

**NVAO**

<b>Datum</b> 4 november 2019	<b>Uw kenmerk</b> IV-2019	<b>Ons kenmerk</b> NVAO/20193568/LF
<b>Bijlagen</b> 4	<b>Dossiernummer</b> 8606	
<b>Toegepast kader</b> Opleidingsaccreditatie 2 <sup>de</sup> ronde (8 februari 2013)		
<b>Onderwerp</b> Accreditatiebesluit MSc in Maritime and Air Transport Management ( <i>verkorte procedure</i> )		
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## BESLUIT

**Accreditatiebesluit met een positief eindoordeel voor de opleiding Master of Science in Maritime and Air Transport Management (*verkorte procedure*) (master-na-master) van de Universiteit Antwerpen**

### **Oordeel en samenvattend advies van de visitatiecommissie**

De visitatiecommissie (hierna: de commissie – the panel) heeft vastgesteld dat de opleiding Master of Science in Maritime and Air Transport Management (master-na-master) van de Universiteit Antwerpen, na tijdelijke erkenning, voldoet aan alle generieke kwaliteitswaarborgen. Ze beoordeelt de kwaliteit van de opleiding als voldoende.

#### *Generieke kwaliteitswaarborg 1 – Beoogd eindniveau*

De commissie beoordeelt het beoogd eindniveau als voldoende (2016).  
Onderwerp niet behandeld tijdens de verkorte procedure na tijdelijke erkenning.

#### *Generieke kwaliteitswaarborg 2 – Onderwijsleerproces*

De commissie beoordeelt het onderwijsleerproces als voldoende (2019).

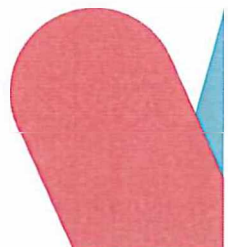
After the previous assessment, C-MAT invested in the redesign of the **curriculum** to tackle the remarks of the previous panel. The newly structured programme contains different specialization tracks. Students can choose either to focus on management or on research. Furthermore, they have to choose between maritime transport and air transport.

This results into four different tracks: (1) Maritime Transport Management, (2) Maritime Transport Research, (3) Air Transport Management, and (4) Air Transport Research. The main objective of the new programme is to help the management track students to become outstanding executives in transport-related companies and organisations and to help the research track student to become successful researchers in their transport-related field of choice. The panel is convinced that the revised programme offers clear pathways for students and, according to the students, these

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pathways are clearly communicated. Sixty credits are divided into four course categories: compulsory/ general courses (9 credits), management or research fundamentals courses (18 credits), maritime transport or air transport courses (18 credits) and the master's dissertation (15 credits). All courses are taught in English. Students and alumni indicate that they were inspired to apply and attend the programme because of its uniqueness.

The programme formulated 8 core **competences** based on the six facets diamond that FBE students are to be prepared for: the analyst, the coordinator, the creator, the inspirer, the strategist and the communicator. The faculty uses the metaphor of polishing a diamond to depict these roles. The core competences of the programme are matched with the first five roles. After analysing the structure and the content of the programme, the panel notes that the programme also focuses a lot of attention on communication (e.g., presentations and group assignments), but the sixth role of the FBE polished diamond 'the communicator' isn't translated into a separate core competence of the programme. Even if, according to the self-evaluation report of the programme, the role of communicator is included in the role of inspirer, the panel suggests adding an extra core competence to make the communicator role more visible. Indeed, the panel identified more courses in which the communication skills are drilled than what is reported in the self-evaluation report.

The panel believes that the **content** of the programme enables students to achieve the core competences. To be more precise, the panel finds that all the courses are well chosen and designed and that relevant topics are discussed in each course. However, according to the panel, the presence of cross-cutting themes like sustainability or digitalisation could be better articulated in the programme. Each course is led by an academic course coordinator, who is responsible for its content, planning, evaluations and level. Guest lecturers and excursions are also his/her responsibility. The panel observes that the presence of the course coordinator has a positive influence on the content-related coherence within each course. The learning materials are sufficient. Students can find all necessary information about each course on Blackboard, the virtual learning environment chosen by the University of Antwerp.

The number of **enrolled students** varies between 20 and 40 students, including students who reenrol. Reviewing the last three years, the programme had students of 28 different nationalities. About one third of them specialised in Air Transport and two third in Maritime Transport. In 2017-2018 the programme counted 27 new students. This increasing inflow rate can be partially explained by the new cooperation between C-MAT and the Shanghai Maritime University. The Chinese exchange students are registered as full-time students, but it's not their intention to complete the programme in Antwerp. They only follow particular courses as part of their own programme at the Shanghai Maritime University.

C-MAT's **academic staff** consists of 2,25 FTEs, distributed among 12 people. The overall quality of the staff is considered as being very good by the different stakeholders (students, alumni and professional representatives). Most of the staff members are recognised researchers in their field. Experts from the industry are involved in the programme through guest lectures. The panel observes a good balance between **academic and professional involvement** throughout the programme. The international network for the maritime transport track is identified as being very strong, and the panel encourages the programme to further develop the international network for the air transport track. Specific resource could be devoted to this task to accelerate the process.

In the panel's opinion, the **teaching and learning methods** are varied and innovative with some interesting use of business games (= simulated environments in which theory can be tested in real situations). A focus on industry engagement through case studies, projects, excursions and guest lectures was also identified. Although well received by students, the impression is that the air transport management track did not have the same level of professional representation as the maritime transport

management track. This perception should be addressed by the programme in terms of clear communication to incoming students, so they know exactly what to expect. In spite of this recommendation, the panel is aware that the air transport track started from scratch only a few years ago and that it will take some time to build a solid, international network of recognised experts.

The programme draws **students from a wide international community**. Incoming students have different cultural backgrounds and different levels of experience. The panel was enthusiastic to learn how the diversity of students is brought into the programme. For example, students can apply the course content to their country and share their knowledge during presentations. However, diversity also clearly causes challenges to the teaching team, particularly in the first semester, because it needs to deal with different ability levels and cultural differences.

During the interview with the students, the **workload** of the programme was discussed. The combination of following courses, working on assignments, preparing for examinations and writing a master's dissertation was described by them as challenging and difficult. The panel strongly recommends revising the timing of the master's dissertations. Students proposed to reorganise a few courses in order to free some time and to include a couple of free weeks at the end of the second semester to get their writing done properly. Another suggestion of the students concerns the timing for choosing their dissertation topic. Now students have to choose at the beginning of the first semester, but they would appreciate some extra time during the first semester to explore their specific interests. The panel agrees with this and generally advises balancing out the workload across the two semesters, as a better spread of the workload will give students the opportunity and the time to dive deeper into specific topics and to elaborate on them.

In comparison with the previous assessment, the **admission policy** is improved. All applicants must fill out an admission form, including a CV, an English test certificate, a translated diploma, a translated transcript of records, two reference letters and a motivation letter. All accepted students must meet the entry requirements: thorough knowledge of English and a university master's degree in a relevant domain. Students with a bachelor's degree can be admitted, but only if they have relevant work experience. If an applicant does not meet the requirements, he or she will be rejected immediately. If there is a doubt, the case is discussed at the admission board and an extra Skype meeting takes place to assess the applicant's motivation and his or her language proficiency. The panel appreciates that the programme has undertaken action to assure that enrolling students have the necessary background knowledge to succeed.

**Services and facilities** are spontaneously cited by students and staff as a very strong characteristic of C-MAT. Both academic and pastoral support is rated high by students. Before the start of the programme, students can enrol in economic crash courses to get themselves up to speed concerning basic knowledge. The panel thinks that the crash courses serve as a good refresher, but it could be useful to refer students to additional online courses if needed. The panel thinks it would be good if the programme could organise an additional crash course regarding quantitative research methods. From before the start of the programme, C-MAT helps students to find accommodation in Antwerp, to arrange the necessary insurances, etc. During the academic year the programme works together with Randstad, an employment agency in Belgium, preparing students for the job market in Belgium by organising different workshops (e.g., CV writing). The programme also organises information sessions to guide students towards a PhD.

In general, the panel wants to point out that the inclusion of C-MAT in the Faculty of Business and Economics has a good impact on the **quality of the programme**. C-MAT follows all quality processes and procedures of the faculty. Student feedback is taken seriously and is used in the context of continuous quality improvement.

**To conclude** the panel states that the programme provides a coherent educational environment. All the recommendations of the previous assessment panel (2016) have been addressed. The curriculum, its ambitions and its content have been revised. This revision resulted in clear pathways which prepare students for careers in industry or for further study. The programme also improved the admission policy to attract the target audience (e.g., compliance to entry requirements, such as a thorough knowledge of English, the right diploma and/or working experience). Students with a weaker knowledge of economics are encouraged to follow the preparatory crash courses in economics and financial economics. Therefore, the panel evaluates GQS 2 'Educational learning environment' as satisfactory.

*Generieke kwaliteitswaarborg 3 – Gerealiseerd eindniveau*

De commissie beoordeelt het gerealiseerd eindniveau als voldoende (2019).

The programme has undertaken several actions to improve the quality of the assessment, testing and evaluation of students. The panel describes the integration of C-MAT in the FBE as a quantum leap forward. To be more precise, the FBE **policy on assessment** steers the programme in the right direction. For example, assessment criteria are transparent and well communicated to the students (via the course information, on Blackboard, in class). Students can request feedback on their grades for each course. Depending on the course coordinator there is either a fixed feedback moment or the student has to make an individual appointment. To avoid possible validity and reliability issues, the academic coordinator of the programme monitors, guards and streamlines the assessment methods used in the different courses. Also, the evaluation of the master's dissertation has changed since the previous assessment. The process evaluation is now part of the final grade and the final product is assessed by the promoter and an academic assessor. A representative of the company (in case of a company collaboration) is also invited to the dissertation defence.

A large **variety of assessment methods** is used across the different courses (e.g., written and oral examinations, closed or open book, written assignments with or without oral presentation, case studies, tests...). The panel observes that the use of continuous assessment methods engages students to work throughout the semester. However, during the interview with the panel, the students argued that in some courses there is too much emphasis on the final exam in comparison with the assignments, which are sometimes very demanding. Hence, the panel remarks that the respective weights of the different assessment methods should be reconsidered in the final grading: what is the split between examination and assignment for each course and is there a good balance in terms of workload?

The **master's dissertations** have a different set-up, depending on the chosen track. For the management track students, the dissertation is developed out of a concrete problem of a company or organisation. Students receive a subject list at the beginning of the first semester but are free to contact a company themselves in consultation with the dissertation coordinator. Students are asked to regularly consult their promoter and their company's contact person. Management students write their dissertation in groups (two to three persons) and get different grades depending on their individual contribution. According to the panel the process leading to this different grade is transparent. Students say that they are aware that their final grade can be different. For the research track students, the dissertation is built up around a research question or problem. The expected outcome is an academic paper. Research students write their dissertation alone. The panel applauds the improved master dissertation process, which is identical for each track.

Hereby the panel refers to the submission of official progress reports, the progress presentation, the given feedback, the grading process and the use of the FBE evaluation form. The panel believes that the improved processes resulted in a good quality output. As mentioned under GQS 2, the timing of dissertations should be

revised by the programme. According to the programme management, finishing the dissertation is a common reason why students are delayed by a year.

The panel analysed multiple examination questions, assignments and 13 master's dissertations and holds the opinion that the programme assesses the students on an **advanced master level**. There is good consideration of knowledge competences and understanding of the main issues in each track.

Based on the alumni statistics provided by the programme, the **employability** rate is high. Thirtytwo out of 35 alumni that graduated between 2016 and 2018 and that filled in the questionnaire are employed. Only 3 of them were still unemployed. Thirteen percent of the alumni work in the maritime transport sector, 7% in the air transport sector and 39% works in general logistics. The panel recommends the programme to refine the methodology used to find out what is behind 'general logistics': are these jobs somehow linked to either maritime transport or air transport? The programme also seems a good preparation for a **PhD programme**, as evidenced by the numbers going on to doctoral programmes (13%). Based on the interview with alumni and professionals, the panel confirms that the level achieved by graduates is highly valued in the transport sector.

C-MAT supports students when they enter the job market or want to apply for a PhD. The given support is very much appreciated by students. It is noted that many international students find it difficult to find suitable employment in Antwerp due to the Dutch language requirement. Nevertheless, 50% of all C-MAT students stay in Belgium after finishing their studies. The other half returns to their home country or finds work in another (mostly European) country.

As a last remark, the panel wants to stimulate the programme to establish an official, faculty supported alumni organisation to keep a close contact with the alumni. For now, they only stay in touch through LinkedIn.

**To conclude** the panel states that the programme responded to the recommendations of the previous assessment panel (2016). C-MAT is fully integrated in the FBE and follows all the FBE policies, including the assessment procedures. This change had a positive impact on the transparency, reliability and validity of the assessment. Also, the level of examination questions and required answers are in line with what could be expected of an advanced master level and the quality of the master's dissertations has been improved, both methodologically and analytically. Therefore, the panel evaluates GQS 3 'Outcome level achieved' as satisfactory.

#### *Eindoordeel commissie*

De commissie heeft vastgesteld dat de opleiding Master of Science in Maritime and Air Transport Management (master-na-master) van de Universiteit Antwerpen voldoet aan alle generieke kwaliteitswaarborgen. Ze beoordeelt de kwaliteit van de opleiding als voldoende.

#### **Aanbevelingen commissie**

De NVAO onderschrijft de aanbevelingen van de commissie.

### Bevindingen NVAO

- Het visitatierapport is opgesteld en onderbouwd overeenkomstig het toepasselijke Kader;
- De commissie heeft voor de externe beoordeling het visitatieprotocol gevolgd zoals vastgesteld door de Vlaamse Universiteiten en Hogescholen Raad (augustus 2013);
- Het visitatierapport geeft inzicht in de samenstelling van de commissie;
- Het visitatierapport bevat een onderzoek ten gronde naar de aanwezigheid van voldoende generieke kwaliteitswaarborgen. VLUHR-KZ bevestigt dat de opbouw van het curriculum en de samenhang tussen GKW 1 - 2 - 3 voldeden aan de verwachtingen van de commissie.

### Besluit<sup>1</sup>

betreffende de accreditatie van de Master of Science in Maritime and Air Transport Management (master-na-master) van de Universiteit Antwerpen.

De NVAO,  
Na beraadslaging,  
Besluit:

Met toepassing van de Codex Hoger Onderwijs, in het bijzonder de artikelen II.133-II.149, besluit de NVAO accreditatie te verlenen aan de opleiding Master of Science in Maritime and Air Transport Management (master-na-master) van de Universiteit Antwerpen. De opleiding wordt aangeboden te Antwerpen zonder afstudeerrichtingen. De kwaliteit van de opleiding is voldoende.

De accreditatie geldt van 1 oktober 2019 tot en met 30 september 2024.

Den Haag, 4 november 2019

De NVAO  
Voor deze:

Dirk Broos  
(vicevoorzitter)



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<sup>1</sup> Het ontwerp van accreditatiebesluit werd aan de instelling bezorgd voor eventuele opmerkingen en bezwaren. Bij e-mail van 31 oktober 2019 heeft de instelling van de gelegenheid gebruik gemaakt om te reageren. Dit heeft geleid tot een enkele tekstuele aanpassing.

**BIJLAGE 1: GLOBALE OORDELEN NVAO**

De onderstaande tabel geeft per generieke kwaliteitswaarborg het globaal oordeel van de NVAO weer, alsook het eindoordeel.

Generieke kwaliteitswaarborg	Oordeel
1. Beoogd eindniveau	V (2016)
2. Onderwijsproces	V (2019)
3. Gerealiseerd eindniveau	V (2019)
<b>Eindoordeel</b>	<b>Voldoende</b>

**BIJLAGE 2: BASISGEGEVENS**

Naam instelling	Universiteit Antwerpen
Adres instelling	Middelheimlaan 1 B-2020 ANTWERPEN
Aard instelling	Ambtshalve geregistreerd
Naam associatie	Associatie Universiteit en Hogescholen Antwerpen (AUHA)
Naam opleiding (Graad, kwalificatie, specificatie)	Master of Science in Maritime and Air Transport Management
Niveau en oriëntatie	master-na-master
Bijkomende titel	Master of Science
Onderwijstaal	Engels
Vestiging opleiding	Antwerpen
Studieomvang (in studiepunten)	60
Vervaldatum accreditatie, tijdelijke erkenning of erkenning nieuwe opleiding	30 september 2019
Academieja(a)r(en) waarin opleiding wordt aangeboden <sup>2</sup>	2018 - 2019
(Delen van) studiegebied(en)	Economische en toegepaste economische wetenschappen
ISCED benaming van het studiegebied	0413 Management and administration

<sup>2</sup> Betreft het lopende academiejaar, op het ogenblik van de accreditatieaanvraag



### BIJLAGE 3: DOMEINSPECIFIEKE LEERRESULTATEN

1. Een verbredende en verdiepende kennis van en inzicht hebben in de hedendaagse facetten en de onderlinge samenhang van de transportgerelateerde bedrijfskunde, opgebouwd door relevante onderzoeksresultaten en door internationale ervaring vanuit de vervoerswereld.
2. Gespecialiseerde kennis van en inzicht hebben in de complexiteit van de transportketen, haar diverse modi, interfaces en actoren en de interactie met het logistiek management.
3. Gespecialiseerde kennis van en inzicht hebben in de complexiteit van het logistiek management, met name wat betreft import-exportmanagement, opslag en distributie van goederen, relevante wetgeving en regulering.
4. Binnen het domein van het transportmanagement een onderzoeksvraag formuleren, een onderzoeksplan opzetten en uitvoeren en de onderzoeksresultaten kritisch evalueren.
5. De verworven wetenschappelijke kennis en vaardigheden aanwenden om haalbare oplossingen voor concrete bedrijfsgerichte problemen uit te werken.
6. De verworven wetenschappelijke kennis en vaardigheden aanwenden om bedrijfseconomische beleidsbeslissingen inzake vervoer voor te bereiden, te nemen en op te volgen binnen het geheel van de transportketen.
7. Kritisch reflecteren over maatschappelijke ontwikkelingen, zoals bijvoorbeeld duurzaamheid, en hun impact op het transportgebeuren in een (inter)nationaal perspectief.
8. Een kritische analyse en synthese van eigen onderzoeksresultaten en/of oplossingen van complexe casussen op wetenschappelijk verantwoorde wijze helder en gevat presenteren en rapporteren, in het Engels, aangepast aan het doelpubliek.

*Datum validatie: 13 april 2015*

## BIJLAGE 4: SAMENSTELLING COMMISSIE

### 2016

#### *Voorzitter*

- Prof. dr. Bart Jourquin, professor Université Catholique de Louvain, Mons (FUCaM); vice rector UCL Université Catholique de Louvain, en voorheen rector FUCaM, directeur van de Louvain school of management.

#### *Leden*

- Prof. dr. Marno Verbeek, professor of Finance, Rotterdam School of Management, Erasmus University Nederland (voor het bezoek aan de opleidingen Advanced studies in economics, Banking and finance, Marketing analysis, Maritieme wetenschappen, Zee- en vervoerrecht, Transport and maritime economics, Maritime and Air Transport Management, Economics of globalisation and European integration);
- Prof. dr. Eric Verhoef, visiting prof. at Institute of Transport Studies, University of Leeds, member Faculty Board, Research director/ vice-dean, VU University of Amsterdam, Fellow at Tinbergen Institute Amsterdam / Rotterdam (voor het bezoek aan de opleidingen Maritime Science, Maritieme wetenschappen, Zee- en vervoerrecht, Transport and maritime economics, Maritime and Air Transport Management);
- Dhr. Mathias Closset, Student Bachelor Handelsingenieur, KU Leuven (voor het bezoek aan de opleidingen Banking and finance, Marketing analysis, Maritime Science, Maritieme wetenschappen, Zee- en vervoerrecht, Transport and maritime economics, Maritime and Air Transport Management) (student-lid).

Pieter-Jan Van de Velde, stafmedewerker kwaliteitszorg verbonden aan de Cel Kwaliteitszorg van Vlaamse Universiteiten en Hogescholen Raad (tot 31 december 2015) en Klara De Wilde, coördinator kwaliteitszorg verbonden aan de Cel Kwaliteitszorg van Vlaamse Universiteiten en Hogescholen Raad (vanaf 1 januari 2016), traden op als projectbegeleider en secretaris van deze visitatie.

### Samenstelling commissie beoordeling herstelplan

#### *Voorzitter*

- Prof. dr. Bart Jourquin, professor Université Catholique de Louvain, Mons (FUCaM); vice rector UCL Université Catholique de Louvain, en voorheen rector FUCaM, directeur van de Louvain school of management.

#### *Leden*

- Prof. dr. Marno Verbeek, professor of Finance, Rotterdam School of Management, Erasmus University Nederland;
- Prof. dr. Eric Verhoef, visiting prof. at Institute of Transport Studies, University of Leeds, member Faculty Board, Research director/ vice-dean, VU University of Amsterdam, Fellow at Tinbergen Institute Amsterdam / Rotterdam.

## 2019

### *Voorzitter*

- Bart Jourquin, Professor at the Université Catholique de Louvain (UCLouvain), former Vice Rector of UCLouvain, rector of the Facultés Universitaires catholiques de Mons (FUCaM) and Director of the Louvain School of Management (Mons campus).

### *Leden*

- Heather McLaughlin, Dean of the Faculty of Business and Law, Coventry University, UK and Full Professor of Management and International Transport
- Gianmaria Martini, Professor of Applied Economics, Department of Economics and Technology Management, Università degli Studi di Bergamo, Italy
- Georgios Giannaros, a master's student MSc in Shipping Management, Alba Graduate Business School, Greece

Stefanie Van der Jeugt, Policy Advisor Quality Assurance at the VLUHR Quality Assurance Unit, was the project manager and secretary of the panel.