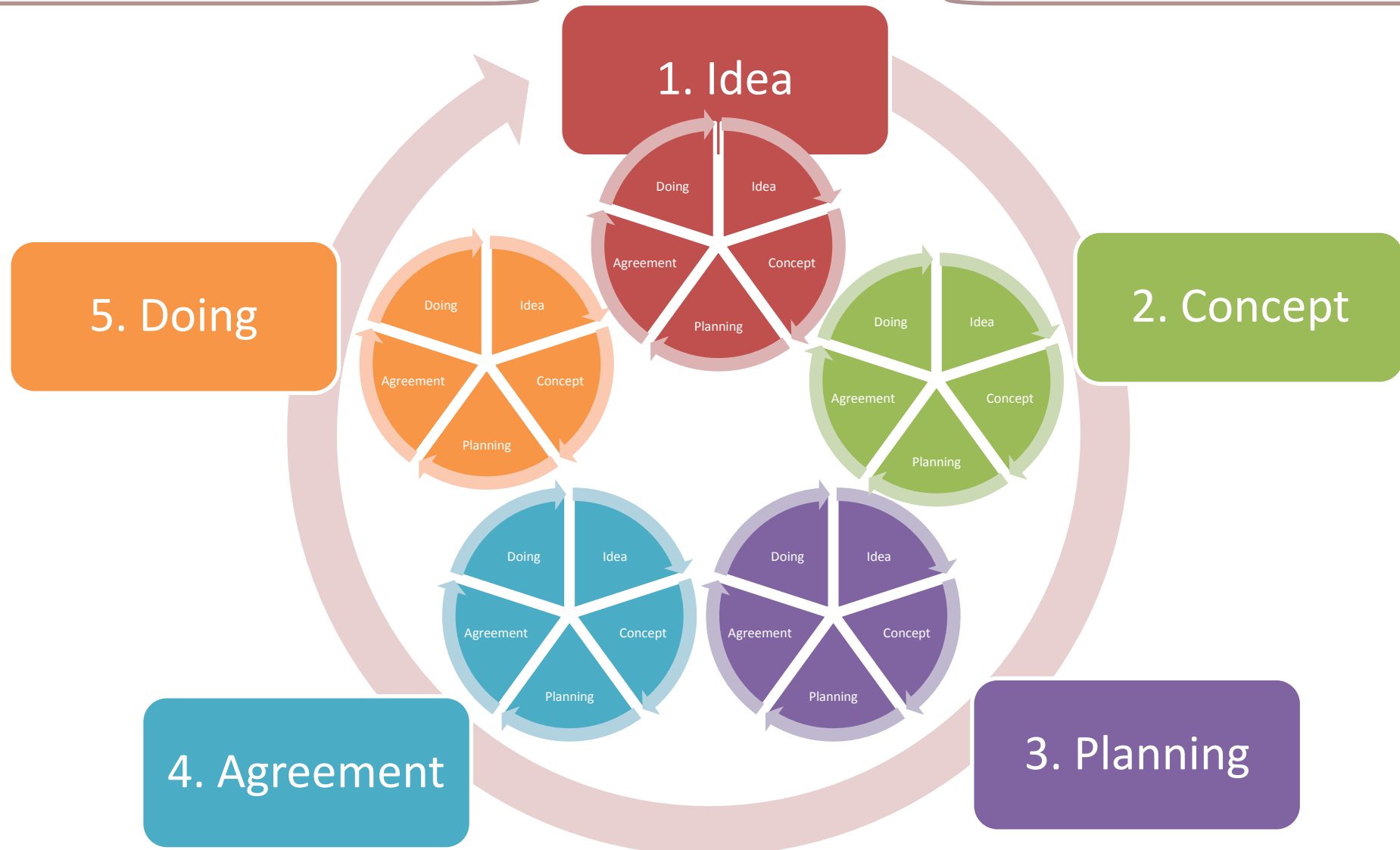
It enables development teams, or management of Universities and other institutes to use five steps for starting up an initial Master-programme successfully.

The page after the one with this model presents keywords per phase of the model.

This is not a checklist for initial Master-programmes, but can be used to cover all steps and topics applying on each specific phase in which development teams are located. Staff of the programmes could use explanations (and additional information) of all mentioned subjects from this research report.

Hereby the model:

Successfully starting up a Master-programme



This model is a base of an overall theory. For every phase of the model of a start-up of initial Master-programmes, these subjects (derived from literature and research findings) should be covered:

Question:	Why?	What?	When?	Who?	How?
Phase:	Idea	Concept	Planning	Agreement	Doing
Subject:	Innovation	Type of master	legislations	CDHO M-E test?	Assessment(s) application
	Technology	Sustainable	Internal process	Ready for TNO?	Visitation training staff
	Target group	Finances	External processes	Stakeholders agree	Evaluation
	Aim of programme	University identity	Deadlines	Executive Board	Trial visitation
	Industry demand	Course profile	External (advise)	Decisions	
	Student demand	Staff (characteristics)	Handbook new MA	Empowerment	
	Necessity	Industry link (international)	Project manager	Shared opinions	
	Trends	Critical Reflection		Responsibilities	
	Civil effect (HBO-MA)	Quality (assessment)		Lobbying	
	Development team	Orientation & level		Corporate policy	
	Top-down / bottom-up?	Dublin descriptors			
	Educational market research	Organisational structure & culture			
	Staff involvement	(Flow in) Curriculum			
	Differentiation	Collaboration partners			
	Blueprint	NVAO standards			
		Facilities & Services			
		End level: -Knowledge -Skills & competences			
		Alumni involvement			
		Delivery mode & didactics			
		Testing & assesment			

TABLE 7: TOPICS TO USE PER PHASE OF THE THEORY-MODEL

Short description of this theory:

When using the presented model and table, an initial Master starts with five overall phases. These are: 1) Idea, 2) Concept, 3) Planning, 4) Agreement and 5) Doing. Every phase consists out of the same five steps. In other words: the development team of the initial programme examines in which overall phase they are in at the moment. Within every phase, the development team should as well create a structure of a Idea>Concept>Planning>Agreement>and Doing step.

In table 8, topics are presented that should be processed or discussed during that

specific overall phase. Every phase of the total process will be walked through until the 'doing'-phase starts. In this phase, the initial programme starts with the governmental tests (e.g. NVAO's TNO). After these tests, the programme should start with constant improvement (based on new evaluations).

This model enables start-ups of initial Master-programmes to be more structured.

For example, when the development team is currently in the '*Concept*' phase, they have to create the entire concept of the initial programme. In order to structure their order of work, they use the subjects that belong to the 'Concepting phase' (In the scheme below). During the '*Idea*' step, they could identify rather if more subjects should be added on this list. During the '*Concept*' step, they actually do the development (for example: the curriculum, finances and the rest of the list).

During the '*Planning*' step, the development team decides what more activities (and when) they need to carry out in order to come to an '*agreement*' with all stakeholders. '*Doing*' in this case is going to the next overall phase.

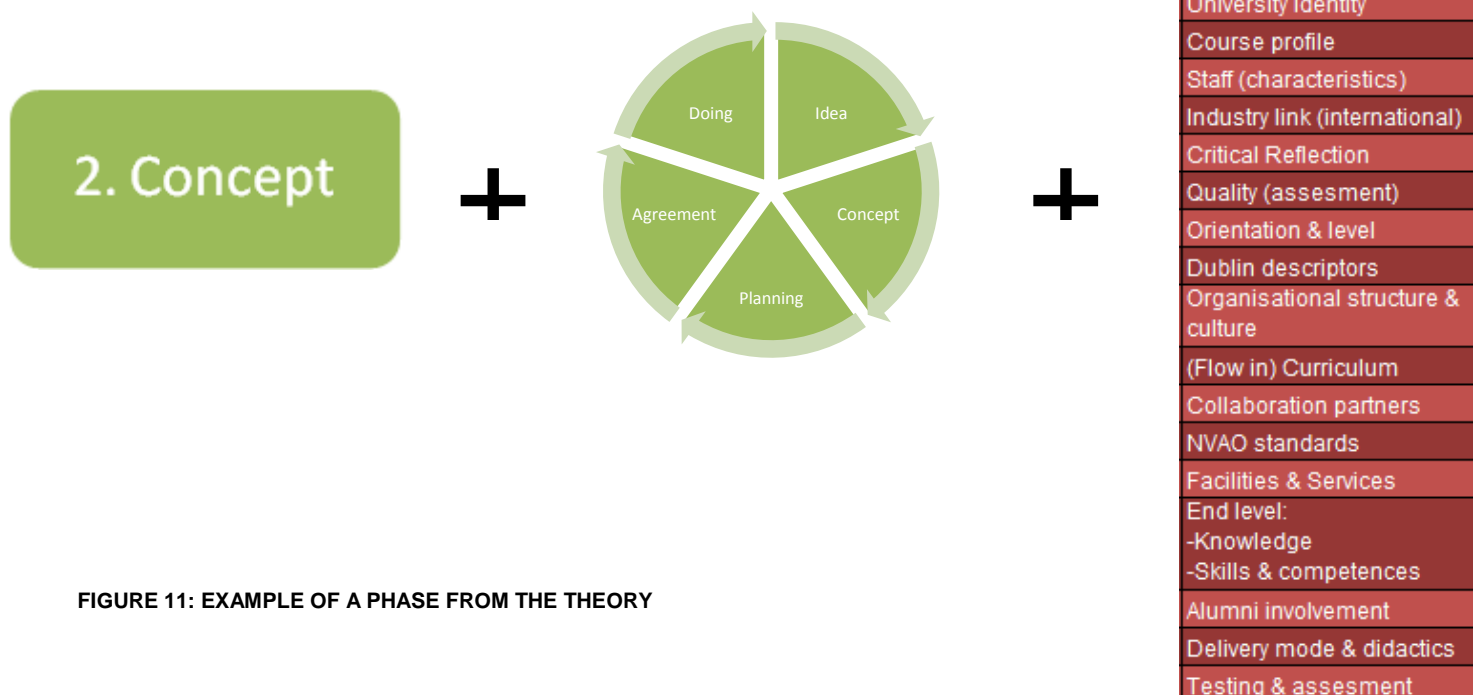


FIGURE 11: EXAMPLE OF A PHASE FROM THE THEORY

Chapter 7: CONCLUSIONS & RECOMMENDATIONS

Initializing new Master-programmes is not an easy task. Many variables should be taken into account before a programme is (allowed) to start. For each issue, which can be identified for start-ups, the researcher has made appropriate research questions. These questions were a base for this main research-question:

'How can a Dutch Masters-programme be successful, in terms of quality management during starting up and towards the local governmental accreditation?'

Literature and results that are presented in this report have been gathered via the method of Grounded Theory. During this qualitative research, the researcher made use of several data-gathering methods, namely: interviews, memoing and observations. Final conclusions of the research are presented by answering research questions below, since these form the core of this research.

7.1 CONCLUSIONS VIA ANSWERING RESEARCH QUESTIONS

1) What process should a new Masters programme go through in order to organize a successful start-up?

The process for a Master start-up should be guided by a strong development team that is responsible for creating a complete programme. This does not mean that these people should do all work, but rather means that they are enabling their self and others in order to have an optimal role within this start-up process. This development team is in control of a planning of the process. The entire process can be done within five phases, the: 1) Idea-, 2) Concept-, 3) Planning-, 4) Agreement- and 5) Doing-phase. A theory which explains and applies mentioned process-steps is presented during discussions regarding the findings. Stakeholders such as: staff,

government, students, industry organisations and consultants should be taken into account during a start-up. Clarity of the process is crucial, therefore communication with these stakeholders is important as well as having an appropriate planning that should be followed strictly.

2) With regards to: the amount of staff, education of staff, employee qualifications and personnel of the educational organisation, what are crucial parts to consider of accreditation in terms of these HRM criteria?

Proper HRM policies are crucial for a successful start-up. There are several aspects of HRM mentioned. The first and possibly most important aspect are qualifications of staff. All employees should have a pro-active working attitude and be creative. Good staff do not necessarily have highest educational grade, but are knowledgeable within their field of study (or industry). However a minimum degree-level of staff is not fixed. Master-courses should have at least several PHD educated staff members on key positions in the course. These experts can form a so called 'knowledge group'. Besides that, regarding other educating staff members, programmes should aim for Master-degree educated employees. Especially with HBO-Masters, these institutes should focus on getting teaching-staff who are also experienced in relevant aspects of the industry (/business).

3) Regarding the: workfield of interest, students and fellow Universities, how should a programme relate to the industry in which it operates?

Before a programme starts, development teams should have decided rather if that programme should go for governmental funds. Criteria for these funds are based on civil-effect which a HBO Master programme should have. Either if a programme applies for these external funds or not, criteria of governmental tests are useful in

order to ensure proper relation with an industry. This review-framework has been created by an institute called: 'Commissie Doelmatigheid Hoger Onderwijs' (CDHO).

This policy guideline can be found on the website of this institute.

For an initial (HBO-)Master programme it is important to start from the beginning with the right educational orientation. A programme should be based on future student's- and industry's-demand. This makes a course relevant for Dutch society (or/and internationally). A proper situational sketch should be made by doing research.

Components which should be clear after this situational sketch are e.g.: competition, trends from the industry, stakeholders, necessity of a programme and an educational market benchmark (/sketch). This research report gives advice on how to obtain this data. Furthermore should an initial programme arrange a close relation with the industry and field of study, this could be done for instance by creating an active alumni network as well.

4) What are the most important official and unofficial law & regulations for a new Master programme to take into consideration during the start-up?

Before an initial Master can start with educating, it has to be assessed by a governmental organization that is entitled to approve or disapprove a programme for the Master-degree. Initial programmes could/should for example apply for assessment within the European Union or within Canada or in the United States.

However, this research is mainly focusing on the process within The Netherlands.

An initial Master-programme should apply for a 'Toets Nieuwe Opleiding'-assessment at the applicable authoritative institute 'Nederlands-Vlaamse Accreditatie Organisatie.

There are three possible results for this assessment: 1) Sufficient, 2) insufficient and 3) Sufficient under conditions. With this third option, a programme has to address

minor changes in the programme before accreditation. All mentioned Standards (criteria's) from the NVAO should be met in order to get a succesfull Master start-up. Another important subject that needs consideration, is a macro-efficiency check by the CDHO. The problem with both of these regulations(-systems) for an initial programme is that they are widely interpretable.

For Master-programme developers (who are in a start-up phase), this could lead to many moments of confusion and lack of clarity. However, there are experts on this field of study. These experts are willing to share their valuable knowledge regarding the interpretation of legislation. The experts have been interviewed during this research.

These interviewees also acknowledged that legislations concerning Master start-ups are rather open for interpretation. After establishing this, the research report is providing several explanations and interpretations of these experts. An initial Master programme could/should make use of knowledge of these experts in order to be succesfull.

5) Focussing on the topics: quality of research, educational content, service towards students and facilities of the school, what quality demands can be expected from a new Masters study?

&

6) What are similarities and differences between the desired end level/orientation of Bachelor-, HBO Master- and WO Master graduates? (In The Netherlands as well as abroad).

Quality is a generalized term which entails several aspect of a Master-programme in order to be at a sufficient level. Relevant topics for consideration are e.g.: orientation, the end level of a programme and its theses. HBO Masters should be more focused on practice, whereas most WO Masters should be oriented at mainly theory, or

deepening existing knowledge of that industry. Didactics and types of delivery of education should be varying and innovative of kind. Content of curriculum should have an increasing 'flow' of level and difficulty towards an end level of students (the graduates). Mentioned subjects that contribute to a high quality level are for instance: appropriate facilities and services provided for students and staff. Many of these have been mentioned in the report. Two important ones that have been mentioned are: adequate communication and IT infrastructure (physical & digital) and sufficient and easy accessible literature.

To conclude, it is appropriate to explicitly appoint subject of differences and similarities between (Higher) Educational Levels/degrees and Orientations within The Netherlands. The Dutch system is based on four different levels, with the following order: Associate degree, Bachelor, Master and PHD degrees. Too zoom in at the Masters level, there are different category-types of Masters in which a programme could be classified, for instance: Master of Business Administration, Master of Arts and Master of Science. This category of Master cannot be influenced by development teams of an initial programme, except by supplying a different (innovative) type of Master-programme or content. This is referring to the '*NUFFIC-list*' in this research. Furthermore: a degree-level of a course is something different than its orientation. Many times, this is been mixed up within The Netherlands. Possible reason for this is that Master-programmes from WO-Universities (generally spoken) are viewed to be more prestigious in public opinion than HBO-Masters. This public presumption is incorrect: HBO Masters have the same degree-level (namely a 'Master-degree') as WO-Masters, but as mentioned, they have a different orientation: HBO-Masters are

to have a more practical orientation, whereas WO-Masters (apart from exceptions) are focused on pure science and theory.

7) How is decision-making carried out, in the process of a new-Masters-accreditation within the panel of the NVAO?

&

8) How can the decision-making process of a NVAO panel be helped or influenced positively by the University in order to get positive result for the test for new programmes?

Official decision-making processes have several phases before the final decision on accreditation have been made. Main process of decision-making by the NVAO is as follows:

- 1) there is a visitation with a NVAO-(peer)-panel,
- 2) a panel discusses NVAO-Standards and rather or not that the new programme meets and satisfies all these quality criteria.
- 3) This panel gives an official advise to the NVAO.
- 4) This report will be assessed by experts of the NVAO.
- 5) The Executive Board of the NVAO makes a final accreditation decision.
- 6) If a programme has been approved by the (final decision of the) NVAO, it should be registered by the DUO in a nationwide central list of registration of educational programmes of The Netherlands (in the 'CROHO').

The applying educational institute has the right to object towards an advisory-report from a NVAO-panel, as well towards the concept (before) and towards the final decisions of the NVAO.

In order to influence this (decision making) process positively in an early stage, a programme should give supportive training to staff members (and other attendees) that participate before, during and after a visitation of the NVAO-panel. Naturally, the

best influencing factor for a positive advise from the NVAO-panel is having the initial programme on a high quality level and with the right educational orientation.

To round up with a final conclusion: it is of utmost use for initial Master-programmes to be accurate in its process of a start-up. This is because the industry of initial Master-programmes and its (supplementary) rules and regulations are more complicated than it appears at first sight. A lot of money is involved in this process, therefore it is worthwhile investing time and money accordingly.

7.2 RECOMMENDATIONS

7.2.1 RECOMMENDATIONS FOR THE INDUSTRY

Universities and other institutes of higher education that are struggling with creating new Master-programmes, are advised to be extremely good prepared before starting with a new Master programme. Proper research on the educational market should be done. After finishing that, an initial programme should obtain appropriate future and current goals (aim, mission, vision etc.). This should be done with use of knowledge from internal and external experts. These experts could advice on either specialization of this programme, or the process of its start-up. In order to be good informed, the staff of initial Master-programmes should inform themselves with correct information about an optimal Master-start-up. This information could for instance be found in:

- Dutch 'Wet op Hoger Onderwijs en Wetenschappelijk onderzoek' (WHW: Dutch law on Higher educational and Scientific Research);
- Master programme Standards in the Framework(s) of the Dutch accreditation

institute: 'NVAO';

- assessment Framework and policies of the 'CDHO'- institute;
- framework for starting up an educational programme of (e.g.) the KPMG;
- and finally, of course facts & figures and interpretations of above mentioned requirements, which are found in this research-report together with a clear step by step process for creating a Master-programme within The Netherlands.

I recommend using or creating a corporate 'toolkit' with for example a handbook for starting up an initial Master should be created, together with accurate descriptions and explanations of these tools and content.

Last and most important recommendation is the fact that good staff is of highest importance. These dedicated people have to create the programme. *'Identifying what (kind of staff-members) a programme exactly needs'* is something differing from: *'trying to fit all current staff into the new programme'*.

7.2.2 RECOMMENDATIONS FOR FURTHER RESEARCH

Further research on this topic could be done on numerous subjects. I think these four topics are most relevant (as a follow-up):

- Creating a checklist for Master-programme start-ups. This is possible by starting with my model, given in this research report.
- Another possibility is: doing this research for Bachelor-programmes as well. It is interesting to compare both processes and research on how Universities could learn from similarities and differences.
- Lay more emphasis on a start-up process of Master-programmes internationally and research how master-programmes are created abroad (probably there is information available that could be used by Dutch educational institutes).

- At last, a recommendation for further research for governmental institutes:

'How could legislation be more easily accessible for institutes that initiate Master-programmes?'

And mostly:

'How could information-provision be combined, in order to give a complete oversight of all steps of the start-up (involving all private and governmental institutes that play a role in this challenging process)?'

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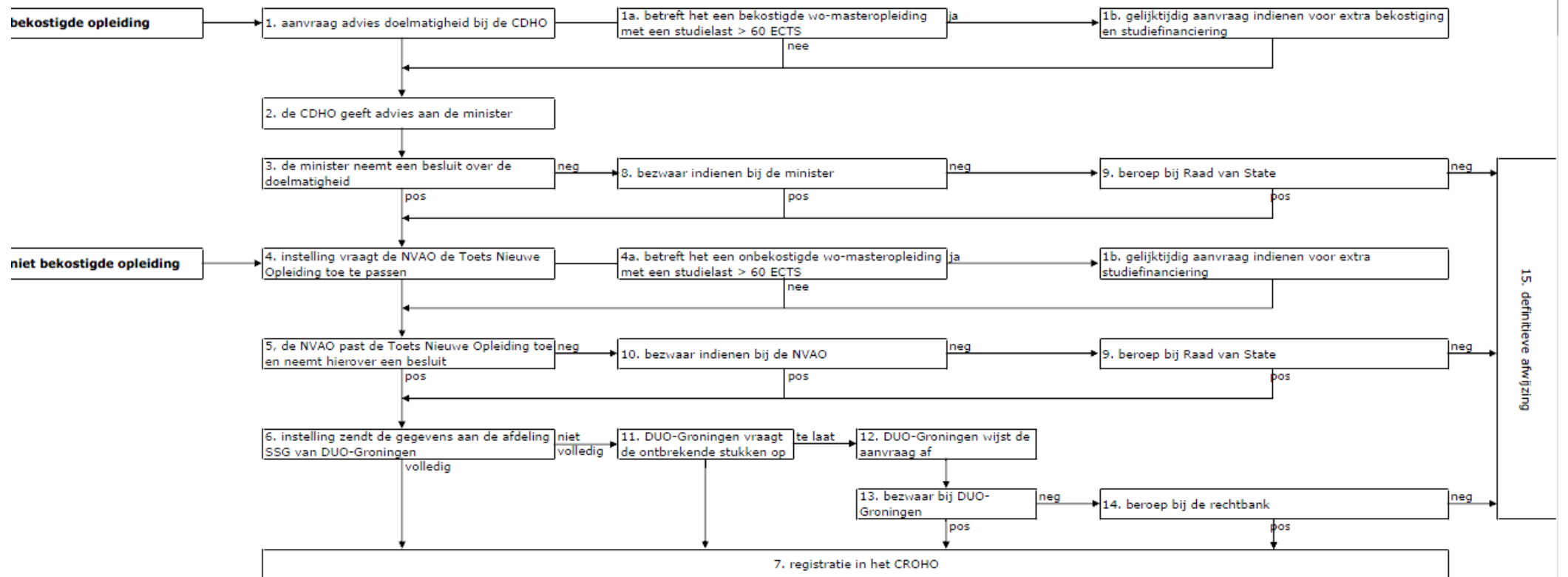
The Hague: CDHO.

Chapter 9: APPENDICES

APPENDIX 1: PROCEDURES AND EXPLANATION NEW PROGRAMM (DUO, 2014)

Procedure en toelichting nieuwe opleiding

versie 7.0
17-3-2014



Toelichting

1. Voor het aanvragen van een nieuwe opleiding moet een verzoek worden ingediend bij de Commissie Doelmatigheid Hoger Onderwijs (CDHO). Zie de website van de CDHO.
De CDHO beoordeelt of er sprake is van een doelmatige taakverdeling tussen de instellingen (doelmatigheidstoets).
Betreft het een bekostigde wo-masteropleiding (niet met name genoemd in artikel 7.4a, lid 3 tot en met 7, van de whw) met een studielast die groter is dan 60 ECTS kan gelijktijdig bij de CDHO een aanvraag ingediend worden voor extra bekostiging en studiefinanciering.
- 1b. Bij een positieve beslissing van de minister op de aanvraag voor extra bekostiging en studiefinanciering wordt er bij DUO extra bekostigings- en studiefinancieringsduur geregistreerd.
Bij een negatieve beslissing van de minister op de aanvraag voor extra bekostiging en studiefinanciering wordt er bij DUO een initiële bekostigings- en studiefinancieringsduur geregistreerd. Tegen dit besluit van de minister is bezwaar mogelijk.
2. De CDHO brengt (in beginsel) binnen acht weken na ontvangst van de aanvraag advies uit aan de minister.
3. De minister neemt (in beginsel) binnen acht weken na ontvangst van de aanvraag bij de CDHO hierover een besluit. Het positieve besluit van de minister is 10 maanden geldig.
4. Voor het aanvragen van een nieuwe opleiding moet een verzoek worden ingediend bij de NVAO. Zie de website van de NVAO.
Betreft het een onbekostigde wo-masteropleiding (niet met name genoemd in artikel 7.4a, lid 3 tot en met 7, van de whw) met een studielast die groter is dan 60 ECTS kan gelijktijdig bij de minister een aanvraag ingediend worden voor extra studiefinanciering.
- 4b. Bij een positieve beslissing van de minister op de aanvraag voor extra studiefinanciering wordt er bij DUO extra studiefinancieringsduur geregistreerd.
Bij een negatieve beslissing van de minister op de aanvraag voor extra studiefinanciering wordt er bij DUO een initiële studiefinancieringsduur geregistreerd. Tegen dit besluit van de minister is bezwaar mogelijk.
5. De NVAO toetst of de opleiding voldoet aan de eisen beschreven in het beoordelingskader voor nieuwe opleidingen en neemt binnen zes maanden na ontvangst van de aanvraag een besluit.
Het besluit dat de toets nieuwe opleiding met positief gevolg is ondergaan is zes jaar geldig. Echter, indien de bekostigde opleiding niet binnen tien maanden na het besluit van de NVAO is geregistreerd in het CROHO, vervalt de geldigheid van dit besluit, voor een niet-bekostigde opleiding bedraagt deze termijn 6 maanden.
6. Ter registratie in het CROHO zendt de instelling de volgende gegevens naar DUO-Groningen:
 - het verzoek van de instelling, ondertekend door of namens het College van Bestuur
 - het positieve besluit van de NVAO
 - het volledig ingevulde formulier "Aanmelden en wijzigen opleiding"
 - de bekostigde instelling stuurt het positieve besluit van de minister mee
 - eventueel het positieve besluit van de minister betreffende de wo-masteropleiding met een studielast > 60 ECTS (niet met name genoemd in artikel 7.4a, lid 3 tot en met 7, van de whw)
 - eventueel de instellingsgegevens van de andere instelling(en) waarmee de instelling de joint degree gaat verzorgen (naam, brinnummer, vestigingsplaats opleiding en land)
7. Indien de aanvraag voldoet aan de gestelde eisen wordt de opleiding binnen 15 werkdagen na ontvangst van het verzoek bij DUO-Groningen geregistreerd in het CROHO door de afdeling SSG.
De registratie is:
 - een voorwaarde voor de bekostiging van opleidingen aan bekostigde instellingen
 - een vereiste voor de bepaling van het recht op studiefinanciering
 - een voorwaarde voor het voeren van graden en titels.
8. Indien een aanvraag doelmatigheidstoets nieuwe opleiding door de minister is afgewezen, kan het instellingsbestuur hiertegen bezwaar maken. Het bezwaarschrift moet binnen zes weken na het besluit van de minister worden ingediend bij de minister. Voor de minister geldt de wettelijke Awb-termijn van zes weken voor de afhandeling van het bezwaarschrift, met een mogelijke verlenging van vier weken.

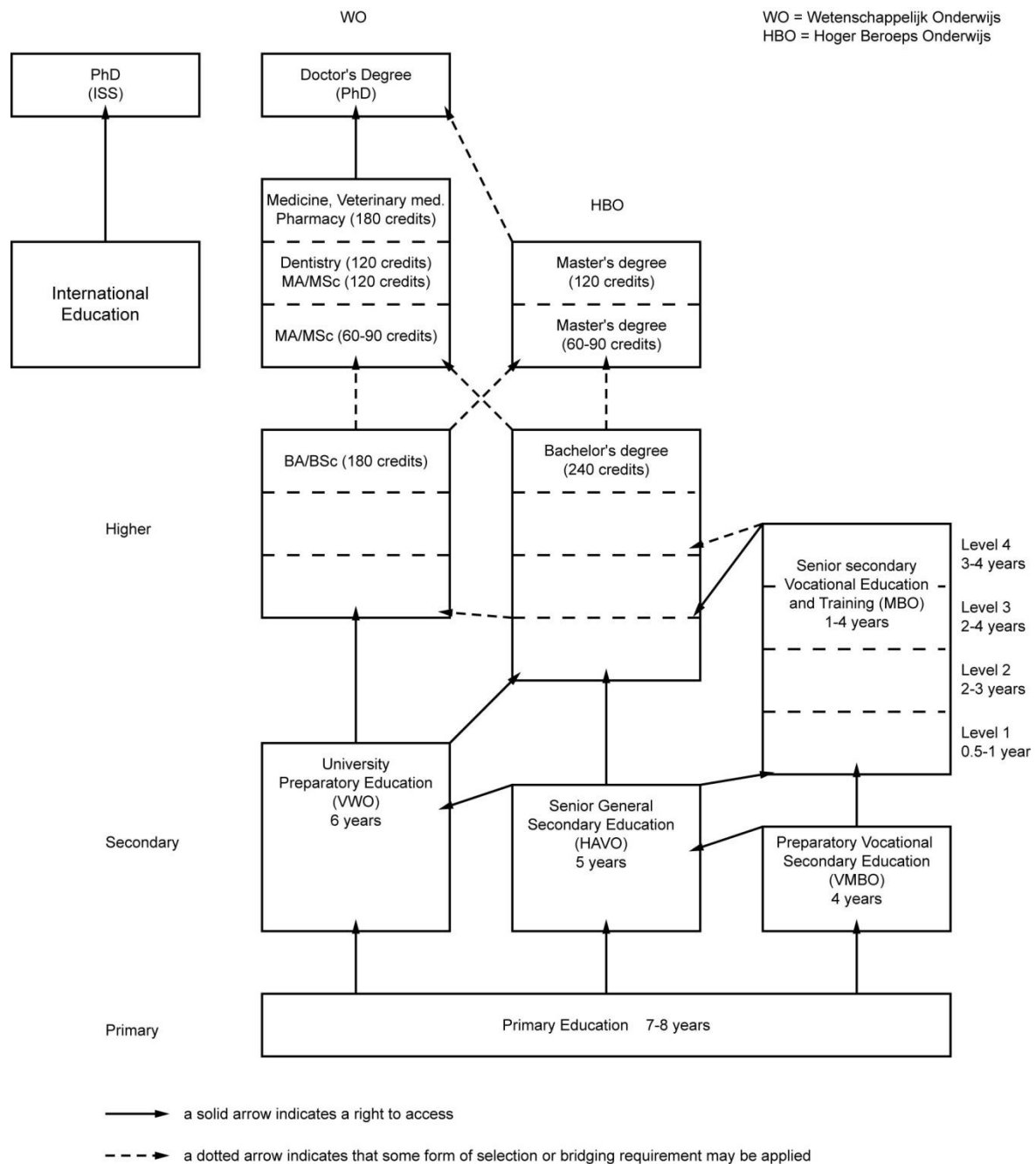
9. Tegen een beslissing op bezwaar van de minister kan binnen zes weken in beroep worden gegaan bij de Raad van State. Uitspraak volgt doorgaans binnen zes weken na de zitting. Deze termijn kan met ten hoogste zes weken worden verlengd. Indien de Raad van State negatief beslist op het beroep zijn er voor het instellingsbestuur geen mogelijkheden meer om verder te procederen. Bij een positieve beslissing zal de minister alsnog een positief besluit doelmatigheid afgeven aan het instellingsbestuur.
of
Tegen een beslissing op bezwaar van de NVAO kan binnen zes weken in beroep worden gegaan bij de Raad van State. Uitspraak volgt doorgaans binnen zes weken na de zitting. Deze termijn kan met ten hoogste zes weken worden verlengd. Indien de Raad van State negatief beslist op het beroep zijn er voor het instellingsbestuur geen mogelijkheden meer om verder te procederen. Bij een positieve beslissing zal de NVAO alsnog een positief toetsrapport afgeven aan het instellingsbestuur.
10. Tegen een besluit van de NVAO op een aanvraag toets nieuwe opleiding kan bezwaar worden gemaakt door het indienen van een bezwaarschrift bij de NVAO. Hiervoor geldt - naast de Algemene wet bestuursrecht - de 'Regeling bezwaarschriftenprocedure Awb NVAO'. De termijn voor het indienen van een bezwaarschrift bedraagt zes weken. De NVAO beslist binnen tien weken na ontvangst van het bezwaarschrift. De beslissing op bezwaar kan voor ten hoogste vier weken worden verdaagd.
11. Indien de documentatie benodigd om tot een correcte registratie in het CROHO te kunnen overgaan niet compleet is, bevrageet de afdeling SSG van DUO-Groningen het instellingsbestuur. De inzendtermijn wordt door DUO-Groningen bepaald en is afhankelijk van de aard van de ontbrekende informatie. Zodra DUO-Groningen de documenten compleet in haar bezit heeft, zal zij overgaan tot registratie van de nieuwe opleiding in het CROHO.
12. Bij geen of te late reactie op de bevraging zal DUO-Groningen een afwijzing sturen naar het instellingsbestuur.
13. Tegen een afwijzing door DUO-Groningen kan het instellingsbestuur in bezwaar gaan. Binnen zes weken na ontvangst van het besluit van DUO-Groningen moet hiervoor een bezwaarschrift worden ingediend. De afhandeling van het bezwaarschrift duurt tien tot veertien weken. Bij een positieve beslissing zullen de registratiegegevens alsnog gecompleteerd worden opdat de nieuwe opleiding geregistreerd kan worden in het CROHO.
14. Binnen zes weken na de negatieve beslissing op bezwaar van DUO-Groningen kan het instellingsbestuur een beroepschrift indienen bij de rechtbank. Indien de rechtbank negatief beslist op het beroep zijn er voor het instellingsbestuur geen mogelijkheden meer om verder te procederen. Bij een positieve beslissing van de rechtbank zal DUO-Groningen overgaan tot registratie in het CROHO.
15. Deze aanvraag kan in deze procedure niet resulteren in een opleiding in de zin van de WHW en de opleiding wordt niet in het CROHO opgenomen.

Gebruikte afkortingen

Awb	Algemene wet bestuursrecht
CDHO	Commissie Doelmatigheid Hoger Onderwijs
CROHO	Centraal Register Opleidingen Hoger Onderwijs
DUO	Dienst Uitvoering Onderwijs
ECTS	European Credit Transfer System
minister/ministerie	minister(ie) van Onderwijs, Cultuur en Wetenschap of minister(ie) van Economische Zaken
NVAO	Nederlands-Vlaamse Accreditatie Organisatie
SSG	afdeling van DUO-Groningen, beheert de basisregistratie van de School- Studiekegevens

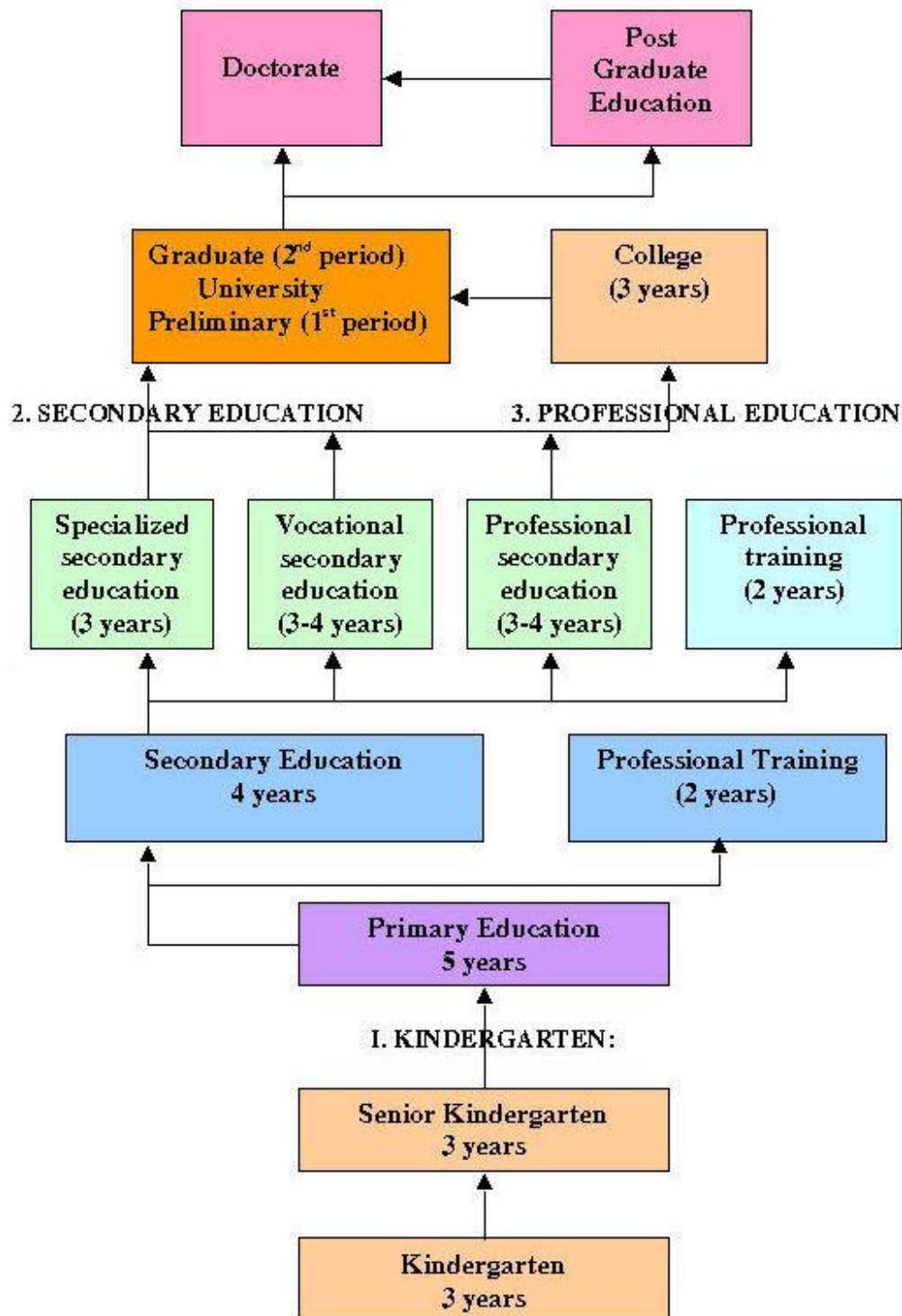
APPENDIX 2: MODELS OF EDUCATIONAL SYSTEMS WORLDWIDE

A. The Netherlands:



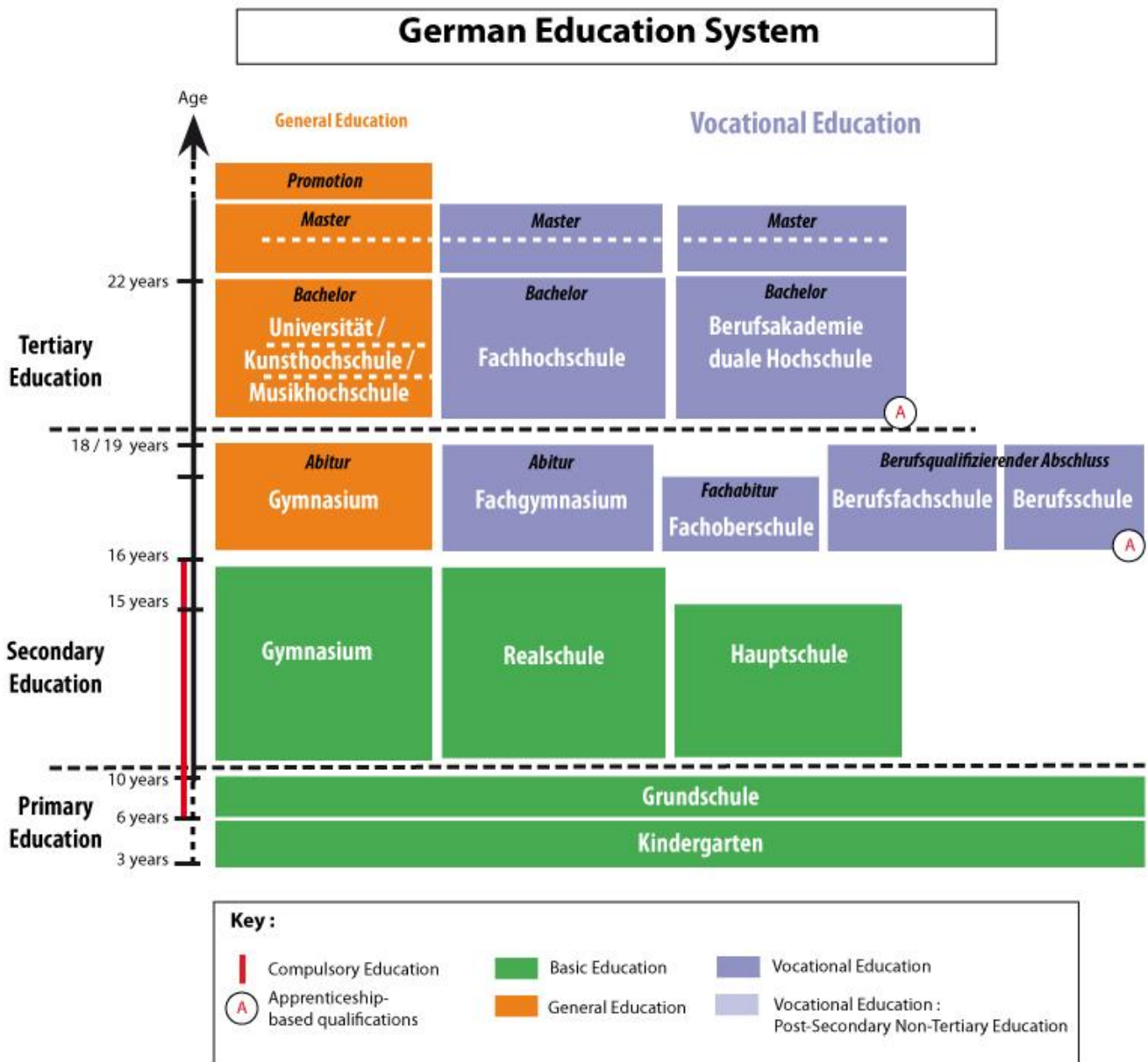
(Vreeken, 2011)

B. United Kingdom:



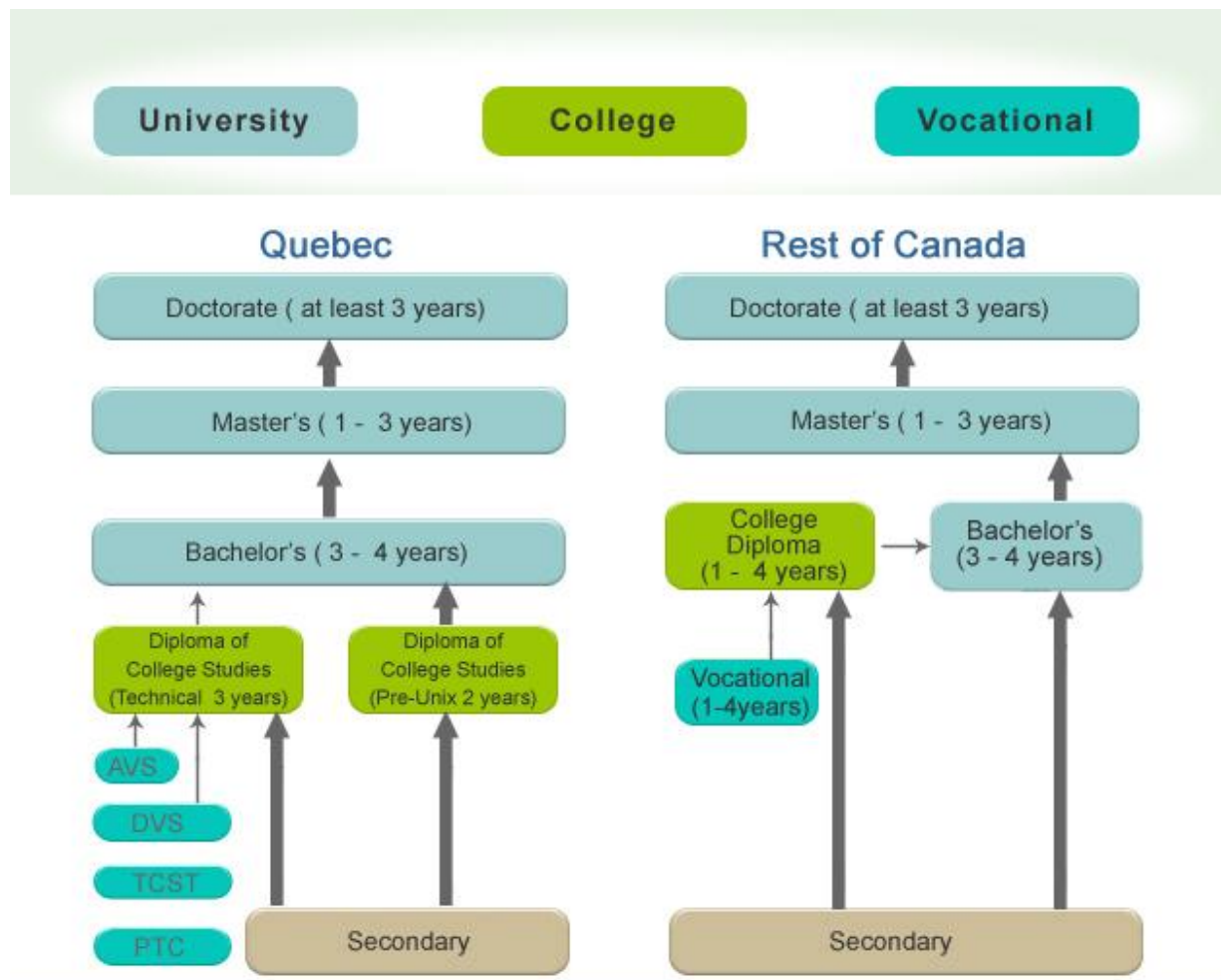
(Boone, 2010)

C. Germany:



(Onisep, 2013)

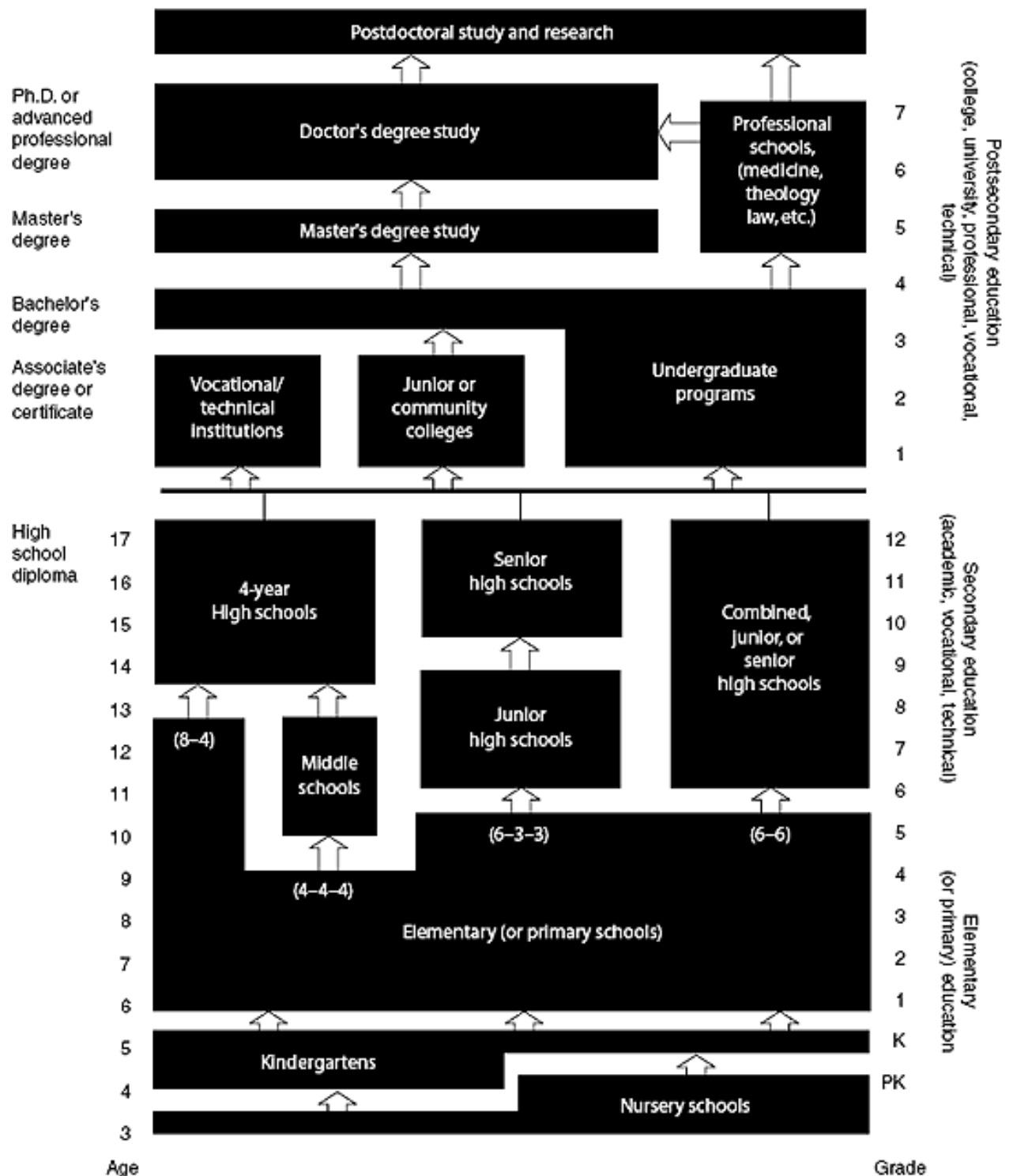
D. Canada:



(Impel, n.d.)

E United States of America:

Figure 1. The structure of education in the United States



NOTE: Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or postsecondary education level. Chart reflects typical patterns of progression rather than all possible variations.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Annual Reports Program.

(Hare, n.d.)

APPENDIX 3: DUBLIN DESCRIPTORS & EQF FRAMEWORKS

Dublin Descriptors

Dublin Descriptors describe three levels of higher education in so called 'cycles' (ECA, 2014). The first cycle represents the Bachelor level, the second a Master level and the third one describes the doctorate level. These cycles are declared and agreed upon by most European countries during the Bologna process in the year of 1999 (EUA, n.d.).

Standards or statements are not fixed rules, it are more guidelines for programmes to follow in order to get a representative international study.

For Masters-degrees, different themes are discussed in order to get a sufficient end level of Master-students (EHEA or European Higher Education Area, n.d.). These themes can be distinguished (Joint Quality Initiative, 2004) as international Master standards:

1. *Knowledge and understanding*, on which a student has to be able to create new or elaborate existing ideas in a setting of research.
2. *Applying knowledge*, means: recognizing ideas from research as valuable opportunities to solve problems in an environment which the student is not acquainted with. Also looking outside borders of one discipline and being able to connect several contexts.
3. *Making judgments*, for students means: processing knowledge and complexities, understanding them and being able to comment on gathered (sometimes incomplete) information and data. After that, compiling it to a structured idea.
4. *Communication* is for a Master student: the ability to provide gathered knowledge, conclusions and recommendations of certain research outcomes or other gathered

information, in order to grow expertise on a subject. A student has to be able to explain this via a monologue as well in writing (Oxbridge Essays™, 2009). Besides, having a face to face setting, it also means being capable of speaking to audiences.

5. The last cycle contains *learning skills* of a Master student after finishing the programme. A graduate should be able to study material, theories, books, journals, etcetera in a self-steering manner. The student should have a social attitude in communication, yet also have abilities to work independent from others.

European Qualification Framework

More recent versions of an international used framework for determining good quality Masters level is called the '*level in EQF: European Qualifications Framework*' (National Qualifications Authority of Ireland, 2008). The Framework is mentioned by the NVAO as valid legislation on which a programme can be assessed during visitation (NVAO, n.d.). However, this framework gives slightly different qualifications for the Masters level, because it gives 8 levels of Master-qualification.

The EQF frame gives three guidelines of differentiation namely:

>Knowledge, >Skills and >Competence.

The Framework explains: the knowledge level of graduate Master students should be "*highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research*" (EQF, n.d., p. 2). Terminology such as: 'highly specialized knowledge' still leaves room for debate.

> After the EQF frame, his question should be asked by the researcher: *What does this 'highly specialized knowledge' entitle? Are these knowledge levels measurable?*

These questions are raised for further research.

Besides a Knowledge-level, the EQF Framework also mentions that students should be able to use knowledge within their field of study and link this with other industries.

> The second theme: '*Skills*' will be described as well.

A short description of the Skill Level of a Master-graduate is as follows: *he or she should know how to solve problems by using decant innovative research.*

Information about these themes can be used for development of knowledge and procedures within specific fields of study or interrelating it with other specializations (European Union, 2008).

> The last theme which is described, is a *Competence*-level of a student after graduation on a Master-programme. The EQF Framework tells us that a student should be able to work autonomous in a matter that they are able to arrange work and study material which are marked as complicated or complex, unexpected or not predictable and should be handled with a strategic approach. They are expected to take the lead in creating professional knowledge. These students should know how to give substantial additions and feedback to performances of a team within their industry or research studies. This has similarities with the *level* which is been set in Dublin Descriptors, because that is also focused on '*making judgments*' just like the EQF Framework is mentioning '*Competences*'. Both are strongly focused on reviewing and improving work of this student and work of others (FIN, 2014).

APPENDIX 4: THE ENQA CONCEPTS (EXPLAINED)

1- The ENQA divides internal quality assurance in six separate parts. At first, comes the procedure for quality assurance. It explains that a University should have fixed processes and policies that should be followed. Students involved committees should have a role in that processes. This policy should be publicly accessible (HEFCE, 2009) and should at least cover: (1) a ratio of classical-teaching vs. individual research-parts of a course; (2) a strategy which is corporately accepted; (3) giving an insight of which positions or individuals within the institute have specific roles in maintaining quality; (4) describing responsibilities of each department of the University within their quality system; (5) describe what role students get in quality assurance; and (6) finalizing with describing how quality-procedures are revised annually.

2- Subsequently comes: a description on how to approve and monitor a review system of the programme. Prominently, a description which goes into detail on how the programme's quality should be reviewed is given. This has to be done by:

- creating learning outcomes and making them publically accessible,
- developing curriculum and a programme outline,
- describing the content-delivery and an account on what type of Master-degree the programme wants to give students. For example: a research Master, professional Master, part time, or fulltime Master, or e.g.: MBA, M.Sc., M.A., pre-Master, etcetera (Study portals, 2013),
- describing resources that should be used by a student. For example books or journals from a physical or online library,

- before a start-up, programme's initiators should receive independent feedback on curriculum and the course as a whole, in order to improve quality,
- the University will keep track of individual achievements and progression of its students,
- it also should define in which period of each year the programme will be assessed by professional external as well as internal assessors (Radboud University Nijmegen, 2014),
- and as last: explain how and when stakeholders review the programme and manner of education. These could be: students, employees and industry representatives.

3- The manner in which students are assessed at a Master-programme of a University.

Possessing knowledge on how examinations and test should be done, is highly important for an educational framework (Open Universiteit, n.d.). That is why employees of a programme should pay specific attention to these steps: (1) Is measurement of achievement of intended outcomes and objectives of students sufficiently designed?; (2) Is the purpose of examination clear and are these forms of testing suited?; (3) Which are the criteria requested at each examination-point?; (4) Are the right people responsible for taking tests and giving grades?; (5) Does every test have one examiner, or are there backups or second assessors and are their judgments reliable (Universiteit Leiden, 2013)?; (6) Are corporate examination regulations corresponding to this programme's regulations? And are procedures, that the corporate institute normally uses, been complied?; (7) What to do with unforeseen circumstances like illness of students? (8) Are we communicating our methods of examination and rules clearly to students?

4- Education of teaching staff should be assured in order to keep high quality. These lecturers and tutors should be willing to get feedback from external professionals who are giving feedback about the programme and subsequently being able to reflect on (own) performance (Pekkarinen & Hirsto, n.d.). Teachers should be skilled in effective knowledge transferring and creating. They should be experts in their field of study and have a constant learning-attitude. A lecturer should stay critical on his or her own performance and should make use of feedback from others in order to get higher quality education (Christodoulou, 2010). Procedures should be describing the minimum qualification-level which is requested for (new) staff. Besides that, should a University give new opportunities to staff; both in teaching skills, but also deepening knowledge on their discipline. A University should know how to deal with poorly performing teachers and decide where it draws a line for employees that are performing below the requested level.

5- A standard has to be made for 'learning-resources and student support' (ENQA, 2009). Actively asking for feedback from users is important in order to maintain high quality materials, resources and other services for users/students.

6- Systems that a University uses, in order to get information-flow, should be incorporated within a quality-assurance-system. Data collection and analysing in a correct manner, is crucial for useful information delivery. This information should be used to keep track of what is happening external (e.g. in the industry), but internally as well.

Besides that, adequate information flow is also getting increasingly important for students in for instance distance learning situations. Those situations always ask for

sufficient systems for information exchange (American Library Association, 2000).

A programme should also arrange good systems for information-reporting to school boards. E.g. the: Grades, progression of students, graduation rates, satisfaction of students, teachers performances, student population and costs are possible applications for these information systems.

Concluding: when arranging a sufficient quality assurance system, the above mentioned components are most important for a University/institute.

APPENDIX 5: FINANCIAL FRAMEWORK OF KPMG EXPLAINED

❖ Examination starts with this first question: “What is the institution’s mission?” (KPMG, Prager, McCarthy & Sealy, LLC, 2002, p. 15). This question is the basis of this framework. A mission of the institute should be developed and written down. Besides that, the programme itself should also make a mission statement, but also be able to answer all given questions positively.

This will give a NVAO-panel a clear oversight on both: 1) the goals and 2) plans on how the programme wants to take accountability for its responsibilities that it has towards incoming students. A corresponding base of the corporate, and programme’s mission statements will this University also provide a firm identification mark. This will become recognized by students and externals (Vrije Universiteit Amsterdam, n.d.). The literature continues with an issue whether the University and the programme are financial healthy.

This consists of two parts: First comes this question:

‘Is the current financial situation healthy enough in order to carry out current goals from our mission statement?’

Second comes this question:

‘Is the future financial situation healthy enough with incorporating possible new programmes?’

Both questions are equally important for pursuing the mission statement.

To recap: questions which should be answered about financial health consists of: current and future situation.

❖ From the explanation of figure 2, one can read that financial healthiness can be measured via these topics:

The first topic incorporates flexibility with financial resources. This should support the mission of the programme and of the corporate institute:

- *'Is the institute financially healthy on the current date of the balance-sheet? (is the balance-sheet correct and actually in balance without strange occurrences?)'*

(Rothbort, 2007); And

- *'Does the University have a better financial situation at the end of the year compared from the beginning of this fiscal year?'*

❖ After measurement of the basic financial health, this question from the circle in figure 2 should be answered: *"Does financial asset performance support the strategic direction?"* (KPMG, Prager, McCarthy & Sealy, LLC, 2002, p. 15). This subject covers long term strategy of the University. It specifically entitles if a programme and institute corporately is able to achieve sufficient financial flow of money as earnings. In other words:

'is the inflow of money at this moment sufficient to also support long term strategic goals, and is it likely that these earnings still are existing in the future?'

Ernst & Young (2012) also speaks about this topic in one of their reports in Australian University consultancy work:

"Universities should assess if their current model is future proof, and, if not, determine where and how to play in the future" (Ernst & Young, 2012, p. 28).

❖ After looking at long term financial healthiness, the next topics about available resources are coming forth. During assessment of the programme, a panel might ask this question as well:

'Is this University able to survive sufficiently from currently available resources or not?'

A University should divide resources in a correct manner, in order to get a long term healthy programme. This means that the right programmes should be financed by the institute. These programmes should be in line with the corporate long term mission. Constant inadequate financial healthy programmes should be cutting cost or should earn less resources from the institute. This should be arranged on a corporate level and also means that a University should make wise decisions on which programmes fit in the strategy and which do not. It is better to strengthen so called 'core-programmes', then to weaken education by keeping up a scattered offer of 'non-core programmes' (KPMG LLP; Prager, McCarthy & Sealy, LLC, 2002). Besides healthy financial management, this will also fortify the positioning of the identity of the University within The Netherlands.

❖ The last part of this model is about dept management. In order to achieve long term goals, it could be financially attractive for a University to also use long or short term depts. However this question then follows: *'how does a University manage this?'* And: *'what strategy do they follow?'*. If loans are needed for achieving this mission statement, it is highly important to communicate corporate policies to stakeholders/ shareholders (University of Kentucky, 2011). Policies should contain periodical measurement moments for monitoring feasibility. The process of this dept management should be an ongoing cycle of these aspects: corporate mission, a strategic plan for carrying out this mission, a dept policy based on the mission and strategy and finally a good balance of dept capacity and financial transactions (KPMG LLP; Prager, McCarthy & Sealy, LLC, 2002).

APPENDIX 6: EXPLANATION MACRO-EFFICIENCY CRITERIA'S

- Criteria (a): *Necessity*.

With use of content and curriculum of the new programme, a University has to prove that its new course will be necessary and game-changing in current supply of education. Also should a programme prove that other Dutch programmes do not fulfil current needs of demand for the science or professional topics of schooling.

With this criteria, current supply of education should be compared with the initial programme: all Master-, Bachelor- and Associate degree- programmes are included.

Both WO as HBO Universities are taken into consideration (Ministry of OCW, 2014).

Emphasis could be laid upon e.g.: thesis of a student, educational subjects, or variety of assessment. Such topics could be useful in order to differentiate with current supply in education (Minée, 2013).

Initial Master programmes in The Netherlands should be: additional or innovative in their supply. In this sense, here is an important distinction between being additional to current supply and expanding current educational range of supply.

A programme should be/have an 'adding value'. Being 'additional / or complementary' means in this situation that a programme (and curriculum as a whole) is additive on current provision in Masters or its industry (Sience Guide, 2012). It is good to know exactly where to find information on currently existing and non-existing Masters (Van Rens, 2014). All information of this sort can be found in the digitally published register of CROHO (DUO, 2014).

- Criteria (b): *Demand*.

Several elements of this topic are considered to be important:

► An initial programme, should prove that the labor market has a need for graduates coming from that specific new programme. In order to prove this, programmes should come with ‘*validated data*’ (Ministry of OCW, 2014). There is a difference between data which the initial HBO Master should search for and data which a new WO Master should use.

A HBO Master-course should focus on providing suitable data on a professional labor market. It should show that employers in its market of interest are explicitly requesting for this type of graduates. Also should HBO programmes announce clearly which types of occupations and which industry graduates will be educated for. Specific data on this occupations and branches should give positive reflection from the market. In legislation, this is known by the term of having: a sufficient ‘*Civil effect*’ on the business market (Open Universiteit, 2014).

For WO-Master variants, this is slightly different. Besides a clear profile of occupations, a prominent goal for a WO-Master-course is to focus on scientifically-value-adding in its field of study. For new programmes that want to be funded with a WO-research Masters, it is possible to make a distinction between two choices: (1) educating students for a scientific carrier, or (2) educating graduates to enable them to work for research programmes for the business market.

Data about macro-efficiency can be derived from several sources at the discretion of the University itself. However, there are research institutes mentioned by the CDHO, which can be used as reliable sources. Examples of those are:

- A research centre for Education and Labour market (Maastricht University, 2014);
- Former Centre for Work and Income which is now the Institute for Employee Insurance; translated from Dutch: UWV (UWV, 2014);

- and an organization called CBS, or in English: 'Statistics Netherlands' (CBS, 2014) and other research institutes which have build on a good data gathering reputation.

Mostly quantitative figures about:

- the time in which people are searching for a job (frictional unemployment),
- the amount of vacancies,
- (un)employment and wages in that specific industry for which a Master-programme will be educating, are usable to mention (Ministry of OCW, 2014).

To summarize: in all variants of Masters, institutes should clearly define the type of industry and professions which can be distinguished for its graduates.

► The second element that should be tested, is: until which extent new programmes fit within the need for developments in the industry.

The Dutch government called out for certain sectors to be prominent for development of the Dutch research industry. These top-sectors are part of earlier mentioned priority areas. Possibilities exist, that a new programme cannot prove that it belongs to one of these top-sectors. In these situations, it is sufficient for a programme to prove it has added value on its own research or professional industry.

► Third part concerning the *demand*, is to ensuring the new programme stays in contact with organizations and businesses which are in operative in its professional field. An active relationship, contact or cooperation brings this to an adequate level. For example starting up a centre of expertise, will contribute to pass this point successfully (Ministerie van OCW, 2014). This is “*a cooperation between education,*

research, authorities and companies with a common goal to strengthen knowledge and economy in a certain field of work” (CEW, 2014, p. 1).

► The last criteria counts for initial programmes which want to introduce international oriented education. In this case, should a University prove there is a specific need for the new programme which is suggested especially for the international labor market (Ministry of OCW, 2014). This information is additive to normal criteria of domestic need for the course. An internationally aimed programme cannot just provide information for domestic, or solely international information, but has to describe both (Universiteit Leiden, 2011) (Willem De Kooning Academie, n.d.).

- Criteria (c): *Enough space.*

In order to decide if there is space left for an initial programme, both: the subsidized and the non subsidized Masters should be taken into account;.

As the reader learned earlier, non-subsidized Masters can also be accredited positively by Dutch- or foreign governments. That is the reason why the CDHO takes internationally accreditabel programmes into account as well (HAN, 2014). A University has to prove that circumstances, as well as curriculum and end- level, are differencing from any of the existing programmes provided in The Netherlands. A University could address the: accessibility of the programme, programme design, legal status of the institute, admission requirements and conditions with financial base (Ministerie van OCW, 2014).

- (Extra) HBO-Master-degree-criteria (d): *Priority area.*

There is also one other legislation merely for HBO-Universities. Until now, only the

following top-sector-prioritized-areas of HBO Masters get governmental funds: horticulture, agriculture & food, water management, life science & health research, chemistry, high-tech industry, energy management, logistics and creative industries (RVO, n.d.). Besides these so called 'Human capital agenda's', HBO Masters in healthcare and first-degree-teacher educational Masters are important priority areas (Ministerie van OCW, 2014). For other 'non-prioritized areas', it is more complicated to obtain financial benefits from Dutch government.

This criteria has addition remarks, because there are fixed Dutch 'priority areas', however Universities also can create these priority areas their self. For this rule, an institute should offer a Master-degree to students who follow a special path of a 'throughput-Master'. This Master has a special schooling-path for students to follow: VWO -> Bachelor -> Master. The programme has to be in one specific area of science which is completely subsequently on each other and is fully incorporated and designed as one route (Ministerie van OCW, 2014).

APPENDIX 7: THE INTERVIEW QUESTIONS AND PREPARATIONS

Interview questions WK

Doelen:

1 Thesis=

Een overzicht maken van hoe de service van master opleidingen binnen Nederland moeten worden ingericht en opgestart.

2 Werk=

Het maken van een projectplan voor het opzetten van 2 nieuwe masters. De output zal een tijdlijn moeten gaan worden met bijvoorbeeld

- een checklist
- samen met een Gantt chart.

Hierin moeten alle kritieke en benodigde (te nemen) stappen voor het starten van de opleidingen (september 2015) worden benoemd en toegelicht.

Projectkaders werk:

- Hoeveel mensen interviewen?
- Welke mensen interviewen (intern & extern?)
- Tot welke vakgebieden beperk ik me?
- Tot welk niveau ga ik de diepte in (projectmanagement niveau?).
- Ik beperk me slecht tot de twee nieuwe masters van Stenden.

-Studietijd voor thesis:

Proposal = 10 EC

Thesis = 10 + 5 EC

Werk = 10 uur per week t/m januari 2013.

Vragen:

- Waar kan ik literatuur vinden over het onderwerp?
- Wat is reeds bekende literatuur / regelgeving?
- Wie zou ik nog meer kunnen interviewen over het onderwerp?
- Hoe kan ik het onderwerp voor mijn thesis op academisch (service management) niveau houden?
- Wat voor onderzoeksvragen zouden toepasselijk kunnen zijn?

Interview questions WB & RS

----- Inleiding:

'How can a masters- program be successful, during starting up? In terms of quality management, towards the local governmental demands for approval. This research is specified upon the system of the Netherlands.'

Kern van het onderzoek: Hoe kan een master opleiding succesvol zijn tijdens de start- up?

----- Vragen

1. Wat is de basis voor het succesvol opstarten van een master opleiding?

Kijkend naar de volgende punten:

- a. HRM
- b. Overige middelen: geld, tijd, marktonderzoek, connecties.
- c. Interne accreditatie proces van de school
- d. Onderwijskundig kwaliteitsniveau
(extra faciliteiten, curriculum, programma, indeling, belasting, onderwerpen, etc.).
- e. Wet en regelgeving voor positieve accreditatiebeslissingen
- f. De vraag vanuit de markt (business) voor de studie (doelmatigheid).

2. Hoe verloopt het besluitvormingsproces van de NVAO en VBI panels voor goed of afkeuring?

3. Wat zijn aandachtspunten vanuit de VBI's voorafgaand aan visitaties?

Ofwel: wat voor sturing geeft de VBI mee richting de scholen.

4. Wat zijn nieuwe ontwikkelingen waar rekening mee gehouden moet worden?

5. Op welke gebieden liggen de verschillen tussen de start- up van een WO- master en een HBO- master?

6. Wat zijn de belangrijkste zaken waar (meer) rekening mee gehouden moet worden voor een Master studie versus een Bachelor opleiding

7. Wat zijn naast wet en regelgeving nog ongeschreven regels die worden meegenomen bij visitaties?

Hartelijk dank!

Interview questions PT

----- Inleiding:

'How can a masters- program be successful, during starting up? In terms of quality management, towards the local governmental demands for approval. This research is specified upon the system of the Netherlands.'

Kern van het onderzoek: Hoe kan een master opleiding succesvol zijn tijdens de start- up?

----- Vragen

1. Wat is de basis voor het succesvol opstarten van een master opleiding?

Kijkend naar de volgende punten:

- a. HRM
- b. Overige middelen: geld, tijd, marktonderzoek, connecties.
- c. Interne accreditatie proces van de school
- d. Onderwijskundig kwaliteitsniveau
(extra faciliteiten, curriculum, programma, indeling, belasting, onderwerpen, etc.).
- e. Wet en regelgeving voor positieve accreditatiebeslissingen
- f. De vraag vanuit de markt (business) voor de studie (doelmatigheid).

2. Hoe verloopt het besluitvormingsproces van de NVAO en VBI panels voor goed of afkeuring?

3. Wat zijn aandachtspunten vanuit de VBI's voorafgaand aan visitaties?

Ofwel: wat voor sturing geeft de VBI mee richting de scholen.

4. Wat zijn nieuwe ontwikkelingen waar rekening mee gehouden moet worden?

5. Op welke gebieden liggen de verschillen tussen de start- up van een WO- master en een HBO- master?

6. Wat zijn de belangrijkste zaken waar (meer) rekening mee gehouden moet worden voor een Master studie versus een Bachelor opleiding

7. Wat zijn naast wet en regelgeving nog ongeschreven regels die worden meegenomen bij visitaties?

Hartelijk dank!

Interview questions HP

----- Inleiding:

'How can a masters- program be successful, during starting up? In terms of quality management, towards the local governmental demands for approval. This research is specified upon the system of the Netherlands.'

Kern van het onderzoek: Hoe kan een master opleiding succesvol zijn tijdens de start- up?

----- Vragen

1. Wat is de basis voor het succesvol opstarten van een master opleiding?

Kijkend naar de volgende punten:

- a. HRM
- b. Overige middelen: geld, tijd, marktonderzoek, connecties.
- c. Interne accreditatie proces van de school
- d. Onderwijskundig kwaliteitsniveau
(extra faciliteiten, curriculum, programma, indeling, belasting, onderwerpen, etc.).
- e. Wet en regelgeving voor positieve accreditatiebeslissingen
- f. De vraag vanuit de markt (business) voor de studie (doelmatigheid).

2. Hoe verloopt het besluitvormingsproces van de NVAO en VBI panels voor goed of afkeuring van een opleiding?

3. Wat zijn aandachtspunten vanuit de NVAO voorafgaand aan visitaties?

Ofwel: wat voor sturing geeft de VBI mee richting de scholen.

4. Wat zijn nieuwe ontwikkelingen waar rekening mee gehouden moet worden?

5. Op welke gebieden liggen de verschillen tussen de start- up van een WO- master en een HBO- master?

6. Wat zijn de belangrijkste zaken waar (meer) rekening mee gehouden moet worden voor een Master studie versus een Bachelor opleiding

7. Wat zijn naast wet en regelgeving nog ongeschreven regels die worden meegenomen bij visitaties?

Hartelijk dank!

Interview questions PU

----- Inleiding:

Hoofdvraag:

'How can a masters- program be successful, during starting up? In terms of quality management, towards the local governmental demands for approval. This research is specified upon the system of the Netherlands.'

Kern van het onderzoek: Hoe kan een master opleiding succesvol zijn tijdens de start- up?

----- Vragen

1. Wat is de basis voor het succesvol opstarten van een master opleiding?

Kijkend naar de volgende punten:

- a. Macrodoelmatigheid van het opleidingsaanbod.
- b. HRM.
- c. Onderwijskundig kwaliteitsniveau
(extra faciliteiten, curriculum, programma, indeling, belasting, onderwerpen, etc.).
- d. Wet en regelgeving voor positieve doelmatigheidsbevestiging.

2. Hoe verloopt het besluitvormingsproces van de CDHO voor goed of afkeuring van een opleiding?

3. Welke mensen of organisaties zijn vaak betrokken bij een doelmatigheidscontrole?

Studenten, werkveld, andere hogescholen en universiteiten?

4. Wat zijn nieuwe ontwikkelingen op het gebied van doelmatigheid, waar rekening mee gehouden moet worden?

5. Op welke (doelmatigheid beoordelings-) gebieden liggen de verschillen tussen de start- up van een WO- master en een HBO- master?

6. Wat zijn de belangrijkste zaken waar (meer) rekening mee gehouden moet worden voor een Master studie versus een Bachelor opleiding?

7. Wat zijn naast wet en regelgeving nog ongeschreven regels die worden meegenomen bij besluitvorming?

Hartelijk dank!

Interview questions WV

----- Inleiding:

'How can a masters- program be successful, during starting up? In terms of quality management, towards the local governmental demands for approval. This research is specified upon the system of the Netherlands.'

Kern van het onderzoek: Hoe kan een master opleiding succesvol zijn tijdens de start- up?

----- Vragen

1. Indien u zelf op dit moment een nieuwe HBO master opleiding zou opstarten, wat zouden dan de basis zaken zijn die u geregeld zou (willen) hebben?

Kijkend naar de volgende punten:

- a. HRM
 - b. Overige middelen: geld, tijd, marktonderzoek, connecties.
 - c. Interne accreditatie proces van de school
 - d. Onderwijskundig kwaliteitsniveau
(extra faciliteiten, curriculum, programma, indeling, belasting, onderwerpen, etc.).
 - e. Wet en regelgeving voor positieve accreditatiebeslissingen
 - f. De vraag vanuit de markt (business) voor de studie (doelmatigheid).
 - g. Overige zaken?
2. Hoe verloopt het besluitvormingsproces van de NVAO panels voor goed of afkeuring van een opleiding?
 3. Wat zijn aandachtspunten vanuit de Bureau Vercouteren bv voorafgaand aan een toets nieuwe opleiding, of een visitatie?
Ofwel: wat voor sturing geeft u mee richting de scholen.
 4. Wat zijn nieuwe ontwikkelingen waar rekening mee gehouden moet worden?
 5. Op welke gebieden liggen de verschillen tussen de start- up van een WO- master en een HBO- master?
 6. Wat zijn de belangrijkste zaken waar (meer) rekening mee gehouden moet worden voor een Master studie versus een Bachelor opleiding?
 7. Wat zijn naast wet en regelgeving nog ongeschreven regels die worden meegenomen bij visitaties?

Hartelijk dank!

Interview questions RD

----- Inleiding:

'How can a masters- program be successful, during starting up? In terms of quality management, towards the local governmental demands for approval. This research is specified upon the system of the Netherlands.'

Kern van het onderzoek: Hoe kan een master opleiding succesvol zijn tijdens de start- up?

----- Vragen:

1. Hoe verliep het proces van het opstarten van de master in het kort?
2. Hoe is er marktonderzoek gedaan? (studenten, werkveld, collega universiteiten?)
3. Met wat voor organisaties en bedrijven werden samenwerkingen bewerkstelligd voor de toets nieuwe opleiding? En waarom met deze?
4. Op welke gebieden liggen de verschillen tussen de start- up van een gesubsidieerde master en een private- master?
5. Wat heeft deze studie doen excelleren?
 - a. Student services?
 - b. School faciliteiten?
 - c. Onderzoekskwaliteit?
 - d. Curriculum?
6. Wat voor Interne en externe begeleiding is er geweest bij het vormen van de opleiding?
7. Wat voor interne en externe begeleiding voor het proces van de toets nieuwe opleiding is er geweest?
8. Wat zijn aandachtspunten geweest vanuit de begeleiding voorafgaand aan een toets nieuwe opleiding, of een accreditatie?
Ofwel: wat voor sturing hebt u gekregen voorafgaand aan het toetsingsproces?
9. Wat zijn naast wet en regelgeving nog ongeschreven regels die worden meegenomen bij visitaties?
/wat voor vragen worden er nog meer gesteld?
10. Indien u zelf op dit moment een nieuwe HBO master opleiding zou opstarten, wat zouden dan de basis- zaken zijn die u geregeld zou (willen) hebben?
Kijkend naar de volgende punten:
 - a. De vraag vanuit de markt (business) voor de studie (doelmatigheid).
 - b. HRM (niveau of titels, kennis, ervaring)
 - c. Onderwijskundig kwaliteitsniveau
(extra faciliteiten, curriculum, programma, indeling, belasting voor student, onderwerpen, etc.).
 - d. Overige middelen:
 - geld (voor accreditatie en voor de hele start-up),
 - tijd (fte, maar ook tijd voor de toets nieuwe opleiding),
 - connecties.
 - e. Interne accreditatie proces van de school
 - f. Overige zaken?
11. Wat zijn nieuwe ontwikkelingen rondom opleidingsaccreditatie waar rekening mee gehouden moet worden?
12. Heeft u nog literatuur/modellen/theorieën/ of eventueel connecties die relevant zijn voor het onderzoek?

Hartelijk dank!

Interview questions HE

----- Inleiding:

'How can a masters- program be successful, during starting up? In terms of quality management, towards the local governmental demands for approval. This research is specified upon the system of the Netherlands.'

Kern van het onderzoek: Hoe kan een master opleiding succesvol zijn tijdens de start- up?

----- Vragen:

1. Hoe verliep het proces van het opstarten van de master Social Work in het kort? (indien van toepassing wellicht ook andere trajecten)?
2. Hoe is er marktonderzoek gedaan? (onder studenten, werkveld, collega universiteiten?)
3. Met wat voor organisaties en bedrijven werden samenwerkingen bewerkstelligd voor de toets nieuwe opleiding? En waarom met deze?
4. Op welke gebieden liggen de verschillen tussen de start- up van een gesubsidieerde master en een private- master?
5. Wat heeft gemaakt dat deze studie(s) zo succesvol is (zijn) geworden?
 - a. Student services?
 - b. School faciliteiten?
 - c. Onderzoekskwaliteit?
 - d. Curriculum?
6. Wat voor Interne en externe begeleiding is er geweest bij het vormen van de opleiding?
7. Wat voor interne en externe begeleiding voor het proces van de toets nieuwe opleiding is er geweest?
8. Wat zijn aandachtspunten geweest vanuit de begeleiding voorafgaand aan een toets nieuwe opleiding, of een accreditatie?
Ofwel: wat voor sturing hebt u gekregen of gegeven voorafgaand aan het toetsingsproces?
9. Wat zijn naast wet en regelgeving nog ongeschreven regels die worden meegenomen bij visitaties van de toets nieuwe opleiding (of eventueel accreditaties)?
/wat voor vragen worden er nog meer gesteld?
10. Indien u zelf op dit moment een nieuwe HBO master opleiding zou opstarten, wat zouden dan de basis- zaken zijn die u geregeld zou (willen) hebben?
Kijkend naar de volgende punten:
 - a. De vraag vanuit de markt (business) voor de studie (doelmatigheid).
 - b. HRM (niveau of titels, kennis, ervaring)
 - c. Onderwijskundig kwaliteitsniveau
(extra faciliteiten, curriculum, programma, indeling, belasting voor student, onderwerpen, etc.).
 - d. Overige middelen:
 - geld (voor accreditatie en voor de hele start-up),
 - tijd (fte, maar ook tijd voor de toets nieuwe opleiding),
 - connecties.
 - e. Interne accreditatie proces van de school
 - f. Overige zaken?
11. Wat zijn nieuwe ontwikkelingen rondom opleidingsaccreditatie/toetsen nieuwe opleiding waar rekening mee gehouden moet worden?
12. Heeft u nog literatuur/modellen/theorieën/ of eventueel connecties die relevant zijn voor het onderzoek?

Hartelijk dank!

APPENDIX 8: DATA GATHERING MOMENTS (METHODOLOGY, CHAPTER 3)

(Note: I have only written down the dates of observation-meetings in which data was gathered. There have been more meetings, but the one meeting was more relevant for this research and memoing than the other. This had to do with the subjects that were discussed during the meetings).

Activity:	Location:	Data gathering method:	Date:
New programme meeting	Stenden, Leeuwarden	Memo (observation)	09-13-2013
Interview WK #1	Stenden, Leeuwarden	Interview	10-10-2013
Interview SG	Stenden, Leeuwarden	Memo	10-29-2013
Accreditation meeting	Stenden, Leeuwarden	Memo (observation)	11-14-2013
Interview CT	Stenden, Leeuwarden	Memo	11-18-2013
Interview WK #2	Stenden, Leeuwarden	Memo	01-30-2014
Accreditation meeting	Stenden, Leeuwarden	Memo (observation)	03-17-2014
Interview PT	NQA, Utrecht	Interview	04-03-2014
Interview WB & RS	Hobéon, The Hague	Interview	04-03-2014
Interview HP	NVAO, The Hague	Interview	04-04-2014
Interview PU	CDHO, The Hague	Interview	04-04-2014
Interview WV	Vercouteren bv. Utrecht	Interview	05-01-2014
Interview HE	UvH, Utrecht	Interview	06-06-2014
Interview RD	Hogeschool Utrecht, Utrecht	Interview	06-06-2014
Preparation trial visitation meeting	Stenden, Leeuwarden	Memo (observation)	06-24-2014
New programme meeting	Stenden, Leeuwarden	Memo (observation)	10-07-2014

APPENDIX 9: TABLE OF INTERVIEWEES (FROM CHAPTER METHODOLOGY)

(After interviewing the name of the expert has been written down in this table)

Name	Short background of the interviewee	Current function Interviewee	Reason for interviewing:
1 WK	Works in Higher Education for many years, also e.g.: Former head of Bachelor programme Stenden	Senior consultant CVB Stenden University , mainly on: accreditation processes	Good starting point, with lots of knowledge on the NL educational market. Also a large network, so possibility to get literature and contact information for relevant interviewees
2 WB & RS	WB has years of consulting and assessment experience in several industries and has also been a board member of HBO Universities. RS has been advising Universities on accreditation and quality management for many years	CEO and Senior consultant of Hobéon BV evaluation bureau. Both have been involved with the TNO in several roles (e.g. visitation panel members)	Gather information on how processes are within and outside of Universities. Getting a point of view on new Master programmes from an evaluation bureau (and compare these). Learn new developments on quality
3 PT	Has consultancy background in accountancy. Owned a consultancy company for organisational strategy, structure and culture. Has been active in quality improvement for Universities for many years	CEO of NQA evaluation bureau. Also has he been active in several roles for TNO requests (e.g. visitation panel member)	Gather information on how processes are within and outside of Universities. Getting a point of view on new Master programmes from an evaluation bureau (and compare these). Learn new developments on quality
4 HP	Former lecturer, programme manager and NVAO quality and coordinator policy advisor	Policy advisor NVAO	Obtaining data on how policy is been made, what the thoughts behind them are. Know how processes of TNO work in practice (from different point of views). Use network for new high quality interviewees

5 PU	Has been an jurist during his career, is an expert on macro- efficiency and advises the CDHO for almost six years on incoming M-E request	Policy advisor CDHO (for the Secretary of State of OCW and Minister of EL&I)	Becoming completely known with the M-E procedure and reasons for certain regulations in order to create insight on how to pass the M-E test. Learn new developments on law and regulations
6 WV	Has been active in Higher Educational accreditation processes since 2002. Also has experience in the educational publisher industry.	CEO of Bureau Vercouteren bv which advises, and helps Universities with accreditation and TNO. Likewise active for evaluation bureau Certiked (also experienced panel member HBO & WO)	Gather information on how processes are within and outside of Universities. Getting a point of view on new Master programmes from an evaluation bureau (and compare these). Also get a view on differences between HBO and WO and degrees within NL. Learn new developments on quality
7 RD	Former CEO of a nurse specialist company & course director HU, involved in successfully starting up a Master-study in NL	Course director MA Advanced Nursing Practice at Hogeschool Utrecht & advisor educational development	Getting a view from starting up a new Master from the programme initiators. Learn about the view on quality and starting a Master from a course director. Learn new developments on quality
8 HE	Former director of the knowledge group Social Innovation Hogeschool Utrecht. Successfully and unsuccessfully initiator of a Master study within NL. Professor. Involved as panel member and chair of panels of accreditations and TNO of Master within NL	Professor University of Humanistic science, often panel member for NVAO and evaluation offices	Learn about how to start up a Master successfully and what could go wrong (what to avoid). Point of view from a panel member on how to start up a Master.

APPENDIX 10: UNCATEGORIZED CODES AND CONCEPTS PER TOPIC AREA & CATEGORIES PER TOPIC AREA

1 - Macro-efficiency

Macro- efficiency			
Subsidised	Innovation	Priority area	Focus
Non- subsidised	Technology	Necessity	Throughput master
CDHO	Sustainability	Need from market	Task reallocation
Industry (employers) demand	M-E Test	Differentiating programme	Competitiveness
Governmental funds	Student demand	New or excising programme	Process steps
Market (customer) demand	Appeal	Authoritative documents	
Interested customers	Profile programme	Policy guideline	
Target group	Demand workfield	Trends labor market	
Market research	Region	employability	
Identity University	Other Universities	vacancy rate	
Teachers- education	Space for programme	ROA, CWI, CBS research	
Minister of OCW	Viable	International trends	

2 - Quality indicators, Internal processes & process checklists

Quality indicators, Internal processes & process checklists			
Legal affairs	Quality department	Knowledge centre	Lectors/lectorates & research groups involvement
Board of directors	Internal trial visitations	Top-down / bottom-up initiators?	Project plan (step plan)
Budgeting	Profiling	End qualifications	Educational / research environment
Ownership	Contribution / Co-production CR	Improvement plan	Correct order of project steps
Research ambitions	Internationalisation	Continuity	External advice
Staff involvement	TNO for quality improvement	Responsibilities	Teaching staff
Educational experts	Creative	Differentiation	Professional aim
Literature	House and fundament	Good staff	Development team
Culture	Flow in curriculum (content)	Vertical & horizontal curriculum	Smaller group education
Testing / assesment	Online / distance learning	CR= shared opinion staff	Industry / market demand
Solving problems	Project manager	Graduate's role market	Stakeholders
External support	Thesis forms	Aim of the programme	Partnership National/ Internationally Universities and industry
Use existing handbooks	Lobby	Clarify professional activities graduates	Alumni role
Relevant research	Industry trends / regional development	Didactics	MA: reflective capability
Stability in staff	Staff training for TNO		

3 - Law/regulations & external processes

Law/regulations & external processes			
CROHO	Change curriculum or new programme	MBA	NVAO
Assesment standards NVAO	TNO legal process	Panel trust	NVAO= quality check, CDHO= Macro-efficiency check
WHW	TNO finance check	Institutional test	Limited TNO
Critical Reflection (CR) content?	End qualifications & assesment	Ambitions	Educational environment
Current Theses	TNO process steps	Peer- review / opinion based / interpretation law	Panel formation
Minority- opinion	2 point scale (+1 middle)	Adequate quality	Objectivity
Dialogue: quality culture & improving culture	Hierarchy of panel	Panel: hobbyhorses	NUFIC list
Panel teamwork	Panel preparation / training	Continuity check	M-E: Good arguments
M-E: Use sources policy guidelines	M-E: Not own research required	M-E: KNAW data	RCHO
Minister decision TNO & M-E	Panel: shared opinions	Intended learning outcome	Graduation level
WO panel members for HBO TNO	Evidence	Dublin Descriptors	Open standard for panel
Opinions 'Professional MA'	Panel process reflection		

4 - HRM Policy

HRM Policy			
Lectors- professors	Knowledge group	Workfield experts	Network
Innovative	HBO MA & WO MA: teachers graduation degree	Programme developers	Coaches
Research experts	Key positions	Industry relationship staff	Project manager
External/internal hired teaching staff	Hard working	Enthusiastic	Mentality
Staff oversight on their own decision			

5 - Quality or research level (difference WO-&-HBO-Master-&-Bachelor)

Quality or research level (difference WO, HBO MA & BA)			
Executive master	WO MA = logical successor of WO BA.	Content programme = large decision- making factor	Develop workfield / profession
Practical research	Student city (population inflow)	Clear research ambitions	Applying theories and models
Direct relation industry	Learning factory	Knowledge + technique development	WO Higher valued by student than HBO MA
Widely oriented students (scope)	Design oriented research theses	HBO MA= less automatically logical successor of HBO BA	Profession & occupation focus
Work experience	WO MA: can be practical aimed	Associate subjects	Social communicative
Influence industry	New knowledge creation/ development	Independent students	Work skills
Civil effect	Exceptions: look alike HBO MA	Demand industry	Business cases research
Inflow difference WO MA	Regional (population inflow)	Research problem solving	Professors are purists
Purposefully different than WO MA	Inflow Difference HBO MA	Better literature	Different orientation WO
Improving practice	Privilege or advantage choosing topics of programmes	Variety in testing	Scientific research
Critical, Argumentation, Contextualising (linking), Designing models & theories	Perform occupation	Higher English level	Target group: professionals
More experience in work	Different orientation HBO	Helicopter view	
Sentence from Interview:			
'...If you would make a distinction between professional and scientific master without borders of WO or HBO Universities, you would end up with total different clusters...' (HE)			

6 - New developments

New developments			
Distance- learning	Higher educated staff	Private excellent certifications	WO MA internship
Cluster visitation	Collaborations WO&HBO MA	Blended learning	MOOC's
Flex exam locations	Role student member panel discussion	Emphasis TNO on end level	Good programmes become showpieces of Universities
MBA programmes	Location environment: parking space panel questions	Building blocks MA	Foreign University collaboration
Competitiveness MA	Public opinion: MSC > MSA	Panel member training	Exam committee importance
Testing & feedback	VWO-HBO-MA trajectory: throughput MA	M-E new criteria policy	Broader aimed education
NVAO: pressure on theses	"House of new MA"	Occupational congress (/video congress)	Strategic learning track
Design theses	Mean and lean through TNO	MA programmes: trend- sensitive	Outflow master (courses)
TNO: theses testing	Future restriction MA programme amount	Possible TNO: competence aimed education (student portfolio)	

7 - Additional literature (for this research)

Additional literature (for this research)			
MA degrees	Dublin descriptors	EC's	DOU
BRIN Code	Post- initial MA	Studielink	FIBA
Critical reflection	TNO= Toets nieuwe opleiding (Test New Programme)	Evaluation bureau	CDHO
NVAO	Daan Andriessen	QANU	ISO Quality
NUFIC list	Vertical and horizontal programme coherence	ITK	'Thema' Magazine
Compare Finland MA structure	Dutch validation Council	RIGOR	Roland van Lingen:" Minzberg innovation model

8 - Uncategorized (important) data:

Uncategorised (important) data
None

APPENDIX 11: CATEGORIES PER TOPIC AREA:

These topic area's have been used during findings:

1 Macro efficiency

2 Quality indicators, Internal processes & process checklists

3 Law/regulations

4 External processes*

5 HRM Policy

6 Quality or research level (difference WO-&-HBO-Master-&-Bachelor)

7 New developments

8 Additional literature (for this research)

~~9 Uncategorised (important) data**~~

*With these findings, the researcher experienced that number 3: law/regulations & external processes are both large parts. Therefore, they have been separated.

**In contrast: the last mentioned topic area (9: uncategorised important data) was not applicable, because all relevant codes could be placed in other categories

Macro efficiency	Quality indicators, Internal processes & process checklists	Law/regulations	External processes	HRM Policy	Quality or research level (difference WO, HBO MA & BA)	New developments	Additional literature (for this research)
<ul style="list-style-type: none"> •CDHO application <u>process</u> •M-E <u>terms</u> •<u>Content</u> application 	<ul style="list-style-type: none"> •Internal processes new MA programme •Basic curriculum quality indicators MA •Excelling quality indicators MA •Organisational quality indicators MA 	<ul style="list-style-type: none"> •TNO: Dutch regulations •M-E Dutch regulations 	<ul style="list-style-type: none"> •Panel processes & Decision making •New programme practical processes •Debate topics 	<ul style="list-style-type: none"> •MA staff characteristics •MA staff experience/ degree level •MA staff functions 	<ul style="list-style-type: none"> •HBO MA •WO MA •MA general 	<ul style="list-style-type: none"> •Educational format new developments •Trends in Accreditation or TNO: •General trends in education 	<ul style="list-style-type: none"> •Given literature •Abbreviations list to do research on •Themes worth using for research

APPENDIX 12: (ADDITIONAL) M-E DUTCH REGULATIONS

There were some short remarks and advises mentioned which applied on interpretation of M-E regulations (from a CDHO test). These were:

(1) for data analysis & presentation, expert PU explains:

‘...use sources which are provided in the policy guideline...’(PU),

(2) *‘KNAW analysis’* are one of these reliable sources,

(3) giving good arguments that support provided macro efficiency-data, this is of high importance,

(4) there is not always a need for *‘doing research’* by staff of the new programme itself, sometimes it is sufficient to only provide research data from other reports (self-conducted research is mostly expensive and time consuming).

APPENDIX 13: ADDITIONAL LITERATURE (FROM THE RESEARCH INTERVIEWS)

Given literature, abbreviations list and themes worth using:

After an identification of obtained additional literature, the researcher decided to review literature of both '*Thema Magazine*' and '*Daan Andriessen*' by summarizing important data for this research.

Abbreviations and themes worth using for this research are all been examined. The researcher decided to give an explanation of each meaning in Appendix fourteen of this research. However, if a topic is already been discussed before, it will not be included anymore it in Appendix fourteen.

Data from 'Thema-Magazine':

The title of this magazine has been mentioned by expert (WV) during the interview.

Thema Magazine is a diverse and professional journal. It contains many (sometimes scientifically) articles about Higher Education. Multiple topics from this research are discussed in various editions of the magazine. By own insight the researcher will provide relevant data from articles:

- Aim of a programme

In order to create a sufficient end-level of a programme, there are three different measurement-levels for improving the end level of a programme:

- (1) Validity, means: rather if a testing-system measures what is supposed to measure regarding to an end-level of the programme;
- (2) Reliability: is questioning if the tests of the end-levels, measure in an accurate and consistent manner;

(3) Transparent: is it clear for all stakeholders what is asked for at the end level?

(Verachtert & Roseaux, 2012).

- Staff specifications

Especially because of a decreasing competence-level of HBO teachers, there is a growing distance from the rapidly developing professional practice and education industry. Being focused on development and design of lecturers, helps to close the gap and modernise and impulse the quality of education (*Leijnse, 2009*).

This means: lecturers have to stay involved with development of e.g. curriculum.

Data from 'Daan Andriessen':

- Financial

Via the name of Daan Andriessen, the researcher found a report which describes impact of professional Masters at HBO Universities. In this report, following is described:

It is no issue for HBO Master programmes to ask quite high tuition fees, this is because a study-period is short and it will not affect accessibility (Vereniging Hogescholen, 2006).

- End level

In the report 'Beoordelen is mensenwerk' written by an expert group (lead by Daan Andriessen), several recommendations are given to Universities in The Netherlands. These are recommendations for institutes, regarding to a thesis (or final paper) of students:

“(1) Design a protocol for improvement and accountability of the theses...”

(2) Describe clearly what role research capacity has in the programme and explain the minimum level of the research capacity on Masters level.

(3) Plea at the NVAO during the accreditation and the TNO that there will be looked at your: own created assessment forms. This should be done alongside with theses assesment. Also will the panel asses evidential material that support arguments of the new programme.

(4) Try to stimulate cooperative systems for graduation assignments together with fellow Master programmes (in the same industry)” (Andriessen & Manders, 2014, p. 17).

APPENDIX 14: ABBREVIATIONS AND THEMES FROM TOPIC AREA 7

- BRIN Code = Every educational institute within The Netherlands has a registration number, or 'Basis Registratie Instellingen-nummer' (Gynzy, n.d.).
- DUO = 'Dienst Uitvoering Onderwijs' which is the service organization of the Minister of OCW. For example study loans can be arranged via the DUO.
- FIBAA = "Foundation for International Business administration Accreditation" (NQA, 2006, p. 7), this is a company which is specialized in accreditation of a business administration programme.
- EC's = '*European Credit*' (KABK, The Hague, n.d.). One European Credit stands for 28 hours of workload.
- QANU = 'Quality Assurance Netherlands Universities' (QANU, 2013). This is the evaluation bureau which is only been asked for WO accreditations. Besides that, they are also an advise bureau.
- ITK = Abbreviation of Dutch: 'Instellingstoets kwaliteitszorg' which is mentioned before as the 'Institutional test'.
- RIGOR = other word for purity or depth of a research (Google Translate, n.d.).
- Dutch validation Council = NUFFIC (NUFFIC, 2014).
- Vertical and horizontal programme coherence =

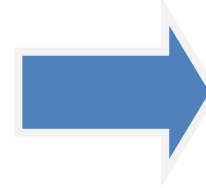
Vertical coherence means: what a student is learning in one educative meeting and takes with him or her to grow in level or degree.

Horizontal coherence means: the overall line of education is consistent, in other words, students in on class get the same information to learn as others who have the same class after a week (Edglossary, 2014)

APPENDIX 15: MEMO'S FINDINGS

Codes of memo's (which came forth from this research), are categorized in the same topic area's as the findings of interviews.

Aspects which have been discussed in findings from interviews will not be explained again.



2 - Quality indicators, Internal processes & process checklists		3 - Law/regulations
Internal processes new MA programme		TNO: Dutch regulations
Action plan	Part-time	Msc master of arts master of laws
Cooperation	Finances	Quality laws
Planning	Project plan	EC's
Alumni research	Indicators	Executive master
Decision making	Guideline	Government
Trial visitation	Cooperation	Conversion master
Budgeting	Staff meeting	New programme
Deadline	Quality	Accreditation report
Timeline	Handbook	CHOHO
Fulltime	Internal decision making	MBA
Blueprints	CR	CR
Trustworthy	Network	
4 - HRM Policy		7 - Additional literature (for this research)
MA staff experience/ degree level:	Given literature:	Names worth using for research
PHD lecturers	Kvale Brinkman: interview	Henri Ponds
	FIBAA	Dirk Post
		Bert de Vries
		Wienke Blomen
		Paul Thijssen
		Nel Göbel
		Paul Esveld
		René Kloosterman

2 - Quality indicators, Internal processes & process checklists

A programme is advised to write down the entire process of its start-up on paper before starting with it. Examples of related codes are: *'Guideline'*, *'Deadline'*, *'Blueprints'*, *'Planning'*. These codes emerged from observations by the researcher. Staff members of Stenden University mentioned the importance of having the start-up process on paper. This should be done in order to be well prepared for future events of this process.

~ *'Deadlines'* are important to ensure progress of steps that should be made.

Deadlines are part of an overall *'planning'*, which development-teams should be using during the start-up.

~ *'Guidelines'* (for starting up a new Master-programme) from the corporate institute are useful as well. These guidelines can come from the organization itself, or can be (bought) from external parties.

~ A *'Blueprint'* mentioning specifics of the new Master-programme (or at least its curriculum) should be made at forehand. This blueprint will be a starting-point for organizing changes in a University, in order to enable its initial Master to be succesfull.

~ *'Researching alumni'*

During interviews of the research, expert (RD) mentioned that this could be used to stay in touch with the industry. It can be done, by for example organizing events such as: conferences.

During observations, more data was gathered about this subject:

Stenden University did interviews with alumni's. The conclusion came forth that a Master programme should remain in close contact with alumni.

Data obtained by memoing explains an importance of doing research amongst alumni. Questionnaires, group-think or interviews are useful tools to get information from alumni. Relevant subjects to research are for example: networking purposes and information about trends and innovations within its industry.

Since an initial Master-programme does not have alumni yet, the management should ensure that this 'alumni research' will be carried out annually after graduation of the first student.

The other codes from this category are mentioned before at the findings of interviews.

3 - Law/regulations

It is important to differentiate the right type of Master which the programme lays emphasis on. '*Conversion Masters*' and '*Executive Masters*' are examples of these types. During a start-up, development teams should discuss applicable types of Masters and make a decision early in the process. Determining the exact type of Master-programme, should be done after a market research. Data of this that research can be used for decision-making.

4 - HRM Policy

From memo-data, not many specifics on HRM policies were to be obtained, reason for this is the fact that it was not often discussed during meetings which have been observed by the researcher. Still, there was one suitable code that should be

appointed:

The code '*PHD lecturers*' needs a following explanation:

an initial Master-programme should at least have lecturers of PHD level. These employees should be skilled and knowledgeable on their field of study and being able to educate students for growth of their capacity level.

7 - Additional literature (for the research)

Some memo's have been recorded in between, or before the interviews took place.

Therefore, many names of possible interviewees have been mentioned. These data have been used actively by the researcher.

Furthermore, other ideas for additional research-literature came forth from observations, these have been memo-ed.

Most relevant for mentioning as a result, is a code named: *Kvale Brinkmann*'.

This, actually is a name of an author of books about inter alia: qualitative research and interviewing techniques.

The researcher used tips from literature of this author during the entire data-gathering-phase of this research.

APPENDIX 16: ELABORATION OF DISCUSSION: SUMMARY OF RESEARCH TOPICS

In this section, I substantiate why findings from this research were relevant for its main research-question(s) and additive as a follow-up to the literature review:

1 Macro-efficiency: This term covers several topics which are necessary for initial Master-programmes. Findings showed that a start-up Master should for example decide rather if it wants to apply for a M-E test, or not.

Findings from literature and further research explained how an initial Master-programme should equip itself with good information before starting the programme. This information should cover specifically what the current (and future) situation of the educational market will be, as well as a current and future situation of its professional industry.

I reason that this is important to start with the right orientation for initial Master-programmes, in order to be sustainable.

I found that there are several point of views to approach Macro-efficiency.

Several types of stakeholders / and 'customers' should be identified in order to have a clear overview on macro-efficiency of initial programmes, e.g.: students, companies in its industry, competitors, possible alliances/partnerships and Dutch government.

2 Quality indicators, Internal processes & process checklists: For the method of arranging quality and internal processes, review of literature started with mentioning the 'aim of the programme'. Findings from this research also stresses this as an important subject for the start-up. However results from interviews placed one topic

before the aim, namely; reckoning its type of initiative: *'is the start-up a bottom-up, or top-down initiative?'*

A Master-start-up has to have proper internal processes. Literature and research findings have many topical overlap on intended process-steps. According to both sources, the following components of this process should be covered: environmental analysis, appropriate staff & forming of applicable teams, demand from the market, appropriate vision on educational end-level, a guidebook for the start-up, financial stability, content creation (curriculum), comply governmental legislation, internal quality assurance system, staff involvement, trial visitations, accreditation training of employees, appropriate service and facilities for students and staff and industry-involvement.

A good start-up-process ensures also better quality assurance. Literature of this research gave a more broad view on an adequate process and research findings specified this further.

3 Law/regulations: Data about laws and regulations in the literature review were mainly covering an explanation on different types of legislation.

An institute which wants to start a new Master-course has to consider different types of legislation to comply: a limited or extended NVAO TNO, a M-E test by the CDHO and future visitations by evaluation offices.

One of the main issues of this research was the fact that governmental standards (presented in this literature review) are rather open for interpretation. Further research by asking experts brought more clarification about space of interpretation.

4 External processes: Both processes such as international methods for starting-up a Master and domestic methods have been discussed. Literature gave insight in an international process. In my opinion, this was covering that subject sufficiently in order to compare global and Dutch methods. Therefore it has not been researched further.

Internal processes which should be mentioned, are for instance: panel-processes of decision-making, and influencing this positively. This can be done by e.g.: training staff members who are involved. Besides specific external process, I also deepened current knowledge about decision making of the CDHO and the Ministry of OCW. At first, a broad information-provision was given in the literature review. After that, an explanation of this information came from interviewees.

5 HRM Policy: In reviewing literature, I provided general information on necessary qualifications and characteristics of staff working for Master-programmes. From this starting point, this topic could be elaborated towards a good design for organizing HRM within a start-up. A more detailed insight on topics such as: necessary staff functions and staff experience and degree-level are given in result data from interviewees.

6 Quality or research level (difference WO-&-HBO-Master-&-BA): In my opinion, findings of interviews and memo's about this issue are very supplementary for data from literature review. Findings from research were clear about the level of both types of degrees, as well as their differences. After summarizing these results, I would state that a main subject which should be taken into account by initial Masters, is: that there is a significant difference between orientation level and a degree-level. In

composing a programme, development teams should be clear about both and have an appropriate distinction between these two.

7 New developments: This topic was more prominently discussed in findings of interviews then findings from memo's. It is highly serviceable for initial Masters to know what they should how to predict future events. Main topics that have been discussed are: trends in assessment & accreditation of Master programmes, as well as trends in education in general.

8 Additional literature (for this research): Naturally, this topic was not discussed in literature review, since it is additive to initial literature. However it was very useful for further research-topics of e.g.: sufficient end level, compiling an aim of a programme, staff specifications and arranging a financial picture the Master-courses.