

Assessment report
Limited Framework Programme Assessment

Master Beleid, Communicatie en Organisatie

VU Amsterdam

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1. Executive summary

In this executive summary, the panel presents the main considerations which led to the assessment of the quality of the Master Beleid, Communicatie en Organisatie programme of VU Amsterdam, which has been assessed according to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, as published on 20 December 2016.

The panel regards the programme objectives to be sound and relevant, these specifying the understanding and analysis of processes of policymaking and communication in organizations, studying these processes from different disciplinary perspectives, being practice-oriented and being sensitive to societal dynamics and diversity issues within organizations. The panel considers the objectives to have been formulated quite broadly and advises to phrase these in more focused terms.

The panel welcomes the domain-specific reference framework, which has been drafted by the joint Dutch programmes in this field of study. The objectives of the programme meet this reference framework. The programme's multi-disciplinary, multi-layered and multi-research methods profile is expressed clearly within the framework.

The panel appreciates students to be trained for positions in the professional field, having obtained both academic and professional skills, as well as to be trained to continue their studies in PhD trajectories.

The panel regards the intended learning outcomes to be comprehensive and well-articulated and to meet the programme objectives and to meet the master level.

The panel supports programme management intentions to keep student influx numbers at current levels. Students generally make well-deliberated choices to enter the programme.

The panel observed the curriculum to meet the intended learning outcomes and the curriculum contents to be up to standard. The panel suggests, however, to address professional skills more explicitly. The curriculum is well-organized and coherent. At the same time, the intentions of programme management to merge the two tracks and to limit the five electives to three research theme-related electives are supported by the panel. The panel recommends to make the current elective course *Being Professional and Accountable* a compulsory course, as this course is considered by the panel to be valuable for students.

The panel considers the lecturers to be both good researchers in their fields and effective as teachers. The generous proportions of lecturers being PhDs and being BKO-certified testify to their research and educational capabilities. The lecturers meet very regularly to discuss the programme, to adjust the courses to each other and to update the courses. Although the gender diversity is adequate, the panel proposes to balance the ethnic diversity among the staff. As the workload of the lecturers is quite demanding, the panel advises to adjust this workload.

The panel considers the admission criteria and the admission procedures to be relevant and effective.

The programme educational concept and study methods allow students to gain the knowledge and skills required and to apply their knowledge. The panel feels programme management succeeds in offering small-scale education, despite sizeable student numbers. The number of hours of face-to-face education and the students-to-staff ratio are satisfactory. As students are given the responsibility for their learning processes, the panel advises to monitor the effects thereof. The student success rates are favourable.

Although the programme examination and assessment rules and regulations are appropriate, the panel proposes to formulate a clearer vision on assessment. The position and the responsibilities of the Examination Board, including the position of the Examination Board sub-committee, are up to standard.

The examination methods adopted for the courses are adequate. The panel is pleased to note the multiple-choice examinations being scheduled in combination with other examination methods. The panel proposes to assess the professional skills more explicitly and to provide more formal feedback on the professional skills development of students.

The panel considers the supervision and assessment processes of the Master thesis to be adequate. The panel suggests, however, to limit the differences in the levels of supervision among supervisors.

The measures taken to assure the validity, reliability and transparency of the examinations and the assessments are up to standard. The panel is especially pleased about the Examination Board's commitment to assessment quality assurance, among others inspecting examinations and Master theses.

The panel regards the course examinations to be adequate and to meet the course goals. The Master theses are considered by the panel to be up to standard and the grades given by the programme examiners are supported by the panel. Only one of the theses would have been assessed as unsatisfactory by the panel.

The panel regards the results of the alumni survey to be favourable, noting the programme graduates to have succeeded in finding positions in the professional field quite easily. The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer a suitable preparation for the labour market in this domain. The panel advises to provide students with more information about the professional field.

The panel which conducted the assessment of the Master Beleid, Communicatie en Organisatie programme of VU Amsterdam assesses this programme to meet the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, judging the programme to be satisfactory. Therefore, the panel recommends NVAO to accredit this programme.

Rotterdam, 21 September 2018

Prof. dr. J.C. Looise
(panel chair)

drs. W. Vercouteren
(panel secretary)

2. Assessment process

The evaluation agency Certiked VBI received the request by VU Amsterdam to coordinate the limited framework programme assessment process for the Master Beleid, Communicatie en Organisatie programme of this University. This objective of the programme assessment process was to assess whether the programme would conform to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, published on 20 December 2016 (Staatscourant nr. 69458).

Management of the programmes in the assessment cluster Organization Studies convened to discuss the composition of the assessment panel and to draft the list of candidates.

Having conferred with management of the VU Amsterdam programme, Certiked invited candidate panel members to sit on the assessment panel. The panel members agreed to do so. The panel composition was as follows:

- Prof. dr. J.C. Looise, professor emeritus Human Resource Management, University of Twente (panel chair).
- Prof. dr. S.M. Nkomo, professor, Department of Human Resource Management, University of Pretoria (panel member).
- Dr. M. Govaerts, associate professor, Department of Educational Development and Research, Maastricht University (panel member).
- Prof. dr. D. Faems, professor Innovation and Organisation, University of Groningen (panel member).
- E. de Rover MSc, student Master Business Administration, Radboud University (student member).

On behalf of Certiked, drs. W. Vercouteren served as the process coordinator and secretary in the assessment process.

All panel members and the secretary confirmed in writing being impartial with regard to the programme to be assessed and observing the rules of confidentiality. Having obtained the authorisation by the University, Certiked requested the approval of NVAO of the proposed panel to conduct the assessment. NVAO have given their approval.

To prepare the assessment process, the process coordinator convened with management of the programme to discuss the outline of the self-assessment report, the subjects to be addressed in this report and the site visit schedule. In addition, the planning of the activities in preparation of the site visit were discussed. In the course of the process preparing for the site visit, programme management and the process coordinator regularly had contact to fine-tune the process. The activities prior to the site visit have been performed as planned. Programme management approved of the site visit schedule.

Well in advance of the site visit date, programme management sent the list of final projects of graduates of the programme of the most recent years. Acting on behalf of the assessment panel, the process coordinator selected fifteen final projects. The grade distribution in the selection was ensured to conform to the grade distribution in the list, sent by programme management.

The panel chair and the panel members were sent the self-assessment report of the programme, including appendices. In the self-assessment report, the student chapter was included. In addition, the expert panel members were forwarded a number of final projects of the programme graduates, these final projects being part of the selection made by the process coordinator.

A number of weeks before the site visit date, the assessment panel chair and the process coordinator met to discuss the self-assessment report provided by programme management, the procedures regarding the assessment process and the site visit schedule. In this meeting, the profile of panel chairs of NVAO was discussed as well. The panel chair was informed about the competencies, listed in the profile. Documents pertaining to a number of these competencies were presented to the panel chair. The meeting between the panel chair and the process coordinator served as the briefing for panel chairs, as meant in the NVAO profile of panel chairs.

Prior to the date of the site visit, all panel members sent in their preliminary findings, based on the self-assessment report and the final projects studied, and a number of questions to be put to the programme representatives on the day of the site visit. The panel secretary summarised this information, compiling a list of questions, which served as a starting point for the discussions with the programme representatives during the site visit.

Shortly before the site visit date, the complete panel met to go over the preliminary findings concerning the quality of the programme. During this preliminary meeting, the preliminary findings of the panel members, including those about the final projects were discussed. The procedures to be adopted during the site visit, including the questions to be put to the programme representatives on the basis of the list compiled, were discussed as well.

On 21 June 2018, the panel conducted a site visit on the VU Amsterdam campus. The site visit schedule was in accordance with the schedule as planned. In a number of separate sessions, panel members were given the opportunity to meet with Faculty of Social Sciences representatives, programme management, Examination Board representatives, lecturers and final projects examiners, and students and alumni.

In a closed session at the end of the site visit, the panel considered every one of the findings, weighed the considerations and arrived at conclusions with regard to the quality of the programme. At the end of the site visit, the panel chair presented a broad outline of the considerations and conclusions to programme representatives.

Clearly separated from the process of the programme assessment, the assessment panel members and programme representatives met to conduct the development dialogue, with the objective to discuss future developments of the programme.

The assessment draft report was finalised by the secretary, having taken into account the findings and considerations of the panel. The draft report was sent to the panel members, who studied it and made a number of changes. Thereupon, the secretary edited the final report. This report was presented to programme management to be corrected for factual inaccuracies. Programme management were given two weeks to respond. Having been corrected for these factual inaccuracies, the Certiked bureau sent the report to the University Board to accompany their request for re-accreditation of this programme.

3. Programme administrative information

Name programme in CROHO: M Beleid, Communicatie en Organisatie (M Policy, Communication and Organization)
Orientation, level programme: Academic Master
Grade: MSc
Number of credits: 60 EC
Specialisations: Consultancy and Change
Strategy and Identity
Location: Amsterdam
Mode of study: Full-time (instruction language is Dutch)
Registration in CROHO: 60052

Name of institution: VU Amsterdam
Status of institution: Government-funded University
Institution's quality assurance: Approved

4. Findings, considerations and assessments per standard

4.1 Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

The Master Beleid, Communicatie en Organisatie (Master Policy, Communication and Organization) is a research-based, multi-disciplinary, social sciences, Dutch-taught master programme of VU Amsterdam.

The Master Beleid, Communicatie en Organisatie programme is one of the programmes of the Faculty of Social Sciences of VU Amsterdam and is offered by the Department of Organization Sciences of this Faculty. The Faculty offers a broad range of bachelor and master programmes in the social sciences. The Faculty Board, being chaired by the Dean, is responsible for research and education, including the quality of the programmes offered. The programme director and the programme coordinator manage the programme on the day-to-day basis. The programme committee for the programme, being composed of both lecturers and students, advises programme management on the quality of the programme. The Faculty Examination Board has the responsibility to ensure the quality of examinations and assessments of this and the other Faculty programmes. The sub-committee of the Board oversees the examination and assessment procedures for this programme in particular. The External Advisory Board, with senior academics and professional field representatives sitting on this Board, regularly discusses with programme management the research and labour market requirements for programme graduates.

The objectives of the programme are to educate students to understand and analyse processes of policymaking and communication in organizations, to study these processes from different disciplinary perspectives, adopting multi-disciplinary approaches to study these processes, to be practice-oriented and to develop the sensitivity to the wider societal dynamics and diversity issues within organizations. Policymaking and communication involve the formulation of the long-term goals of organizations, involve networks and cooperation within organizations and are closely related to organizations' strategies, change and identity. Organizations are addressed from the policy and communication angles rather than from the financial or technical perspectives. Policymaking and communication are approached multi-disciplinary, drawing on organization science, social psychology, sociology, public administration and communication science insights. Students are taught to apply their knowledge and skills to the practice in a range of organizations, such as private companies, public organizations, health care institutions, educational institutes or social movements. Societal dynamics and diversity in organizations are studied, as organizations mirror societal trends and depend on their abilities to deal with trends. The programme is research-oriented. Methodologies adopted include both qualitative and quantitative research methods.

The programme objectives correspond to the requirements of the *Domain-specific frame of reference Organization Studies 2018*, which has been drafted by the Bachelor and Master Organization Studies and Bachelor and Master Human Resource Studies programmes of Tilburg University and by the Master Beleid, Communicatie en Organisatie Organization and the Master Culture, Organization and Management programmes of VU Amsterdam. Within this domain-specific framework, the programme may be said to distinguish itself by linking organizational issues to societal dynamics, by approaching these issues multi-layered (at micro-, meso- or macro-levels), multi-disciplinary and with different research methods, and taking the practical aspects of organizational problems into account.

Students are prepared to enter the labour market, being trained to apply their knowledge and insights to organizational problems and to design problem-solving strategies. Students are also educated to continue their studies as PhD students.

The programme objectives have been translated into the programme intended learning outcomes. These specify, among others, students to be knowledgeable about theories and approaches in the organization science field, to analyse organizational subjects from different theoretical angles, to do research in this domain, to be aware of ethical issues and dilemmas, to acquire academic and professional skills, such as communication and collaborative skills, to be critical towards research in this domain and to be open-minded to new ideas in this field. Programme management compared the intended learning outcomes to the Dublin descriptors for master programmes, to show these to meet the master level requirements.

Considerations

The panel regards the programme objectives to be sound and relevant, these including the understanding and analysis of processes of policymaking and communication in organizations, studying these processes from different disciplinary perspectives, being practice-oriented and being sensitive to societal dynamics and diversity issues within organizations. The panel regards the programme objectives to have been formulated quite broadly and advises to phrase these in more focused terms.

The panel welcomes the domain-specific reference framework, which has been drafted by the joint Dutch programmes in this field of study. The objectives of the programme meet this reference framework. The programme's multi-disciplinary, multi-layered and multi-research methods profile is expressed clearly within the framework.

The panel appreciates students to be trained for positions in the professional field, having obtained both academic and professional skills, as well as to be trained to go on in their studies in PhD trajectories.

The panel regards the intended learning outcomes to be comprehensive and well-articulated and to meet the programme objectives. The panel considers the intended learning outcomes to correspond to the master level.

Assessment of this standard

These considerations have led the assessment panel to assess standard 1, Intended learning outcomes, to be satisfactory.

4.2 Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

Although there were some fluctuations in the numbers of incoming students between 2006 and 2017, the average influx in these years was quite substantial with about 180 students per year. Most incoming students completed their bachelor programme at VU Amsterdam. About 15 % of them come from other Dutch universities. The influx of students with bachelor degrees from higher vocational institutes (hbo) diminished sharply from 2011 onwards and is quite limited the last six years. This may partly be explained by the fact that students coming from higher vocational institutes and taking the pre-master programme, are registered as students of VU Amsterdam bachelor programmes. Programme management regards the influx as satisfactory and has no intention to raise this number.

The regular programme takes one year to complete and has 60 EC of study load. Programme management drafted a table with the relations of the intended learning outcomes to the curriculum components to demonstrate the curriculum meeting the programme intended learning outcomes. The programme offers two distinct specialisations or tracks, being Consultancy and Change and Strategy and Identity. The curriculum starts with the compulsory course *Organization Science* (6 EC), introducing students to this domain. This course is the only English-taught course. In the first two periods, students select one out of five electives (6 EC) offered. In addition, students take two courses (2 x 6 EC), depending upon the track chosen. Thus, the difference between the tracks is two courses (12 EC). Upon completion of these courses, students start the Master thesis (24 EC). In the *Research Lab course* (6 EC) which is scheduled in parallel with the Master thesis, students are taught research methods and techniques. In this course, students draft the research plan for the Master thesis and are introduced to the research methods and techniques, required for their Master thesis. Having completed the Master thesis, students come together again, taking the course *Cases in Organization Research* (6 EC). This course introduces them to problems in the professional field, relating theoretical concepts to practical problems and trains them professional skills. All courses in the curriculum are rated in terms of levels of complexity. At the end of the curriculum, students take courses at the highest level, which means being able to do research-driven projects in a largely self-directed way. From 2018 onwards, the two tracks will be merged, as the differences between them are limited. The merger will lead to three compulsory courses and one elective. In addition, students will be offered three electives with specific themes instead of five electives. These themes will be more closely linked to the Department of Organization Sciences research interests.

A total number of 18 staff are involved in the programme, most of them having permanent positions. Four full professors are involved in the programme. Junior staff are involved as well. All but three lecturers in the programme are researchers of the Department of Organization Studies. The others come from the Departments of Political Science and Public Administration and of Sociology. The lecturers are experts in the fields they lecture in and are well-published in these fields. About 83 % of the lecturers or 15 lecturers have PhDs. About 83 % of the staff or 15 lecturers are BKO-certified, testifying to their educational qualities. One lecturer is SKO-certified. Staff meet twice per semester to discuss the programme contents and quality and the curriculum being up-to-date. In case of unfavourable results in student surveys, the lecturer involved and the programme director meet to discuss improvements. The lecturers' workload is rather challenging. The Faculty is taking measures to balance the workload.

Students with Bachelor Organization Studies, Business Administration, Public Administration, Sociology or Social or Organizational Psychology degrees of any Dutch university are admitted unconditionally to the programme. For other students, specific admission requirements are set. Students having bachelor degrees from higher vocational institutes (hbo) have to take the pre-master programme (30 EC), which includes introductory methodological and theoretical courses on organization sciences. Applications are examined by the programme Admissions Board.

The programme educational principles are to promote interactive teaching and learning, to foster the ongoing academic dialogue between lecturers and students and among students and to stimulate students becoming critical thinkers in this domain. Lecturers introduce their research findings in class. The study methods are lectures and working groups. Lectures are meant for the explanation of concepts and theories, whereas working groups are meant to apply these. Simulation games are scheduled in some of the courses, inviting students to act as advisors or change agents. Lectures may be sizeable, but working groups are more small-scale. The number of hours of face-to-face education are about 12 hours per week in the cursory part of the curriculum. The students-to-staff ratio is 21.7 : 1. The study load is experienced by students to be perfectly manageable. Students feel being adequately guided by lecturers. The panel noted them being given the responsibility for their learning processes. The average student success rates of the programme are 54 % after one year and about 82 % after two years (figures for the last four to five years).

Considerations

The panel supports programme management intentions to keep the student influx numbers at the current levels. Students generally make well-deliberated choices to enter the programme.

The panel observed the curriculum to meet the intended learning outcomes and the contents of the curriculum to be up to standard. The curriculum contents allow students to gain both the knowledge and skills required. Students are taught concepts and theories in this domain and the application thereof in a number of courses, are educated in research knowledge and skills in the *Research Lab* course and are trained professional skills in, among others, the *Cases in Organization Research* course. The panel advises, however, to address professional skills more explicitly. The curriculum is well-organized and coherent. At the same time, the intentions of programme management to merge the two tracks and to limit the five electives to three research theme-related electives are supported by the panel. The panel recommends to make the current elective course *Being Professional and Accountable* a compulsory course, as this course is considered by the panel to be valuable for students.

The panel considers the lecturers to be both good researchers in their fields and effective as teachers. The generous proportions of lecturers being PhDs and being BKO-certified testify to their research and educational capabilities. The lecturers meet very regularly to discuss the programme, to adjust the courses to each other and to update the courses. Although the gender diversity is adequate, the panel proposes to balance the ethnic diversity among the staff. As the workload of the lecturers is quite demanding, the panel advises to adjust the lecturers' workload.

The panel considers the admission criteria and the admission procedures to be relevant and effective.

The programme educational concept and study methods are effective and allow students to gain the knowledge and skills required and to apply their knowledge. The panel feels programme management succeeds in offering small-scale education in the working groups, despite the sizeable student numbers. The number of hours of face-to-face education and the students-to-staff ratio are satisfactory. As students are given the responsibility for their learning processes, the panel proposes to monitor the effects of this policy. The student success rates are favourable.

Assessment of this standard

These considerations have led the assessment panel to assess standard 2, Teaching-learning environment, to be satisfactory.

4.3 Standard 3: Student assessment

The programme has an adequate system of student assessment in place.
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Findings

The programme examination and assessment rules are in line with the VU Amsterdam assessment policy and the Faculty of Social Sciences policies and guidelines. As has been said, the Faculty Examination Board has the responsibility to ensure the quality of examinations and assessments of the programmes of the Faculty, while the sub-committee of the Board oversees the examination and assessment procedures for this programme in particular.

In all of the courses, multiple examination methods are adopted. In the programme, a wide range of examination methods is adopted, including written examinations, with multiple-choice or open-ended questions, individual and group assignments, essays, and presentations. In one of the courses, students are to do a fieldwork assignment and in one other course, they are to submit their portfolio. The programme ensures individual performances of students to be assessed at the completion of courses. The examination methods are selected in line with the course goals to be assessed.

At the thesis market, lecturers present topics for the Master thesis. Some 20 % of the students propose their own subject. Nearly all of the thesis processes are conducted at organisations in the professional field. About 10 % to 20 % of the students go abroad. Supervision may be individual or may be organised in small groups of four to eight students. In case of these projects abroad, supervisors and students conduct online skype meetings. Supervision may differ across supervisors, but is monitored by the programme thesis coordinator. The number of hours of supervision is fixed. The research proposal is individual and must be approved, before students can start the thesis process. Students are to submit their thesis at one of the two fixed deadlines. The supervisor and the second reader, both being university examiners, assess the thesis separately and together come to the final grade of the thesis. They use the thesis assessment form, with assessment criteria and scoring rubrics to assist examiners in grading.

Programme management and the Examination Board have taken measures to promote the validity, reliability and transparency of examinations and assessments, most measures being carried out by the Examination Board sub-committee. For the programme, the assessment plan has been drafted, specifying how the intended learning outcomes are achieved and measured throughout the curriculum. The Examination Board regularly reviews the assessment plan. Examiners are appointed by the Examination Board, being required to be PhDs and BKO-certified. Each of the course examinations are drafted by examiners and are peer-reviewed by fellow-examiners. The course files are inspected by the Examination Board. The Examination Board reviews yearly samples of course examinations and Master theses. The Examination Board handles individual requests of students as well as cases of fraud and plagiarism.

Considerations

Although the programme examination and assessment rules and regulations are appropriate, the panel proposes to formulate a clearer vision on assessment. The position and the responsibilities of the Examination Board, including the position of the Examination Board sub-committee, are up to standard.

The examination methods adopted for the courses are adequate, as these are aligned with the course goals and course contents. The panel is pleased to note the multiple-choice examinations being scheduled in combination with other examination methods. The panel proposes to assess the professional skills more explicitly and to provide more formal feedback on the professional skills development of students.

The panel considers the supervision and assessment processes of the Master thesis to be adequate. The panel suggests, however, to limit the differences in the levels of supervision among supervisors. The assessment of the theses is well-organised, involving two university examiners and being based upon an extensive assessment form with relevant assessment criteria.

The measures taken to assure the validity, reliability and transparency of the examinations and the assessments are up to standard. The panel is especially pleased about the Examination Board's commitment to assessment quality assurance, among others inspecting examinations and Master theses.

Assessment of this standard

The considerations have led the assessment panel to assess standard 3, Student assessment, to be satisfactory.

4.4 Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel studied the examinations of a number of courses of the programme.

In addition, the panel reviewed fifteen Master theses of the most recent years. The average grade of the theses was 7.2 (figure calculated over last two years).

In the programme, an event is scheduled to inform students about career opportunities. In addition, the programme maintains an alumni network. Results of the most recent Dutch National Alumni Survey show graduates on average to have found employment within 2.5 months after graduation. The vast majority of the alumni were satisfied to very satisfied about the programme. The graduates the panel met, felt well-prepared for positions in the professional field. About 45 % of programme graduates have found employment in academic master level positions in this field. About 19 % of the graduates are employed in governmental institutions, about 9 % of them in the financial services industry, another 9 % in industry, trade or transport, 9 % in other business services and 7 % in health care organisations.

Considerations

The panel considers the course examinations, which the panel reviewed to be up to standard and to meet the course goals.

The Master theses the panel studied, match the intended learning outcomes. The theses are considered by the panel to be up to standard and the grades given by the programme examiners are supported by the panel. Only one of the theses would have been assessed as unsatisfactory by the panel.

The panel regards the results of the alumni survey to be favourable, noting the programme graduates to have succeeded in finding positions in the professional field quite easily. The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer a suitable preparation for the labour market in this domain. Appreciating programme management's efforts, the panel advises, however, to provide students with more information about the professional field.

Assessment of this standard

The considerations have led the assessment panel to assess standard 4, Achieved learning outcomes, to be satisfactory.

5. Overview of assessments

Standard	Assessment
Standard 1. Intended learning outcomes	Satisfactory
Standard 2: Teaching-learning environment	Satisfactory
Standard 3: Student assessment	Satisfactory
Standard 4: Achieved learning outcomes	Satisfactory
Programme	Satisfactory

6. Recommendations

In this report, a number of recommendations by the panel have been listed. For the sake of clarity, these have been brought together below. These panel recommendations are the following.

- To phrase the programme objectives more focused, as these may be regarded to have been formulated in rather broad terms.
- To address professional skills more explicitly in the curriculum.
- To merge the two tracks and to limit the five electives to three research theme-related electives, as programme management intends to do.
- To make the current elective course *Being Professional and Accountable* a compulsory course, as this course is considered by the panel to be valuable for students.
- To balance the ethnic diversity among the staff.
- To adjust the workload of the lecturers, as this is quite demanding.
- To monitor the effects of the programme policy to give students the responsibility for their learning processes.
- To formulate a clearer vision on assessment for the programme.
- To assess the professional skills more explicitly and to provide more formal feedback on the professional skills development of students.
- To limit the differences in the levels of supervision of the Master theses among supervisors.
- To provide students with more information about the professional field.