

Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-Master Urban Management and Development van de Erasmus Universiteit Rotterdam

datum	Gegevens	
26 juni 2012	Naam instelling	: Erasmus Universiteit Rotterdam
onderwerp Definitief besluit accreditatie wo-Master Urban Management and Development (MSc) van de Erasmus Universiteit Rotterdam (000305)	Naam opleiding	: wo-Master Urban Management and Development (MSc) (71 ECTS)
uw kenmerk O.OO&S/RL/252.342	Datum aanvraag	: 17 februari 2012
ons kenmerk NVAO/20121884/ND	Variante opleiding	: voltijd
bijlagen 2	Specialisaties	: - Urban and Regional Development Strategies; - Urban Social Development; - Urban Environmental Management; - Urban Infrastructure Management and Energy; - Managing Urban Governance; - Innovations in Urban Finance; - Housing Development Strategies; - Land Development Strategies.
	Locatie opleiding	: Rotterdam
	Datum goedkeuren panel	: 27 september 2011
	Datum locatiebezoeken	: 24 en 25 november 2011
	Datum visitatierapport	: februari 2012

Beoordelingskader

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcr. 2010, nr 21523).

Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen panel.

Institute for Housing and Urban Development Studies (IHS master's programme in Urban Management and Development (UMD) at Erasmus University Rotterdam (EUR). The judgement of the assessment committee is based on information provided in the self-

Pagina 2 van 7 evaluation report, a sample of theses, additional documentation provided during the site visit and interviews conducted with staff, students and graduates of the programme. During its assessment, the committee noted positive aspects as well as ones which could be improved. Taking these aspects into consideration, the committee decided that the programme in UMD fulfils the requirements set by the NVAO for accreditation.

Standard 1: Intended learning outcomes

The UMD programme mainly focuses on urban societies in developing and transitional countries. The overall goal of the programme is to cultivate the human capital of cities by training mid career professionals and young graduates with a bachelor's degree to become competent urban managers. In order to prepare graduates for working in a complex, multidisciplinary and multi actor environment, the programme aims to develop both the academic and the practical skills of participants. Students learn not only to analyse complex problems but also to translate their analysis into practical policies and strategies. The intended learning outcomes of the programme have been described to match this aim; they specifically address both academic and practical knowledge and skills.

The committee studied the aims and learning outcomes in relation to the domain-specific framework of urban management and development and concludes that the programme has a clear vision of its objectives and position within this small and rather loosely demarcated field. Furthermore, the committee agrees that the programme meets a genuine societal need for academically trained urban managers by combining academic and applied knowledge. As a former applied school that is now firmly rooted in academia, the IHS seems perfectly suited to deliver these professionals. Overall, the intended learning outcomes correspond with general, internationally accepted descriptions of a master's programme and thus fulfil the descriptions of UMI as a university-level programme. The committee assesses this standard as good.

Standard 2 : Teaching-learning environment

The UMD master's programme consists of three main building blocks: 1) the core period, which covers the basic principles of urban management, 2) the specialisation period, which offers students a range of specialisation topics to choose from, and 3) the thesis period, in which students execute individual research projects. The recently revised Research Methods and Techniques course runs through these periods and ensures that students gain the theoretical knowledge required for starting up and carrying out their thesis research.

In order to assess whether the curriculum leads to realisation of the learning outcomes, the committee reviewed the structure and content of individual courses and the curriculum as a whole. All in all, it was satisfied by its findings. Core courses and specialisations deal with relevant subjects and are supported by an appropriate selection of literature that consists of both scientific research and policy documents. All courses are centred on the concept of participatory learning, which seems highly appropriate to the committee. The committee fully supports the recent expansion and revision of the RMT course as it feels that it is essential for a master's programme to put a strong emphasis on the academic basics.

After studying the curriculum, the committee found that time pressure is one of the most important challenges of the UMD programme. The aim of delivering fully equipped urban managers within a one-year period leads to a rather overloaded programme. Particularly the period for thesis preparation seems short to the committee. On the other hand, the committee fully understands the programme management's reasons for not expanding the programme to 1.5 or 2 year. From the information gathered during the assessment, the committee established that the study load is feasible and completion rates are good.

Pagina 3 van 7 This has mainly to do with the fact that both students and staff are highly motivated, and student progress is meticulously monitored via an extensive system of guidance.

Although the committee identified some issues concerning the student body and academic staff, it simultaneously concluded that the programme management is well aware of these difficulties and is continuously trying to improve matters. One of the obvious issues that the programme is dealing with is the diversifying student population. The recent influx of young self-paying students at bachelor's level has caused some tension, mainly because the programme is better suited for mid-career professionals than for graduates without professional experience. In response, the programme management has taken measures to limit the further influx of such students. A similarly pressing issue for the programme management is the high workload experienced by its academic core staff, who as a consequence have little time available for research. The committee fully supports initiatives to give core staff members time and resources to finish their PhD. At the same time, it feels that efforts should also be made to guarantee that staff members continue their research activities after obtaining a PhD. Concerning the composition of the staff, the committee has established that the mix of specialties present seems to work well. Students generally appreciate that staff members have both academic and applied experience.

The committee was quite impressed by the facilities of the programme. It found the overall atmosphere of the location friendly and welcoming and was very pleased to find excellent library services on site. All in all, the committee is of the opinion that the homely ambience, personalized relations between staff members and students, and the intensive system of student guidance greatly contribute to the overall quality of the teaching-learning environment. Also, the committee established that curriculum development is a continuous process at IHS. Recent years have seen a steady improvement in the programme and the committee expects this trend to continue in the future. The committee assesses this standard as good.

Standard 3: Assessment and achieved learning outcomes

The committee established that the programme has adopted an appropriate mix of evaluations, tests and examinations in order to assess whether the intended learning outcomes are achieved. Furthermore, the programme management has implemented different instruments to guarantee the quality of the examinations. Students are given the opportunity to rate the quality of the assessment and have sufficient possibilities to submit complaints.

In the opinion of the committee there are some instruments that could be used to further refine the assessment system. One of them is to make test results completely anonymous in order to invalidate all possible complaints of bias and or discrimination in the assessment process. To overcome the problem of free riding in group work, the committee recommends adopting a peer review process.

After reviewing a relevant sample of the theses, the committee concluded that students of the programme generally achieve the intended learning outcomes. The committee did, however, notice a certain imbalance between practical and academic skills. To resolve this issue, the revision of the RMT course might well prove an essential first step. The recent change in organization of the delivery of the RMT course is a step in the right direction but the committee recommends that the impact of this is assessed carefully in relation to impact and consideration is given to whether further strengthening of RMT course content is appropriate.

Pagina 4 van 7 An additional measure that the committee would like to recommend is to reconsider the structure of the thesis period. In the current set-up, many issues seem to originate during the period of fieldwork, which is usually carried out without staff supervision and for which there is normally no extra funding available. The committee feels that it might be useful to investigate opportunities to include a fieldwork cost component in the course funding requirements to enlarge the scope for data acquisition and staff supervision. In any case, further regulation of this part of the thesis process could potentially lighten the pressure on students and improve results.

The committee assesses this standard 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.

Aanbevelingen

De NVAO stelt vast dat het panel in het adviesrapport kritische opmerkingen maakt over het academisch gehalte van de mastertheses. De NVAO onderschrijft deze opmerkingen van het panel en verbindt hieraan, na overleg met de instelling, een bestuurlijke afspraak.

Op grond van het voorgaande besluit de NVAO accreditatie te verlenen aan de wo-Master Urban Management and Development (MSc) (71 ECTS; variant: voltijd; locatie: Rotterdam) van de Erasmus Universiteit Rotterdam te Rotterdam.

De opleiding kent de volgende afstudeerrichtingen: Urban and Regional Development Strategies, Urban Social Development, Urban Environmental Management, Urban Infrastructure Management and Energy, Managing Urban Governance, Innovations in Urban Finance, Housing Development Strategies and Land Development Strategies.

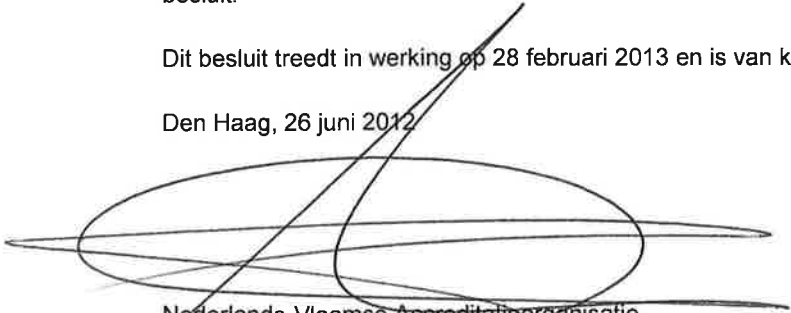
De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

De NVAO heeft een bestuurlijke afspraak gemaakt met de instelling om de afstudeerwerken in de opleiding over drie jaar opnieuw te laten beoordelen in het licht van de noodzakelijke verbetering van het academisch gehalte van de opleiding en hierover uiterlijk per 31 december 2015 aan de NVAO te rapporteren. Het college van bestuur van de instelling heeft deze afspraak bij e-mail van 9 mei 2012 bevestigd.

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 24 april 2012 naar voren te brengen. Bij e-mail van 22 juni 2012 heeft het college van bestuur ingestemd met het voornemen tot besluit.

Dit besluit treedt in werking op 28 februari 2013 en is van kracht tot en met 27 februari 2019.

Den Haag, 26 juni 2012



Nederlands-Vlaamse Accreditatieorganisatie
K.L.L.M. Ditrich
voorzitter

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.

Pagina 6 van 7 **Bijlage 1: Schematisch overzicht oordelen panel**

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

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 : 9
Kwalificatie docenten	70% PhD (32 personen), 14 staff members hebben geen PhD, waarvan er 10 tot de onderwijsstaf van IHS zelf behoren. 4 zijn gastdocenten. 5 staff members volgen momenteel een PhD traject, 2 hopen dat in 2012 af te ronden.
Studielast	40 uren per week
Contacturen	12-15 uren per week
Rendement	95-100% over de achterliggende jaren

Bijlage 3: panelsamenstelling

Het panel kende de volgende samenstelling:

- Prof. D. (David) Byrne (chair), Professor of Applied Social Sciences, Durham University;
- Prof. V. (Volker) Kreibich, emeritus Professor of Spatial Planning in Developing Countries, Dortmund University;
- Prof. F.G. (Frank) van Oort, Professor of Urban Economics, University of Utrecht;
- Dr. R.V. (Richard) Sliuzas, Associate Professor of Urban and Regional Planning and Geoinformation Management, University of Twente;
- N. (Nadine) van Dijk Bsc, student member, graduate of the programme in Development Sociology, Radboud University.