

Besluit **Accreditatiebesluit met een positief eindoordeel voor de opleiding Master of Science in Development Evaluation and Management (master na master) van de Universiteit Antwerpen**

datum **Samenvattende bevindingen en overwegingen**
31 mei 2016 De NVAO steunt haar inhoudelijke besluitvorming op de onderstaande elementen uit het
onderwerp **visitatierapport.**

Accreditatiebesluit
(004720) *Generieke kwaliteitswaarborg 1 – Beoogd eindniveau*
bijlagen De visitatiecommissie (commissie) beoordeelt het beoogd eindniveau als goed

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The programme builds on applied research in the field of Development Studies, engaging in policy-oriented research. The programme does not aim at offering ‘training’ packages, but rather providing professionals with a genuine academic background and advanced research skills that are necessary and useful in the professional development field. In terms of perception by outsiders, the goals of the programme can be communicated in a better way.

The target groups are mid-career development professionals from developing countries and developed countries with an operational interest in development issues. It is expected that those professionals contribute to building much needed relationships among different sectors of the development arena.

The programme focuses on the opportunities and limitations of national and local actors involved in poverty reduction and development interventions. The term ‘management’ is operationalised in terms of a focus on the governance of development interventions. Graduates in this master’s programme learn about the ways in which formal and informal stakeholders can influence processes and outcomes of development interventions.

The assessment panel believes that the share of common learning outcomes among the three programmes from the Institute of Development Policy and Management (IOB) is rather high, and therefore the panel recommends that the different focuses of the three IOB programmes should be made more visible in the learning goals. Still, the panel finds the intended learning outcomes of all programmes clear, relevant and well articulated, as well as in line with the current state of the art in development studies.

The IOB organises regular feedback processes with alumni to evaluate whether the programmes deliver the necessary competences for the labour market, and to keep track of developments in the professional field. The assessment panel values this approach, but

Pagina 2 van 8 would also welcome closer involvement of employers in the further development of the learning outcomes.

Generieke kwaliteitswaarborg 2 – Onderwijsproces

De commissie beoordeelt het onderwijsproces als goed

The programme counts 60 ECTS and consists of one year. The assessment panel finds the structure of the programme coherent. The first module is a joint module (shared with the other two IOB programmes), and the following three modules are programme specific. The first module provides a contemporary overview of development concepts and theories, and insight and knowledge about different research traditions and methods relevant to development studies. The assessment panel appreciates the attention paid to theory and methods in Module I, as well as the fact that students are trained in both quantitative and qualitative methods. It is recommended that critical theory is included in Module I to ensure a balance in terms of different perspectives.

From Module II onwards, a more applied approach towards the core themes of the programmes is scheduled. Through the choice of a specific track, students have the ability to specialise in a topic and research approach. At the end of Modules II and III, students write and present an end-of-module paper. Module IV is the master's thesis.

Overall, the panel finds that there is a good variety of teaching methods. Teaching methods range from ex cathedra lectures to student's presentations, peer-to-peer learning, conference debates and simulation exercises. In Module I the emphasis is on knowledge acquisition, with standard lectures as the primary teaching method. As the thematic Modules II and III involve much smaller classes, there is more room for debate, assignments and exercises.

Students may choose between three types of master's thesis: (1) a study based on desk research only, making use of scientific literature and available data to develop a thorough analysis of a selected topic; (2) a study combining desk research and fieldwork; and (3) a study based on desk research and an internship with an NGO or a bilateral or multilateral donor organisation. The assessment panel appreciates the fact that nearly all thesis topics are applied to the home country of the students. Extensive and rigorous guidelines have been developed in order to assist students in writing the thesis.

This intensive study load is seen as something positive, giving the students a 'sense of accomplishment'. The pace is high (with many deadlines) but this creates a positive dynamic. However, the programme management should remedy the students' time management problems with regard to the master's thesis.

The assessment panel is impressed with the IOB's intake policy. The selection process is stringent and elaborate. The diversity of the student group and intercultural contacts are seen as an asset by the students. The IOB tries to ensure the social well-being of students, who stress the excellent communication by the programme management and are positive about the guidance and feedback they receive. For students who are not native speakers of English, an opportunity is offered for a residential five-week tailor-made course, in order to bring their academic English reading, writing and speaking skills up to the required level.

Pagina 3 van 8 All students are invited to follow two online pre-courses where they can gauge through a self-test to what extent their knowledge is up to requirements. The remedial actions and guidance with regard to language continues throughout the first semester, with specific classes and feedback. Crash courses on economics and Excel are also included, as well as tutorial sessions for 'Research Methods I'.

The assessment panel finds the staff quality good in terms of both teaching skills and expertise in the discipline. Students appreciate the availability and personal approach of their teachers. Few teachers have a non-European background. As long as this imbalance remains, the assessment panel recommends inviting experts from a Southern background to give guest lectures.

All classrooms have the material and electronic provisions necessary for the specific course.

Generieke kwaliteitswaarborg 3 – Gerealiseerd eindniveau
De commissie beoordeelt het gerealiseerde eindniveau als goed

The assessment panel appreciates the variation in evaluation methods. In most courses there is a system of permanent evaluation, with oral and written assignments, and – to a lesser extent – oral and written exams. If a large course unit is only assessed through a final exam, exercises and discussions are included in the course design as possibilities for formative self-assessment. Discussion skills are assessed through permanent evaluation as well, with the teacher assessing a student's participation in class discussions, debates and Q&A sessions.

In Development Evaluation and Management students learn specific methods to study and evaluate (dimensions and aspects of) development and development interventions, which are assessed through application exercises in the form of an assignment, a presentation or paper. The master's thesis has to be defended in public. The panel appreciates the fact that a standardised thesis assessment sheet is available for the evaluation of the master's thesis.

The panel appreciates the recent introduction of 'assessment sheets' that are composed by the lecturer of a specific course unit. All course information sheets contain information on the type of assessment, the criteria, the weight, the timing, and possibilities for feedback. For some courses, examples of exam questions or paper topics are included. After each assessment the lecturers organise individual or collective feedback moments or post general comments on Blackboard.

The percentage of graduates that complete the programme within one year ranges between 72–94%. The majority of the students have prior professional experience. Nearly all alumni find that the programme prepared them well for their subsequent career. According to a survey, 33% of the alumni pursue another study (or a PhD) after graduating. 78% of the VLIR-UOS scholarship holders return home and are in most cases employed in a higher position by their former employer.

Eindoordeel commissie

De commissie heeft vastgesteld dat de opleiding Master of Science in Development Evaluation and Management (master na master) voldoet aan alle generieke kwaliteitswaarborgen. Ze beoordeelt de kwaliteit van de opleiding als goed.

De NVAO onderschrijft de aanbevelingen van de commissie.

Bevindingen NVAO

- Het visitatierapport is opgesteld en onderbouwd overeenkomstig het toepasselijke Kader voor de opleidingsaccreditatie 2de ronde (8 februari 2013);
- 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.

Besluit¹

betreffende de accreditatie van de Master of Science in Development Evaluation and 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 Development Evaluation and Management (master na master) georganiseerd door de Universiteit Antwerpen. De opleiding wordt aangeboden te Antwerpen zonder afstudeerrichtingen. De kwaliteit van de opleiding is goed.

De accreditatie geldt vanaf 1 oktober 2016 tot en met 30 september 2024.

Den Haag, 31 mei 2016

De NVAO
Voor deze:



Ann Verreth
(vicevoorzitter)

¹ Het ontwerp van accreditatiebesluit werd aan de instelling bezorgd voor eventuele opmerkingen en bezwaren. Bij e-mail van 13 mei 2016 heeft de instelling laten weten geen opmerkingen te hebben.

Pagina 5 van 8 **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	Goed
2. Onderwijsproces	Goed
3. Gerealiseerd eindniveau	Goed
Eindoordeel opleiding	Goed

Naam instelling	Universiteit Antwerpen
Adres instelling	Rector A. Verschoren Middelheimlaan 1 2020 Antwerpen
Aard instelling	ambtshalve geregistreerd
Naam associatie	Associatie Universiteit en Hogescholen Antwerpen (AUHA)
Naam opleiding (Graad, kwalificatie, specificatie)	Master of Science in Development Evaluation and Management
Niveau en oriëntatie	master na master
Bijkomende titel	Geen
Opleidingsvarianten: – Afstudeerrichtingen – Studietraject voor werkstudenten	– geen – geen
Onderwijstaal	Engels
Vestiging(en) opleiding	Antwerpen
Studieomvang (in studiepunten)	60 ECTS
Vervaldatum accreditatie, tijdelijke erkenning of erkenning nieuwe opleiding	30 september 2017
Academieja(a)r(en) waarin opleiding wordt aangeboden ²	2015-2016
(Delen van) studiegebied(en)	Economische en toegepaste economische wetenschappen Rechten, notariaat en criminologische wetenschappen Politieke en sociale wetenschappen
ISCED benaming van het studiegebied	03 Social sciences, journalism and information 031 Social and behavioural sciences 0312 Political sciences and civics

² Betreft het lopende academiejaar, op het ogenblik van de accreditatieaanvraag

1. The graduate can explain the evolution over time of development concepts and theories in social sciences.
2. The graduate can use these theories to analyse and explain divergences in development outcomes between countries and regions from a multidisciplinary perspective.
3. The graduate is able to critically reflect upon tools and methods to analyse and conduct research, having achieved a basis in both qualitative and quantitative research whilst specializing in one of both.
4. The graduate is able to process social science literature in development studies , i.e. critical reading, reporting, presenting and discussing in relevant fora.
5. The graduate - both in personal and in group - is able to timely produce scientifically founded (policy) documents, literature reviews, papers and dissertations.
6. The graduate is able to present and to debate scientifically founded (policy) documents, literature reviews, papers and dissertations in relevant fora.
7. The graduate is able to explore divergent policy alternatives and to discuss these with the aim of reaching workable outcomes.
8. The graduate is able to work and discuss constructively within a multicultural environment composed of people with different affective, cognitive and behavioural orientations.
9. The graduate is able to explain and understand the behaviour of donors and recipients in development processes.
10. The graduate can explain the importance of monitoring and evaluation (M&E), is able to understand the importance of the organizational and political dimensions of M&E and is familiar with different M&E methodologies.
11. Depending on the chosen track the graduate is able to assess the effect of national and international actors and social, political and economic factors on aid processes and outcomes OR is able to assess the effect of local and national actors and factors on inequality, poverty and well-being.

Datum validatie: 8 september 2014

Voorzitter:

- Prof. em. dr. Arno Korsten, honorair hoogleraar, faculteit Rechtsgeleerdheid, Universiteit Maastricht;

Leden:

- Prof. dr. Monique Leyenaar (domeindeskundige), hoogleraar Vergelijkende Politicologie, Faculteit der Managementwetenschappen, Politicologie, Radboud Universiteit Nijmegen;
- Prof. em. dr. B. (Ben) J.S. Hoetjes (domeindeskundige), em. hoogleraar Regiobestuur in internationaal perspectief, Faculteit der Rechtsgeleerdheid, Universiteit Maastricht;
- Prof. dr. em. H. (Henri) J.M. Goverde (domeindeskundige), emeritus hoogleraar Political Science, Wageningen University;
- Dr. Niels van Willigen (domeindeskundige), universitair docent internationale betrekkingen bij het Instituut voor Politieke Wetenschap, Universiteit Leiden
- Dr. ir. Jaak Lenvain (domeindeskundige), expert ontwikkelingssamenwerking op rust, voorheen diensthoofd Kwaliteit, Methoden en Studies, Belgische Technische Coöperatie (BTC)
- Dhr. Arne Roels (student-lid), student master Politieke Communicatie, Universiteit Antwerpen.

De commissie werd ondersteund door Peter Daerden, projectbegeleider en secretaris.