

International benchmark EFLE 2009

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September 2009
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Background and goals

The idea of an international benchmark of bachelor programmes in logistics started in 2008 at the preforum in Le Havre.

There are three important reasons to start this Benchmark

1. Gather information about certain similarities and differences between programmes which makes it easier to share knowledge
2. Gather information about exchange possibilities for students and staff to be able to start further cooperation.
3. Compare own performance to partner Universities

The EFLE is a great platform for this benchmark.

The information should be useful to the following parties:

1. Universities

Many Universities have to meet certain quality standards set by their governments. The level of the performance can be measured in several ways. One of the ways is to make a comparison with other bachelor programmes abroad.

2. Students

Many of the EFLE members offer a bachelor or masters degree in the English language and/or an exchange programme for foreign students. For students (and Universities) the benchmark should lead to further knowledge about the possibility to study abroad.

3. Professors

Professors with certain expertise can get a better understanding of what other universities have to offer. This should lead to an improved exchange of knowledge.

The results of the benchmark can be found in this report. The answers have been put together in schedules. Every schedule has a short description of what might be concluded. I would like to emphasise that it is really up to the universities to draw their own conclusions.

I also sincerely hope that this report does not end here but leads to further cooperation between our Universities.

Jeroen Visser
Rotterdam University of Applied Sciences

Overview of participants benchmark research ELFE 2009

Organization	Educational program	Internet address	Filled in by	Country	Abbr.
Satakunta University of Applied Sciences	Logistic Management	www.amk.fi/hakeminen_ja_koulutus_tarjonta/studies_in_english	Jussi Saarinen	Finland	SAMK
JAMK University Of Applied Sciences	Logistic Engineering	http://www.jamk.fi/english/education/logisticsengineering	Tommi Franssila	Finland	JAMK
Universite de Fanche-Comte Institut Universitaire de Technologie Besancon-Vesoul	Transport and Logistics Management (2 yrs)	www.univ-fcomte.fr	Anne-Chantal Drain	France	IUT2
Universite de Fanche-Comte Institut Universitaire de Technologie Besancon-Vesoul	Distribution and International Transport (3 yrs) Industrial Logistics Management (3 yrs)	www.univ-fcomte.fr	Anne-Chantal Drain	France	IUT3
Karel de Grote Hogeschool	Logistics Management	www.kdg.be	Inge Heirbout	Belgium	KdG
University College Ghent* - Faculty of applied business Mercator	Logistics management	http://bmer.hogent.be/lm/index.htm	Fabienne Mornie	Belgium	UCG
University College Ghent* – Faculty Aalst	Logistics management	www.hogent.be	Lieve Hauters	Belgium	HG
Katholieke Hogeschool Kempen	Logistics Management	www.khk.be/khk04/opleidingen/ba_bedrijfsManagement_geel/doel/lm.a_sp	Brigitte van Opstal	Belgium	KHK
Provinciale Hogeschool Limburg	Logistiek Management	www.phl.be	Miel Thomas	Belgium	PHL
Katho – departement Hantal	Logistics Management	http://www.katho.be/bachelor-bedrijfsmanagement.asp	Lieve Lombaerts	Belgium	KATHO
Mechelen University College	Logistic Management	www.khm.be/bedrijfsmanagement	Christiene Onkelinx	Belgium	MUC
Hogeschool van Arnhem en	Industrial Engineering	www.han.nl	Jan Jansen	The	HAN

Nijmegen	and management / Logistics and Transport			Netherlands	
Hogeschool Rotterdam	Logistics Management / Logistics and Transport	http://www.hro.nl/eCache/DEF/1/14/054.html (only in Dutch)	Jeroen Visser	The Netherlands	HRO
Stenden Hogeschool	Logistics Management	www.stenden.com	Kees Elbers	The Netherlands	STEN

* These two separate departments are from the same University of applied sciences

Results

A. Curriculum or educational programme

Respondent	Length of education in years
SAMK	4
JAMK	4
IUT2	2
IUT3	3 Licence professionnelle (Bachelor's degree): 1 year either after the 2-year degree specialised in transport and logistics or after any kind of 2-year degree: - Undergraduate students from Secondary Educational Institutions or University Institutes specialised in Transport, Logistics, Trade, Small and Medium-sized Company Management, Accounting or Organization Management. - Bachelor's students wishing to change speciality after two years. - Logistics practitioners may also pursue the diploma within a framework of continuing education.
KdG	3
UCG	3
HG	3
KHK	3
PHL	3
KATHO	3
MUC	3
HAN	4
HRO	4
STEN	4

Most Universities offer a 3 year bachelor in Logistics. Universities that offer a four year degree often have a placements of students with a duration of 1 year.

Respondent	Type of certificate
SAMK	Bachelor of Engineering
JAMK	Bachelor of Engineering
IUT2	DUT: Diplome universitaire de technologie
IUT3	Bachelor of Business administration
KdG	Bachelor of Business administration
UCG	Bachelor of Business administration
HG	Bachelor of Business administration
KHK	Bachelor of Business administration
PHL	Bachelor of Business administration
KATHO	Bachelor of Business administration
MUC	Bachelor of Business administration
HAN	Bachelor of Engineering (Industrial Engineering & Management) Bachelor of Business administration (Business Logistics Management)
HRO	Bachelor of Engineering Bachelor of Business administration
STEN	Bachelor of Business administration

Most Universities in Belgium offer a Bachelor of Business administration (BBA). In the Netherlands both options are offered to students. In Finland students become a Bachelor of Engineering (BA). It might be interesting to find out why this is the case and how this difference between BA and BBA is translated into the programmes.

Respondent	Is logistics being taught during all years of is it offered as a Minor?
SAMK	Offered during all years
JAMK	Offered during all years
IUT2	Offered during all years
IUT3	Different namely: offered during all years if you attend the 2-year degree specialised in transport and logistics but some students can enter our Bachelor's degrees with another kind of diploma, so they may discover logistics only during the 3 rd year.
KdG	Offered during all years, but in year 1 there are a great deal of general subjects which are also taught in the other programmes belonging to Business Administration. 45 of the 60 ECTS in the first year are general subjects (languages, economy, law, ICT) and 15 are specialised subjects
UCG	Offered during all years
HG	Offered during all years
KHK	One logistics course for all Business Management students in year one; a full logistics programme in years two and three
PHL	Offered during all years
KATHO	Offered during all years
MUC	Offered during all years
HAN	Offered during all years (for logistics students) Offered as a minor (for non-logistics students)
HRO	Offered during all years
STEN	Offered during all years

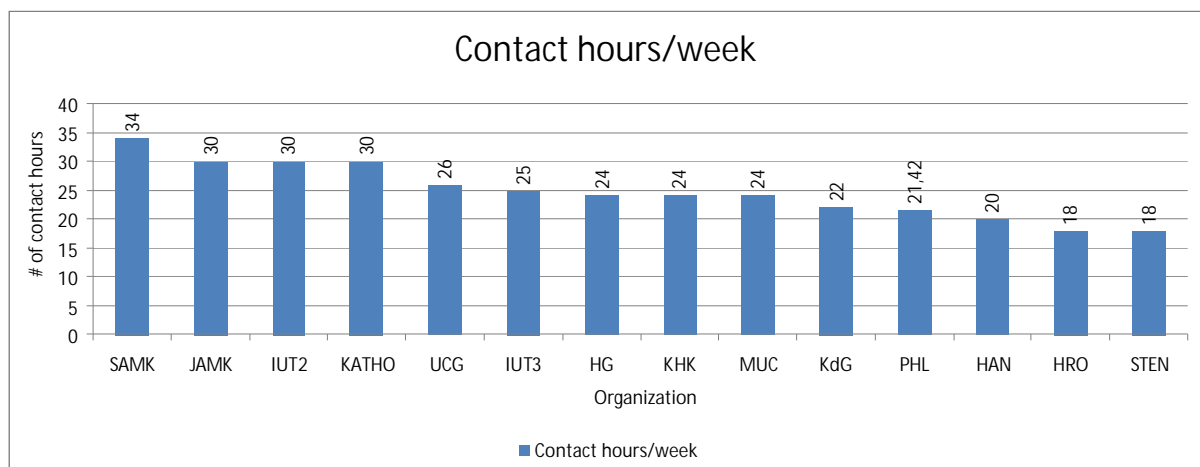
Most universities have a bachelor degree that is only about logistics. Some schools have in their first year a more general programme.

Respondent	Number of ECTS in educational programme
SAMK	240
JAMK	240
IUT2	120
IUT3	180
KdG	180
UCG	180
HG	180
KHK	180
PHL	180
KATHO	180
MUC	180
HAN	240
HRO	240
STEN	240

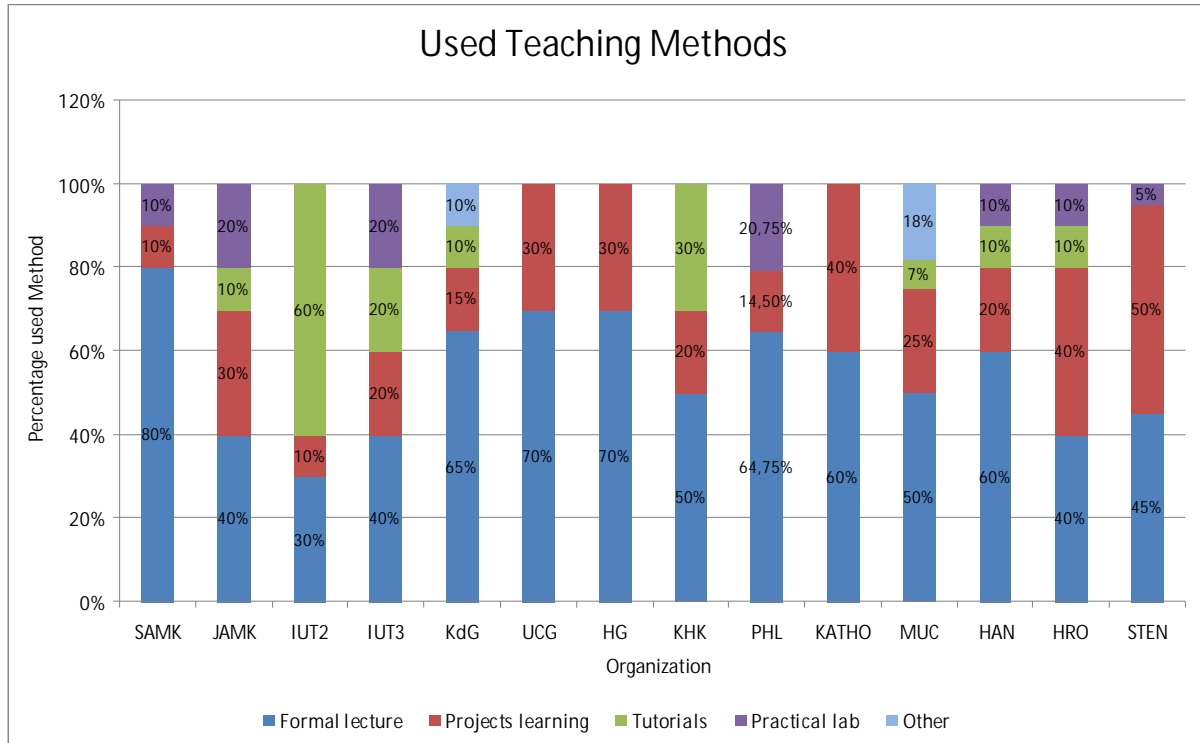
The answer to this question corresponds with the question about the lengths of the programme

Respondent	Average number of hours student has contact with lecturers per week
SAMK	34
JAMK	30
IUT2	30
IUT3	25
KdG	22
UCG	26
HG	24
KHK	26 in year one 24 in year two 20 in year three, followed by a 13-week work placement
PHL	21.42
KATHO	30
MUC	22 a 24
HAN	20
HRO	18
STEN	18

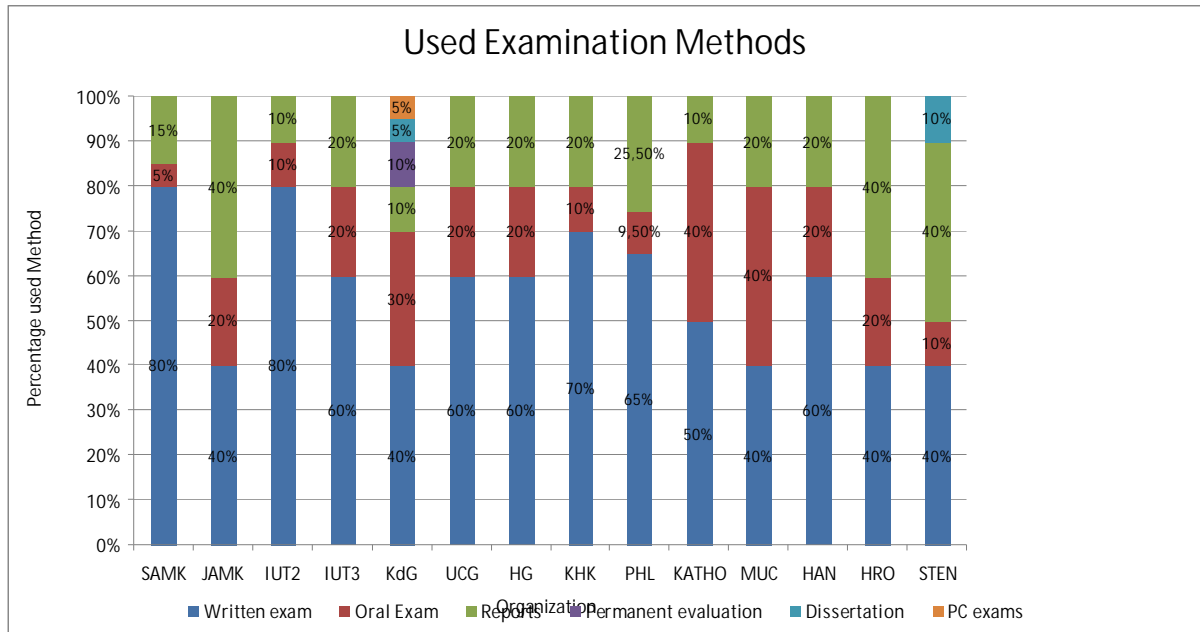
When you put the information in a graph, it looks like this:



It seems to be clear that students in Finland and France have more contact with their teachers than in Belgium. The Universities in the Netherlands have even less contact with students during a week. This may also have to do with the different approach of learning.



The question about the used teaching methods has been put into a graph. We can see that there are some remarkable differences between for example Satakunta (approximately 80% formal lecturing) and Universite de Fanche-Comte (approximately 30 % formal lecturing). In general it can be concluded that there is a mixture of formal lectures and project learning.



Almost all Universities were able to categorize their exams in the four described ways. There seems to be a tendency that the more formal lectures are given the more written exams are being used. Only the two year Besancon-Vesoul programme deviates from this overall conclusion. Rotterdam and Stenden often use a written report as an exam. In general you can see that there is quite some variety in the used types of examination.

Respondent	Role of Simulations in the programme
SAMK	1 week a year: A. Truck selection simulation; B. Total logistics system simulation; C. Simulation of Supply Chain Management.
JAMK	-
IUT2	3 weeks a year: A. Transport game (3 days). Teams of 4 to 5 students have to manage a transport company. Game sometimes done abroad with Belgian students (Geel and Ghent) B. KIWI (1 week). This game simulates the total distribution flows within a company providing an introduction to and practice of logistics. The player assumes the position of the Logistics Manager of a fictitious manufacturing firm, called "WIKI", such that he or she has to manage and coordinate the provision, production, warehousing, transport and distribution activities of several products described and sold in various regions. Game sometimes played with foreign students C. Various simulation games, such as the beer game
IUT3	See 2 year programme
KdG	-
UCG	No simulations
HG	No simulations
KHK	1 week per year A. Students are set a genuine assignment by a real company, which later uses the students' output as a starting point to implement changes in the company
PHL	Every week A. Virtual company (2 companies: 1 wholesale business (for warehouse and SAP BO), 1 transport company B. Project studies and cases: problems to solve (mostly in French)
KATHO	No simulations
MUC	1 week per year A. General business game B. Entrepreneurship: starting up a company, rescuing an existing company
HAN	2 weeks per year A. Management Game B. Digis Scan
HRO	20 weeks in the last two years A. Airline (Management Simulation) B. The Fresh Connection (SCM Game) C. Tendering
STEN	1 week per year ED

It might be very interesting to share best practices. In some cases simulations are used in an international environment. Especially games seem to be useful for short term exchanges between universities as they are often translated in English.

Respondent	Number of weeks spend with internships/work placement per year			
	Year 1	Year 2	Year 3	Year 4
SAMK	8	12	12	2
JAMK	10 ECTS	10 ECTS	10 ECTS	15 ECTS (thesis)
IUT2	9	9	Not applicable	Not applicable
IUT3	-	-	12 Remark: Half of the students are apprentices: they have a work contract, they spend 30 weeks in a company and 25 weeks at university	Not applicable
KdG	- (2 company visits)	Company visits and 1 week observation in company	7	Not applicable
UCG	-	-	12	Not applicable
HG	-	-	12	Not applicable
KHK	-	-	13	Not applicable
PHL	-	-	9	Not applicable
KATHO	1	3	12	Not applicable
MUC	-	-	'09-'10: 8 weeks from '10-'11: 10 weeks	Not applicable
HAN	-	21	21	21
HRO	2	5 (external project)	20	20 (thesis)
STEN			20	20

The schedule above makes it clear that the three year bachelor programmes have less internships. Students from HAN University spend a year and a half in a company. Students from the Karel de Grote and PHL spent only 7-9 weeks in a company.

Respondent	Main objectives of the educational programme
SAMK	<ol style="list-style-type: none"> 1. Basic Engineering and language skills 2. Basic Accounting, Financial and Law skills 3. Basic common Logistics skills 4. Deep Logistics skills in 4 selected areas
JAMK	<ol style="list-style-type: none"> 1. Basic Studies: Natural Sciences, Languages, Engineering Subjects, Basics of Logistics 2. Professional Studies in field of Logistics
IUT2	<ol style="list-style-type: none"> 1. Organisation and optimum use of the logistics chain. Knowledge of the different parts of the logistics chain and of the different means of transport. Good knowledge of international trade and of information processing and transmission 2. Negotiation, commerce (especially sales and purchasing) + knowledge of marketing, law, economics and organisation 3. Management control (more operational control than financial control). Mathematics, IT, accounting... 4. Communication skills + language skills + Inter-personal skills
IUT3	<ol style="list-style-type: none"> 1. enabling students holding a two-year diploma to acquire new skills in the distribution field: to learn how to structure and manage an international transport network / to manage the flows of production and to master related information systems 2. stock control to learn how to implement quality and control practices 3. Economics European Law 4. Project and team management + Cross-cultural management + languages + IT skills
KdG	<p>General:</p> <ol style="list-style-type: none"> 1. Being able to think and reason 2. Being able to acquire and process information 3. Critical Reflection 4. Creativity 5. Being able to communicate in Dutch and in 3 foreign languages (English, French en German) 6. lifelong learning 7. Intercultural awareness 8. ICT competences 9. Working in team 10. Being able to carry out elementary executive tasks 11. project management 12. Solution- and result-oriented problem solving 13. Awareness of social responsibility <p>Specialised:</p> <ol style="list-style-type: none"> 1. Logistics management, strategies and processes (sourcing and procurement, warehouse management, inventory management) 2. Distribution 3. Transport planning 4. Quality management 5. Techniques of international trade 6. International risk management 7. Networking

UCG	<ol style="list-style-type: none"> 1. Supply chain management (stock control, warehouse management, distribution management, .) 2. Transport (rail, road, water, air) 3. Transport management 4. Import and export management (customs and excise, finance,) 5. Solution and result-oriented problem solving (projects, workplacements) 6. Lifelong learning
KHK	<ol style="list-style-type: none"> 1. Students learn to analyse, organise and manage the supply chain in an efficient and effective way. 2. Students learn to organise transport in the supply chain in an efficient and effective way while at the same time complying with relevant regulations and procedures. 3. Students learn to develop and maintain relationships with stakeholders. 4. Students learn to assess the impact of the broader field of business economics on the logistics sector and supply chain management. 5. Students learn to support company policy within the context of logistics.
PHL	<ol style="list-style-type: none"> 1. Warehouse management: managing, lay out, ... for warehousing 2. Physical distribution 3. Transport management: all the modi and multimodal transport 4. Production management 5. Materials management
KATHO	<ol style="list-style-type: none"> 1. Basic knowledge of logistics 2. Knowledge of all concerning international trade and logistics, learning on the field 3. Practical exercises such as, year project is a consulting in an real firm. Training their management skills
MUC	<ol style="list-style-type: none"> 1. Supply Chain Management <ul style="list-style-type: none"> • The logistics industry and supply chain analysis. • The supply chain in an efficient and effective way to organize goods. • The supply chain in an efficient and effective way to manage information flow. • The supply chain in an effective and efficient way to organize transport. • The supply chain regulations and procedures. 2. Customer Relationships with stakeholders to develop and maintain. 3. Company <ul style="list-style-type: none"> • Assessing the impact of the economic environment on the logistics industry and supply chain. • Supporting the company in the logistics context 4. General competences
HAN	<ol style="list-style-type: none"> 1. Total Quality Management 2. Logistics (SCM, ERP) 3. Commerce (Marketing, Sales and Procurement in a B2B environment) 4. Entrepreneurship (Student Company)
HRO	<ol style="list-style-type: none"> 1. Marketing/Sales 2. Warehousing 3. Transport 4. Purchasing 5. Production

STEN	<ol style="list-style-type: none"> 1. Supply chain inside a company 2. Supply chain (tactical and strategic) 3. General minor and placement 4. Specializing minor and thesis
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It is hard to draw any conclusions from the table except from the fact that it gives a lot of relevant information..

Respondent	Which Minors are offered? (nr of ECTS)
SAMK	-
JAMK	-
IUT2	<ol style="list-style-type: none"> 1. Communication, negotiation (unknown ECTS) 2. Economics (unknown ECTS)
IUT3	<ol style="list-style-type: none"> 1. Logistics and the environment (unknown ECTS) 2. Client/supplier relationship management (unknown ECTS)
KdG	Ethical business (This can be chosen in exchange for other subjects; 10 ECTS) Optional courses, students choose 2 courses (2 x 3 ECTS): <ol style="list-style-type: none"> 1. Chartering 2. European Transport Policy 3. Elementary Chinese 4. A subject from the international business course
UCG	-
HG	-
KHK	<ol style="list-style-type: none"> 1. Foreign Languages (German and Spanish) (12 ECTS) 2. International Trade & German or Spanish (12 ECTS) 3. Information Management (12 ECTS) 4. Human Resources Management (12 ECTS) 5. Self-employment (12 ECTS)
PHL	Professional Bachelor about Logistics Management (180 ECTS)
KATHO	-
MUC	-
HAN	<ol style="list-style-type: none"> 1. Industrial Commerce (English) (60 ECTS) 2. Lean manufacturing (60 ECTS)
HRO	<ol style="list-style-type: none"> 1. Supply Chain Management (30 ECTS) 2. Maritime Management (30 ECTS) 3. Purchasing (30 ECTS) 4. Sustainable inland shipping management (to be developed)
STEN	<ol style="list-style-type: none"> 1. Green logistics 2. International transport

This schedule can give information about certain subject that students can focus on during their studies. Most important conclusion that can be drawn that most universities do not have a minor. It might be interesting to find out if students of these universities have other options to choose a certain direction in their studies.

Other universities that have a minor gave it different amounts of credits varying from 60 to 12 ECTS.

It might be interesting to share knowledge about the ways sustainability, safety and security, the financial crisis and other trends and developments have been put in the different programmes

Respondent	Number of teaching staff (professors) in fte	Number of supporting staff in fte
SAMK	1 professor, 3 fte	2 supporting staff, ? fte
JAMK	24 professors, 28 fte	2 supporting staf, 28 fte (??)
IUT2	3 lecturers, 5 fte (half time teaching and half time research) 5 lecturers, 1fte (full-time teaching staff) 1 practitioner, 5 fte (half-time teaching, half time working in another company)	A lot! More than 30% of the hours are taught by practitioners, ? fte
IUT3	3 lecturers, 5 fte (half time teaching and half time research) 5 lecturers, 1fte (full-time teaching staff) 1 practitioner, 5 fte (half-time teaching, half time working in another company)	Around 15: lecturers from other departments of the university+ practitioners, ? fte
KdG	For KdG Total staff 720, teaching staff 430 For Department CSBA: Total staff 180, teaching staff 122 For Logistic Management: 11 fte	-
UCG	10 professors, 10 fte	-
HG	40 fte	5 fte
KHK	70 professors, 50 fte	2 supporting staff, 2 fte
PHL	16 professors, ? fte	6.86 fte
KATHO	15 professors, 14 fte	1 supporting staff, 1 fte
MUC	23 professors, 4.5 fte	2 supporting staff (also for other programs), 2 fte
HAN	15 professors, 11 fte	6 supporting staff, 4 fte
HRO	16 professors, 10 fte	2 supporting staff, 2 fte
STEN	8 FTE	2,6

Some of the participating universities had some difficulties to answer the question and therefore it is difficult to draw too many conclusions.

Respondent	Do professors have an obligation to do research an in which field?
SAMK	Yes
JAMK	-
IUT2	There are three types of lecturers: <ul style="list-style-type: none"> - lecturers who teach full-time (394 hours a year) - Lecturers who teach half-time (192 hours) and who have to do research for the other half . Their field of research depends on their PhD and on the research lab they belong to. - Practitioners who have a part time job in the field of logistics and transport and who also teach 192 hours a year.
IUT3	There are three types of lecturers: <ul style="list-style-type: none"> - lecturers who teach full-time (394 hours a year) - Lecturers who teach half-time (192 hours) and who have to do research for the other half . Their field of research depends on their PhD and on the research lab they belong to. - Practitioners who have a part time job in the field of logistics and transport and who also teach 192 hours a year.
KdG	No, but we work together with other departments and in which we can add value
UCG	Business Administration (related to finance, accounting, practical law, logistics, insurance and marketing)
HG	Only a moral obligation
KHK	No, although it is recommended
PHL	No obligation, but we have our own research company: Log-Ic
KATHO	No
MUC	No
HAN	Some do
HRO	No, Professors are encouraged to get a Masters Title
STEN	No, Professors are encouraged to get a Masters Title

Respondent	Are you interested in staff exchange?	Expertise to offer	Expertise required
SAMK	Yes	Management, SCM, Purchasing	Transport Technology and Transportation Economics
JAMK	Yes	Information Systems in Logistics Telematics Road Transportation Materials Management Materials Handling and Warehousing	-
IUT2	Yes	Simulation games	-
IUT3	Yes	Simulation games	-
KdG	Its is already done via the international office, but any other offers are welcome and suitability will be discussed.	-	When some people retire, we will need to find new lectures esp. for air transport, liner trades, ...
UCG	Yes	Transport and logistics	-
HG	No	-	Transports
KHK	Yes	Modes of transport, customs	-
PHL	Yes	SAP, Warehouse Management	Reverse logistics
KATHO	Yes	International trade, Inco terms en transport documents	Management trainees
MUC	Yes	To be discussed	-
HAN	Yes	Logistics, Balanced Scorecard, Procurement, Logistics (also in French), Industrial Marketing, Cost Accounting, International finance	Everything is welcome
HRO	Yes	Transport and Logistics, Trade and transport Law	International money transfers
STEN	Yes		

Everybody seems to be interested in exchanging staff. Hopefully this leads to some new opportunities.

Quality assurance

Respondent	The ways students are involved in activities concerning quality assurance			
	Written evaluations	Oral evaluations	Special student advice committees	Other instruments
SAMK	Yes	Yes	Yes	-
JAMK	Yes	Yes	-	-
IUT2	Yes	No	No	-
IUT3	Yes	No	Yes	Yearly meeting to discuss possible changes or improvements with the teaching staff and some practitioners
KdG	Yes	Yes	Yes	-
UCG	Yes	Yes	Yes	-
HG	Yes	Yes	-	Questions asked about the quality of the teaching activities and the global organisation
KHK	Yes	No	Yes	-
PHL	No	No	Yes	Students can give their opinion, concerning evaluation forms.
KATHO	Yes	Yes	No	-
MUC	Yes	Yes	Yes	-
HAN	Yes	Yes	Yes	Special software: HBO spiegel
HRO	Yes	Yes	Yes	Intervision: every year professors give two colleagues feedback on their teaching performance
STEN	Yes	Yes	Yes	

All universities put a lot of effort in evaluating their programmes. A question for the future could be how the information from all these sources is processed into improvements of the programmes.

Respondent	Other advice committees concerning quality assurance
SAMK	<ol style="list-style-type: none"> 1. External body on local Logistics Professionals 2. Common Ministry of Education quality
JAMK	-
IUT2	<ol style="list-style-type: none"> 1. There is an assessment of our training every 4 years under the form of a report written by the teaching team and assessed by a jury of experts in the field of transport and logistics.
IUT3	-
KdG	<ol style="list-style-type: none"> 1. advice committee with professionals in the field of logistics and advice committee for the whole department 2. external accreditation committee
UCG	<ol style="list-style-type: none"> 1. Each year we have several assessments, we have an external survey group and also all the people (students, companies, staff) which are involved in the programme fill in a questionnaire
HG	<ol style="list-style-type: none"> 1. Forum with external firms
KHK	-
PHL	<ol style="list-style-type: none"> 1. Once or twice a year a meeting with externals is organised to discuss curriculum, skills, ... 2. After work placement, the company is asked after the quality.
KATHO	-
MUC	<ol style="list-style-type: none"> 1. Advisory board 2. Cooperation with other university colleges
HAN	<ol style="list-style-type: none"> 1. Committee of external professionals
HRO	<ol style="list-style-type: none"> 1. Every three years: internal audit 2. Every half year: Meeting with representatives in the field of logistics
STEN	<ol style="list-style-type: none"> 1. Advisory board 2. Contacts with companies (internships, guest lecturers)

Respondent	The ways external quality reviews (audits) take place and their frequency
SAMK	Common Ministry of Education quality audit, once in 5 years
JAMK	-
IUT2	Written report, every 4 years
IUT3	Written report to obtain the approval of the Ministry, every 4 years
KdG	<ol style="list-style-type: none"> 1. Self-evaluation report audited by Vlhora (Flemish committee for Higher Education), every 8 years 2. Accreditation by NVAO 3. every 8 years
UCG	<ol style="list-style-type: none"> 1. Accreditation by NVAO, 2. Self evaluation reports (Vlhora) 3. Several quality measurements are taken (PDCA circle)
HG	<ol style="list-style-type: none"> 1. Accreditation, every 8 years 2. Questions answered by formal students, yearly
KHK	Accreditation committee starting from a departmental self-evaluation report, every 6 years
PHL	<ol style="list-style-type: none"> 1. Meeting with externals, 1-2 times a year 2. Interview work placements, once a year
KATHO	-
MUC	<ol style="list-style-type: none"> 1. Accreditation, every 8 years 2. Recognition by Belgian Institute of Transport organizers, frequency not fixed
HAN	<ol style="list-style-type: none"> 1. Written evaluation, per year 2. Oral evaluation, per year
HRO	1. A visit of an auditing committee (NVAO certification), once per 6 years
STEN	1. A visit of an auditing committee (NVAO certification), once per 6 years

Belgium and the Netherlands have the same system of external auditing. It is surprising to see that accreditation in Belgium takes place every 8 years and in the Netherlands every 6 years.

Respondent	In what manner is contact with former students organized?
SAMK	Meetings and questionnaire occasionally
JAMK	-
IUT2	There is a supervised project involving 7 to 8 students who are in charge of: <ul style="list-style-type: none"> - updating the data base of former students - organising the yearly meeting with former students There are also regular national surveys on the situation of all the students of the speciality in France.
IUT3	There is a supervised project involving 7 to 8 students who are in charge of: <ul style="list-style-type: none"> - updating the data base of former students - organising the yearly meeting with former students There are also regular national surveys on the situation of all the students of the speciality in France.
KdG	Through questionnaire 1 year after graduation Through activities which are organised on a yearly basis (a walking dinner on which graduates of 25, 10 and 5 years ago are invited)
UCG	Meetings and questionnaires
HG	Meetings and questionnaires
KHK	Annually with a limited group of former students On special occasions with all former students who wish to take part, e.g. <i>20 years of Logistics Management</i> in 2009
PHL	Questionnaire. Meetings will be planned.
KATHO	During 1 week former students come to advise our students
MUC	1. Newsletter 2. meetings 3. questionnaire 4. member of jury's 5. member of advisory board 6. internships for current students
HAN	1. Meetings 2. questionnaires
HRO	1. Yearly meeting 2. Two yearly questionnaire
STEN	1. Alumni policy. 2. Magazine 3. Seminars 4. Linked In

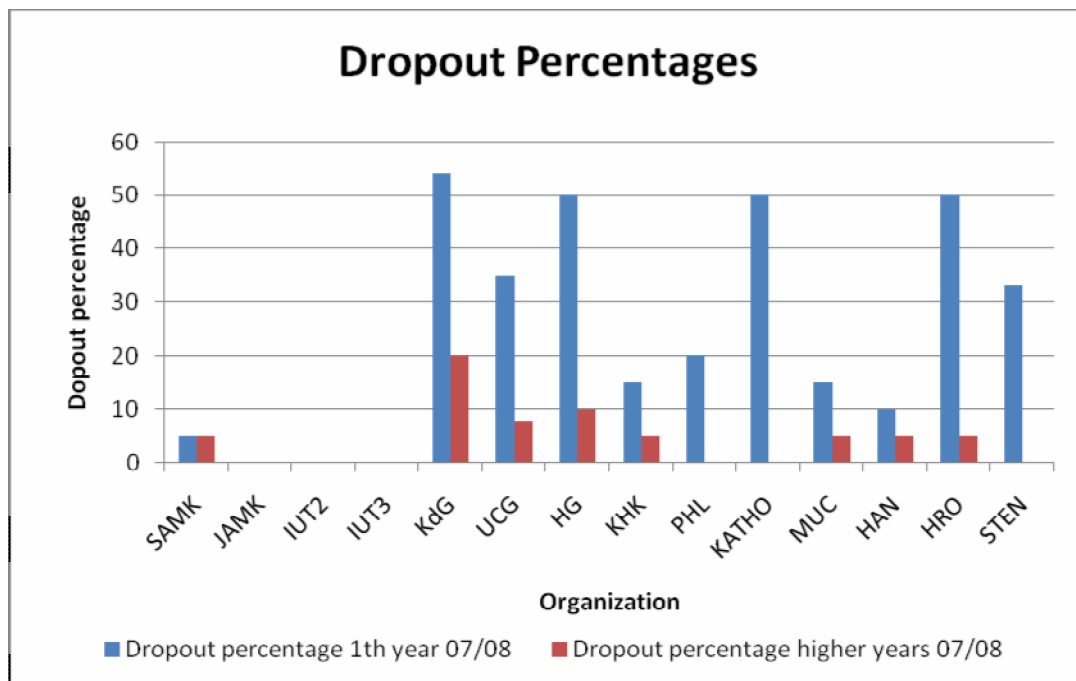
Most universities seem to have a good relationship with their alumni. The schedule shows that there are different ways to organise this.

Quantitative results

Respondent	Intake 1th year students only in fulltime logistics programme 07-08	Intake 1th year students only in fulltime Logistic Programme 08-09	Total number of students in 07-08 in Logistic Programme	Number of graduates in 07-08 in Logistic Programme	Percentage of drop-outs in 07-08 in Logistic Programme
SAMK	25 (estimate)	25	100	23	5% in 1th year 5% in higher years
JAMK	60+30 (Finnish language Program + English Language Program)	30 + 30	About 350 students (250 students in Finnish language Program and 100 students in English Language Program)	About 70 students (50 students from Finnish language Program and 20 students from English Language Program)	- in 1th year - in higher years
IUT2	44	58	90	41	5% in 1th year 0 in higher years
IUT3	39	45	39	38	1% in 1th year 0 % in higher years
KdG	99	125	291	48	54 % in 1th year 20 % in higher years
UCG	100 (estimate)	100	200	47	35 in 1th year 8 in higher years
HG	18 (estimate)	18	30	8	50% in 1th year 10% in higher years
KHK	50	50	120	30	30 % in 1th year 7 % in higher years
PHL	92	96	154	32	20 in 1th year 0 in higher

					years
KATHO	25 (estimate)	25 (estimate)	51	12	50% in 1th year 0% in higher years
MUC	45	39	140	37	15 in 1th year 5 in higher years
HAN	60 full time 30 part time	60 full time 30 part time	160 full time 140 part time	40 full time 30 part time	20 % in 1th year 5 % in higher years
HRO	B-eng programme: 60 BBA programme: 100	B-eng programme: 60 BBA programme: 150	550	B-eng programme: 50 BBA programme: 60	50 % in 1th year 5% in higher years
STEN	60	60	250	28	33%

It was a bit difficult to get detailed information about the number of students. This question was asked to get an impression of how many students choose for a career in logistics. A second topic is to find out how many students are actually able to finish. If the figures are correct the difference between the number of students that drop out in the first year vary a lot between the universities. Some university lose about 50 % of their students others are able to limit this to only a few percent. In the higher years not to many student drop out. In a schedule this looks as follows:



It might be very interesting to find out why these universities are so successful in avoiding drop outs.

B. International programme in Logistics

Universities with an international exchange programme were asked to answer some questions as well. The main reason to do this is sharing information which might lead new partnerships in the future.

Respondent	The extend of the international programme in months and ECTS
JAMK	4 years and 240 ECTS
KdG	Offered as "field of study" in an International Business Course in the Spring semester (5 months). 5 modules of 3 credits = 15 credits
UCG	30 ECTS, one semester
HAN	2 semesters of 60 ECTS each in English, so one academic year is possible of 120 ECTS
HRO	60 ECTS, two semesters (students from partner universities can choose between Spring and Fall semester)
STEN	4 years and 240 ECTS

Respondent	Maximum number of students allowed in international programme
JAMK	intake of 30 per year and also exchange students
KdG	Students choose a minimum of 8 modules from the General Business Subjects and the Logistics Management Field of Study. Maximum number of students per group is 40-50.
UCG	No maximum standard (each semester +/- 50 students)
HAN	Each semester 15 students (but housing can be the real bottleneck)
HRO	Approximately 10 per Semester
STEN	No maximum (reciprocity)

Respondent	List of international partner universities
JAMK	-
KdG	<ul style="list-style-type: none"> • Dornbirn, Fachhochschule Vorarlberg • Wien, Fachhochschule des BFI Wien • Jyväskylä, Jyväskylä University • Aix en Provence, IUT Université de la Méditerranée • Besancon, IUT, Université Franche-Comté • Europäische Fachhochschule, Brühl • Budapest, Corvinus University of Budapest • Dublin, Dublin Institute of Technology • Amsterdam, Diemen, Hogeschool INHolland • Arnhem, Hogeschool Arnhem-Nijmegen • Rotterdam, Hogeschool Rotterdam
UCG	Erasmus partners all over Europe <ol style="list-style-type: none"> 1. France 2. Finland 3. Norway 4. Spain 5. Italy 6. Hungary

	<ul style="list-style-type: none"> 7. Ireland 8. Germany 9. Sweden 10. Netherlands 11. Austria 12. Turkey <p>Other exchanges - EFLE members</p>
HAN	see website han
HRO	<ul style="list-style-type: none"> 1. Finland, Jyvaskyla 2. Finland, Satakunta 3. Belgium, Antwerpen 4. Turkije, Istanbul 5. Zweden, Vaxjo 6. Slovenia, Portoroz 7. South Afrika, Stellenbosch 8. Tasmania (Australia), Launceston 9. USA, Kingspoint University (New York)
STEN	Several

Respondent	Main topic in the international programme
JAMK	<ul style="list-style-type: none"> 1. Integrated Logistic Support 2. Aviation
KdG	<ul style="list-style-type: none"> 1. International Supply Chain Management 2. Economic Geography 3. Maritime Transport and Ports 4. European Transport Policy 5. Import and Export Management
UCG	Business administration: insurance, marketing, ICT, transport & logistics,
HAN	See website han Arnhem business school, www.han.nl
HRO	<ul style="list-style-type: none"> 1. Supply chain Management 2. Maritime Management 3. Customer Service 4. Transport Management 5. Tendering 6. Airline simulation
STEN	<ul style="list-style-type: none"> 1. Materials management 2. International warehousing

Respondent	Position of the international programme; integrated in the regular educational programme or an exclusive programme for international students only
JAMK	-
KdG	The modules are attended by local students as well, as optional subjects of 3 credits.
UCG	Exclusive programme for international students
HAN	English 4 year degree programmes (Dutch & foreign students)
HRO	Integrated in the regular Dutch programme
STEN	Integrated

Respondent	Further information about the international programme
JAMK	http://www.jamk.fi/english/education/logisticsengineering
KdG	www.kdg.be see International, Information in English, Courses in English, International Business Course
UCG	http://bmer.hogent.be/english.htm
HAN	www.han.nl
HRO	http://www.hro.nl/eCache/DEF/1/48/684.html
STEN	www.stenden.com

Summary and implications

The main goals of this benchmark were:

1. Gather information about certain similarities and differences between programmes which makes it easier to share knowledge
2. Gather information about exchange possibilities for students and staff to be able to start further cooperation.
3. Measure own performance by comparison to partner Universities

In my opinion these goals were achieved although emphasis should be put on the first two. Everybody is invited to draw his or her own conclusion. Hopefully though this report is not the end but a start to improve and learn more from each other.

It is good to keep in mind that we are far ahead of the troops with this benchmark. At the Rotterdam University this is the very first benchmark (we have 75 bachelor programmes). In the Netherlands I did not find other examples either. This made it impossible to fall back on earlier experiences. The Rotterdam University in the meantime has developed an improved list of questions. The difference is that this list makes it possible to focus on a certain subject.

In the future it might be wise to focus more on certain relevant issues. It would for example be interesting to show each other some best practices of what we do with simulations and games in Logistics. It might also be a good idea to choose a topic for every EFLE meeting to focus more on certain outcomes of this benchmark .

We have the big advantage that we are by no means competitors so sharing is useful.

The expectation is that more emphasis will be put on benchmarking by Belgian and Dutch auditing committees in the near future. So maybe we should see this benchmark as a first start.

I would like to thank everybody for the input.

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