

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-master Development Studies van de Erasmus Universiteit Rotterdam en tot toekenning van het bijzonder kenmerk Internationalisering

Algemene gegevens:

datum	Naam instelling	: Erasmus Universiteit Rotterdam
25 juni 2012	Naam opleiding	: wo-master Development Studies (88 ECTS)
onderwerp	Datum aanvraag	: 2 november 2011
Definitief besluit	Variant opleiding	: voltijd (postinitieel)
accreditatie wo-master	Specialisaties	: - Conflict, Reconstruction and Human Security (CRS); - Children and Youth Studies (CYS); - Development Research (DRES); - Economics of Development (ECD); - Environment and Sustainable Development (ESD); - Governance and Democracy (G&D); - Human Rights, Development and Social Justice (HDS); - International Political Economy and Development (IPED); - Local Development Strategies (LDS); - Poverty Studies and Policy Analysis (POV); - Public Policy and Management (PPM); - Population, Poverty and Social Development (PPSD); - Rural Livelihoods and Global Change (RLGC); - Agriculture and Rural Development (ARD); - Work, Employment and Globalization (WEG); - Women, Gender, Development (WGD).
Development Studies van de Erasmus Universiteit Rotterdam (#5521)	Locatie opleiding	: Den Haag
uw kenmerk	Datum goedkeuren	
O.OO&S/RL/250.793	panel :	: 23 augustus 2011
ons kenmerk	Datum locatiebezoeken	: 15 en 16 september 2011
NVAO/20121958/ND	Datum visitatierapport	: oktober 2011
bijlagen		
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Beoordelingskader

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523) en voor het bijzonder kenmerk Internationalisering van 14 november 2011.

De NVAO stelt vast dat in het visitierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden en heeft geadviseerd tot toekenning van het bijzonder kenmerk Internationalisering.

Advies van het visitatiepanel

This report presents the findings, considerations and conclusions of the committee that assessed the master's programme Development Studies of the International Institute of Social Studies of the Erasmus University Rotterdam. The committee concludes that the programme fulfils the criteria for generic quality that are condition for accreditation.

Intended learning outcomes

The committee has established that the institute is well aware of the position of the programme within the field of development studies and that it has made well-considered choices with respect to the profile of the programme. The programme's intended learning outcomes define development studies as an interdisciplinary and multidisciplinary field of social science research and practice and identify processes of social transformation as the main object of study. They also refer to more general academic knowledge, skills and attitudes, including knowledge of relevant research methods. Finally, they reveal that the programme prepares students for a career in a diverse and multicultural practice.

The programme recently revised its intended learning outcomes. The committee considers the new learning outcomes an improvement: they are phrased and structured more clearly, they provide a better distinction between knowledge and understanding, different categories of skills and attitudes. The intended learning outcomes show convincingly that the programme has a master's level and an academic orientation. In addition, they are clearly related to the requirements of the professional field.

The committee has phrased some critical remarks (for instance, relating to the fact that the intended learning outcomes do not refer explicitly to the epistemological nature of the different forms of knowledge dealt with in the curriculum), but it nevertheless assesses the intended learning outcomes as 'good'.

Teaching-learning environment

The committee has established that the contents and structure of the curriculum enable students to achieve the programme's intended learning outcomes. The curriculum is cumulative, coherent, well-structured and well-balanced. It has a clear academic orientation. The research technique courses and the Research Paper workshop prepare students for conducting the research that culminates in their Research Paper. At the same time, the curriculum has an applied perspective that fits in well with the needs of both students and the professional practice. The committee finds the distribution of the study load over the curriculum somewhat uneven and unbalanced. It has learnt that the differences between the terms can be rather significant.

The programme's student body is highly diverse and international. The programme explicitly aims at using this diversity as a resource. The staff contributing to the programme is diverse and international as well. The committee has noted that the number of staff members who have obtained a basic educational qualification is still quite low and that the institute does not yet seem to consider the acquisition of this qualification as a priority. It has established that the staff-student ratio is rather favourable, especially when compared to master's programmes in the same area at other Dutch universities.

The committee has learnt that the institute has a rather complex decision structure and that it is not always clear in practice who is responsible for taking action.

Pagina 3 van 8 The staff groups are relatively independent. The committee feels that the programme needs a minimum amount of central coordination and it encourages the management of the institute to continue its policy to provide that coordination and to increase the efficiency of the programme.

The committee highly appreciates the support and guidance the institute offers to its students. It is impressed by the size of the support staff and by the range of the activities organized at the institute. These activities clearly support and strengthen the creation of a community of students. The fact that ISS has a building of its own that offers all necessary facilities contributes significantly to the institute's explicit aim of creating a community of students. The committee concludes that ISS manages to create a coherent learning environment for its diverse student body. The curriculum, with its problem-based character, its well-considered structure and its attention for the prior education of the students, the extracurricular activities organized for and by students, the academic staff, who is diverse as well and familiar with the situation in the countries of origin of the students, the support staff and the facilities located in one single building, all contribute to the establishment of this coherent learning environment. In the committee's view the institute succeeds in organizing the curriculum in such a way that the diversity of the student body serves as a resource. It assesses the teaching and learning environment as 'good'.

Assessment and achieved learning outcomes

The committee has established that the programme's overall assessment system is well considered. The assessment methods are varied and enable the institute to establish whether students have acquired the intended learning outcomes. The assessments are valid, reliable and transparent. The committee appreciates, among other things, the system of double marking and the involvement of External Assessors. It is critical about the rule that marks for re-sits are capped at 60 and the lack of a minimal mark for courses that can be compensated. The committee noticed that the feedback provided by staff members is generally good, useful and extensive. At the same time, it observes that it is apparently impossible to convince staff members of the importance to always provide marks and feedback in time. The committee noted that the number of Research Papers that are graded above average is increasing and that a significant majority of the students apparently performs above average. Most of the Research Papers have an applied character, just as the curriculum itself. The vast majority of the Research Papers studied by the committee are not multi- or interdisciplinary. Most papers rely either on quantitative or on qualitative methods, a combination of both types is rare. All students receive feedback on their Research Papers, but the feedback is not based on a uniform or standardized form that clearly reflects the assessment criteria used. As a result, it is difficult to compare the marks for Research Papers. In the committee's view, the Research Papers show that students have acquired the programme's intended learning outcomes. The committee identified one Research Paper that did not meet the standards of quality and should not have received a pass mark. It noted that the institute has taken measures to ensure that a Research Paper of insufficient quality will not receive a pass mark. The committee therefore considers the pass mark for the Research Paper an accident that is unlikely to happen again. It recommends the institute to continue to monitor the level of the Research Papers with a near pass mark closely and carefully.

Taking everything into account, the committee assesses the system of assessment and the achieved learning outcomes as 'satisfactory'.

The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

Standard 1: Intended learning outcomes good

Standard 2: Teaching-learning environment good

Standard 3: Assessment and achieved learning outcomes satisfactory

General conclusion: satisfactory

The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Bijzonder kenmerk: Internationalisering

In December 2010, the NVAO assigned the so-called distinctive quality feature Internationalisation to the master's programme Development Studies.

The committee looked at the programme broadly, verifying whether the current situation with respect to internationalisation had undergone any significant changes since the assessment in October 2010. The committee addressed the issues related to internationalisation in the various interviews it conducted and it studied the materials made available by the institute.

First of all, the committee wants to point out that internationalisation constitutes the core of the programme: the programme aims specifically at attracting an international student body, it prepares students for positions in an international professional practice and it has a staff with a highly international profile and composition. Looked at from this perspective, it is perhaps somewhat surprising that the programme prefers to have the core of the programme assessed separately, as if internationalisation is an aspect of the programme that can be assessed apart from the other aspects.

On the basis of the information it has gathered in the interviews and from the materials made available, the committee established:

- that the institute's vision and policy with respect to internationalisation have not changed in a fundamental way since October 2010. The institute continues to focus on 'real world' problems, to be policy-oriented and multidisciplinary and to take a comparative perspective. The committee therefore confirms the assessment of the previous committee;
- that the programme's learning outcomes have been updated recently. It has noticed that the intended learning outcomes are clearly related to and derived from the domain-specific framework, that has a strong international orientation. The committee has also established that the programme's intended learning outcomes are achieved by its graduates. The committee therefore confirms the assessment of the previous committee;
- that the programme's teaching and learning environment is inherently international. The contents of the curriculum, the working methods used and the assessments and examinations enable students to acquire the programme's intended learning outcomes. The committee therefore confirms the assessment of the previous committee of the programme's teaching and learning environment.
- that the programme's staff is truly international and diverse and that it relates well to the programme's vision and policy. The members of the staff have a lot of international expertise and experience. Their intercultural competences are a prerequisite for their role

- as teacher in an international teaching and learning environment. The services provided to staff are in line with the institute's vision and policy and enable students to acquire the programme's intended learning outcomes. The committee confirms the previous committee's assessment of the international dimension of the staff;
- that the students are engaged and committed and that the institute explicitly aims at using the diversity of the student body and students' experiences as a resource in the curriculum. The committee notices that the outbound mobility of students is non-existent. This is a direct consequence of the institute's policy to offer a programme primarily aiming at students abroad. The services provided to students are in line with the institute's vision and policy and enable students to acquire the programme's intended learning outcomes. The committee is especially positive about the support and guidance offered to students. It has noticed that the institute succeeds in creating a community of students. The committee therefore also confirms the previous committee's final assessment regarding the nature of the student body.

The committee concludes that the programme continues to fulfil the requirements for a distinctive quality feature internationalization. The committee assesses the distinctive feature internationalization as 'good'.

Op grond van het voorgaande besluit de NVAO accreditatie te verlenen aan de postnitiële wo-master Development Studies (88 ECTS; variant: voltijd; locatie: Den Haag) van de Erasmus Universiteit Rotterdam te Rotterdam. Ingevolge het bepaalde in artikel 5a.10, tweede lid, van de WHW heeft de NVAO het college van bestuur van de Erasmus Universiteit Rotterdam te Rotterdam in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 17 april 2012 naar voren te brengen. Bij brief van 2 mei 2012 heeft het bestuur van deze gelegenheid gebruik gemaakt. Dit heeft geleid tot enkele tekstuele aanpassingen.

De opleiding kent de volgende specialisaties Conflict, Reconstruction and Human Security, Children and Youth Studies, Development Research, Economics of Development, Environment and Sustainable Development, Governance and Democracy, Human Rights, Development and Social Justice, International Political Economy and Development, Local Development Strategies, Poverty Studies and Policy Analysis, Public Policy and Management, Population, Poverty and Social Development, Rural Livelihoods and Global Change, Agriculture and Rural Development, Work, Employment and Globalization en Women, Gender, Development.

De NVAO beoordeelt de kwaliteit van de opleiding als voldoende. Tevens besluit de NVAO tot toekenning van het bijzonder kenmerk Internationalisering en beoordeelt de kwaliteit van het bijzonder kenmerk als goed.

Dit besluit treedt in werking op 14 november 2012 en is van kracht tot en met 13 november 2018.

Den Haag, 25 juni 2012

Nederlands-Vlaamse Accreditatieorganisatie



Lucien Bollaert
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaard	Beoordeling door het panel <i>voltijd</i>
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	G
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	G
3. Toetsing en gerealiseerde eindkwalificaties	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	V
Eindoordeel		V
Bijzonder kenmerk Internationalisering		G

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E). Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Docent-student ratio	1 : 13
Kwalificatie docenten	97% PhD
Studielast	40 uren per week
Contacturen	405 uren in de gehele opleiding (gemiddeld 4.6 uren per EC)
Rendement	90-97% na 15,5 maanden

Bijlage 2

Samenstelling van het panel

- Voorzitter: Prof. dr. Ruerd Ruben, hoogleraar Development Studies, Centre for International Development Issues (CIDIN) van de faculteit Sociale Wetenschappen, Radboud Universiteit Nijmegen;
- Leden: Prof. dr. Georg Frerks, hoogleraar Conflict Prevention and Conflict Management, Universiteit Utrecht en hoogleraar Disaster Studies, Wageningen Universiteit;
- Dr. Joy Clancy; academic researcher on the theme Energy, Poverty and Sustainable Livelihoods, Universiteit Twente, senior consultant to AFREA Gender and Energy program Gender mainstreaming, ESMAP.
- Dr. Frank de Zwart: academic researcher Department of Public Administration, Leiden University.
- Student-lid: Nadine van Dijk, student Master in Wellbeing and Human Development, University of Bath. Afgestudeerd Bachelor in Ontwikkelingssociologie, Radboud Universiteit, Nijmegen.