

**Internationale Stiftung für Qualität bei  
Bachelor- und Masterstudiengängen**



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**FIBAA**

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Subject	Asset Management Control
Qualification	Master of Science
Course duration	2 Years
Form of studies	Part-time
University	International Relations Department Hogeschool Zeeland Edisonweg 4 4382 NW Vlissingen <a href="http://www.hz.nl">www.hz.nl</a>
Faculty/Department	ATO/AMC Office Centre, Het Blauwe Paleis Paleiskade 31, P.O. Box 420 1780 AK Den Helder <a href="http://www.amccentre.nl/">http://www.amccentre.nl/</a>
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Accredited by	FIBAA
Date of accreditation	16 <sup>th</sup> May 2006
Period of accreditation	until End of May 2011
Conditions imposed	none
Profile of course	<p>The MSc course in Asset Management Control is a course for both managers and engineers who are dealing with the complex environment of capital assets (ships – airplanes – buildings – plants etc.) The program shall guide students towards the essential framework of information they need for working with optimum cost-effectiveness of capital assets. It shall develop both their abilities to acquire information by themselves and apply it effectively.</p> <p>The Master's course consists of two phases: a theoretical part (post-graduate diploma phase) and a practical part (the Master's or Dissertation phase). The post-graduate phase, which has a study load of approx. 1600 hours, has a thematic curriculum consisting of several teaching modules clustered in blocks. Sufficient results lead to the Post-graduate Diploma, which gives access to the Dissertation phase: the thesis subject.</p>

	<p>The total price of the course for the academic year 2003/2004 (start: October 1st) is: € 15.300 (including text material like books, readers etc., enrollment fee, exams + one (1) re-sit and excursions based on public transport economy class).</p> <p>The requirements for the admission are:</p> <ul style="list-style-type: none"> <li>• relevant BSc degree (<i>HBO or WO</i>) or working on this level for at least 5 years;</li> <li>• at least two years relevant working experience on (middle) management/engineering level;</li> <li>• working at a company where the dissertation can be executed.</li> </ul> <p>The 12 staff members must satisfy strict criteria for the development and implementation of a scientific programme. Tutors must have extensive practical experience and (have) conducted substantial research, for example through publications, articles in leading magazines, contributions/presentations to symposia/conferences. In other words, they are actively engaged in promoting and developing their expertise area within the chosen AMC domain.</p> <p>Students engaged in the education programme work from their practical experience to acquire the theoretical knowledge and develop the requisite skills. Meetings and consultations are heavily geared towards student-student interaction and student-tutor interaction. The objectives outlined in the modules ensure that the modules help the students achieve their overall qualification grades. The following learning/teaching methods are used:</p> <ul style="list-style-type: none"> <li>- thematic workshops; training on the job or project; individual coaching; group teaching; study projects; workshops and simulation cases.</li> </ul> <p>The Master Programme is not international oriented. This Master's programme is delivered in English. It is intended that most of the lecturers involved will have international experience and English language skills at proficiency level. During the course some excursions will take place. It is possible that one of them will be abroad. International excursions are always planned in close cooperation with the students.</p>
<p>Summary of assessment by the agency</p>	<p>The Panel concludes unanimously that the Master's course in Asset Management Control (Master of Science) as offered by Hogeschool Zeeland, Vlissingen, NL in Cooperation with AMC Research Center, Den Helder, NL complies with all the FIBAA Quality Standards for Master's courses. It can be considered a professional Master's programme.</p> <p>The FIBAA Accreditation Commission has granted accreditation to the Master's programme in Asset Management Control.</p> <p>The programme meets the FIBAA-Standards overall, taking into consideration the concept, structural elements, curriculum, teaching and learning methods and the teaching staff.</p> <p>There is potential for development in the area of internationality, in the recruitment of students and the additional services for students.</p>

	<p>The programme's profile and target skills and competencies make it competitive on the education market. There will be demand on the employment market for the professional qualification obtained on the programme in the foreseeable future. To achieve a broader positioning in the market for higher education it could be necessary to emphasize the aspects of project profitability in the modules. In this way the programme can be more attractive for participants from profit-oriented private firms who don't manage just costs but also revenues. The programme is integrated into the institution's academic concept. Research and teaching activities are in alignment with the concept.</p>
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Qualityprofile Accreditation  
Master Course Asset Management Control, Hogeschool Zeeland in Cooperation  
with AMC Research Center

Quality Criteria	Requirements			Standard not met	n.o./n.e.	n.r.	Excellence
	Standard met	State-of-the-Art	State-of-the-Art excelled				
<b>1</b>	<b>STRATEGY AND OBJECTIVES</b>						
<b>1-1</b>	<b>PROGRAMME OBJECTIVES</b>						
1-1-1*	Logic and transparency of programme objectives		x				
1-1-2	Rationale for degree title	x					
1-1-3	Description and determination of the programme profile (only relevant for Master programmes in Germany)					x	
1-1-4*	Relationship between programme and target skills and competencies		x				
<b>1-2</b>	<b>POSITIONING OF PROGRAMME</b>						
1-2-1	Positioning on education market	x					
1-2-2	Positioning with regard to employability	x					
1-2-3	Positioning in the institution's academic concept	x					
<b>1-3</b>	<b>INTERNATIONAL ORIENTATION</b>						
1-3-1	Internationalisation in the programme concept					x	
1-3-2	Internationality of the student community				n.e.		
1-3-3	Internationality of the teaching community	x					
1-3-4	Specific international and intercultural content				n.e.		
1-3-5	Activities aimed at ensuring internationality					x	
1-3-6	Inclusion of foreign languages (only for MBA)		x				
<b>1-4</b>	<b>COOPERATION AND PARTNERSHIP</b>						
1-4-1	Cooperation with HE institutions and other academic institutions	x					
1-4-2	Cooperation with enterprises and other organisations	x					
1-4-3	Participation in networks				n.e.		

Caption:

n.e.: not existent      n.o.: not observable      n.r.: not relevant\* = The rating for these criteria must be at least "Standard met".

Quality Criteria		Requirements			Standard not met	n.o./n.e.	n.r.	Excellence
		Standard met	State-of-the-Art	State-of-the-Art excelled				
<b>2</b>	<b>ADMISSION (Admission process and procedure)</b>	<b>x</b>						
2-1*	Admission requirements	<b>x</b>						
2-2	Logic and transparency of the admission procedure	<b>x</b>						
2-3	Application documents					n.e.		
2-4	Educational, professional and personal background					n.e.		
2-5	Professional experience (not relevant for Bachelor programme)	<b>x</b>						
2-6	Admission test					n.e.		
2-7	Language test					n.e.		
2-8	Interview	<b>x</b>						
2-9	Transparency of admission decision	<b>x</b>						
<b>3</b>	<b>PROGRAMME DESIGN</b>							
<b>3-1</b>	<b>STRUCTURE</b>	<b>x</b>						
3-1-1*	Logic and conceptual coherence of the curriculum	<b>x</b>						
3-1-2	Specialisations					n.e.		
3-1-3*	Use of the module concept	<b>x</b>						
3-1-4	Knowledge transfer and skills development	<b>x</b>						
3-1-5	Electives					n.e.		
3-1-6	Application of the “European Transfer and Accumulation System (ECTS)”	<b>x</b>						
3-1-7*	Assessments and examinations	<b>x</b>						
3-1-8	Dissertation/thesis	<b>x</b>						
3-1-9	Transparency and description of units and modules		<b>x</b>					

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<b>3-2</b>	<b>CONTENT</b>	<b>x</b>					
3-2-1	Coherence and transparency of the overall programme content	<b>x</b>					
3-2-2	Teaching based on academic research	<b>x</b>					
3-2-3	Logic and transparency of the relationship between subjects and programme objectives	<b>x</b>					
3-2-4	Core subjects offered	<b>x</b>					
3-2-5	Specialisations offered				n.e.		
3-2-6	Generic components						
3-2-6-1	Scholarly methods	<b>x</b>					
3-2-6-2	Preparation for research-oriented tasks	<b>x</b>					
3-2-6-3	Ethical aspects, gender mainstreaming and diversity	<b>x</b>					
3-2-6-4	Social behaviour and conduct	<b>x</b>					
3-2-6-5	Management techniques		<b>x</b>				
3-2-6-6	Communication and public-speaking skills	<b>x</b>					
3-2-6-7	Teamwork and conflict-handling	<b>x</b>					
<b>3-3</b>	<b>TEACHING AND LEARNING METHODS</b>	<b>x</b>					
3-3-1	Logic and transparency of the teaching and learning concept	<b>x</b>					
3-3-2	Multiple methods and “blended learning”	<b>x</b>					
3-3-3	Teaching and learning materials		<b>x</b>				
3-3-4	Teaching input from research	<b>x</b>					
3-3-5	Integration of theoretical and practical content	<b>x</b>					
3-3-6	Projects in companies/organisations and case studies	<b>x</b>					
3-3-7	Guest lecturers				n.e.		
3-3-8	Student assistants involved in teaching	<b>x</b>					
3-3-9*	Professional orientation	<b>x</b>					

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<b>4</b>	<b>RESSOURCES AND SERVICES</b>							
<b>4-1</b>	<b>PROGRAMME TEACHING STAFF</b>	<b>x</b>						
4-1-1*	Structure and number of teaching staff for curricular requirements	<b>x</b>						
4-1-2	Professional qualifications and business experience of teaching staff	<b>x</b>						
4-1-3	Teaching staff's academic qualifications	<b>x</b>						
4-1-4	Teaching staff's teaching qualifications	<b>x</b>						
<b>4-2</b>	<b>PROGRAMME MANAGEMENT</b>	<b>x</b>						
4-2-1	Programme management structure	<b>x</b>						
4-2-2	Advisory bodies and their responsibilities	<b>x</b>						
4-2-3	Integration of gender-mainstreaming and diversity aspects					n.e.		
4-2-4	Organisational structure and decision-making processes	<b>x</b>						
4-2-5	Process organisation	<b>x</b>						
4-2-6	Administrative support for students and teaching staff	<b>x</b>						
<b>4-3</b>	<b>FACILITIES</b>	<b>x</b>						
4-3-1	Quantity and quality of teaching rooms	<b>x</b>						
4-3-2	Availability of modern ICT in teaching rooms and at individual workstations	<b>x</b>						
4-3-3	Individual support in technical issues	<b>x</b>						
4-3-4	Library	<b>x</b>						
4-3-4-1	Access to literature and journals in a reference library	<b>x</b>						
4-3-4-2	Access to on-line research tools including connections to important databases	<b>x</b>						
4-3-4-3	Opening hours and staffing	<b>x</b>						
4-3-4-4	Number of and technical equipment at library workstations for students	<b>x</b>						

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<b>4-4</b>	<b>ADDITIONAL SERVICES</b>				<b>x</b>			
4-4-1	Careers advice and placement service						<b>x</b>	
4-4-2	Alumni activities					n.e.		
4-4-3	Catering	<b>x</b>						
4-4-4	Sport and fitness facilities/activities					n.e.		
4-4-5	Cultural activities					n.e.		
4-4-6	Support and counselling for students						<b>x</b>	
4-4-7	Financial support and scholarship schemes					n.e.		
<b>4-5</b>	<b>FINANCIAL PLANNING AND FINANCING OF THE PROGRAMME</b>	<b>x</b>						
4-5-1	Logic and transparency of financial planning	<b>x</b>						
4-5-2	Basic financial resources	<b>x</b>						
4-5-3	Financial stability for the entire duration of a programme cycle	<b>x</b>						
<b>4-6</b>	<b>TRANSPARENCY AND DOCUMENTATION OF SERVICES AND FACILITIES</b>		<b>x</b>					
4-6-1	Description of the programme and the services/facilities		<b>x</b>					
4-6-2	Documentation of activities during the academic year					n.o.		
<b>5</b>	<b>QUALITY ASSURANCE</b>	<b>x</b>						
5-1	Logic and transparency of the institution's overall quality assurance concept	<b>x</b>						
5-2	Compliance of the quality assurance for the programme with the institution's overall quality assurance concept	<b>x</b>						
5-3	Quality assurance for programme's content, processes and results	<b>x</b>						
5-4	Systematic, ongoing quality development	<b>x</b>						
<b>5-5</b>	<b>EVALUATION AS PART OF QUALITY DEVELOPMENT</b>	<b>x</b>						
5-5-1	Evaluation by students	<b>x</b>						
5-5-2	Evaluation by teaching staff	<b>x</b>						
5-5-3	External evaluation					n.e.		

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