

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-master European Studies on Society, Science and Technology van de Universiteit Maastricht

Gegevens

datum	Naam instelling	:	Universiteit Maastricht
30 juni 2014	Naam opleiding	:	wo-master European Studies on Society, Science and Technology (60 ECTS)
onderwerp	Datum aanvraag	:	18 december 2013
Besluit accreditatie wo-master European Studies on Society, Science and Technology van de Universiteit Maastricht (002379)	Variant opleiding	:	voltijd
uw kenmerk	Locatie opleiding	:	Maastricht
-	Datum goedkeuren panel	:	23 oktober 2013
ons kenmerk	Datum locatiebezoeken	:	5 en 6 maart 2013
NVAO/20142151/SL	Datum visitatierapport	:	15 januari 2014
bijlagen	Instellingstoets kwaliteitszorg	:	ja, positief besluit van 16 mei 2013

3 Beoordelingskader

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 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 van het panel (hierna ook: the committee).

Standard 1: Intended learning outcomes

The committee assesses Standard 1 as satisfactory.

The master's programme European Studies: European Studies on Society, Science and Technology (ESST) is a European master's programme, offered by a consortium of nineteen European universities from thirteen different countries. The participating universities offer all students an identical first semester, after which they chose a topic and location for their specialisation in the second semester.

The aim of the programme is to train a new intellectual 'cadre' with the expertise to address the challenges that Europe and the global community face, with an eye on the immediate future. Both academics and professionals gain knowledge about the way laboratory, factory,

Pagina 2 van 7 university, market and science policy all work together, from many different perspectives. Graduates are meant to act as a bridge between science and technology on the one hand, and the humanities and social sciences on the other. The programme is affiliated with the field of Science and Technology Studies (STS), which has an interdisciplinary research tradition devoted to the social and humanistic study of scientific and technological practices. It is concerned with how social, political and cultural values affect scientific research and technological innovation and focuses on how scientific research and technological innovation affect society, politics and culture on the European and national levels. The committee appreciates the niche this internationally focused programme takes in the domain of European Studies. The profile of the programme is clear and ambitious and its approach to studying different challenges in Europe is interesting and unique. The committee concluded that the mission of the programme is adequately translated into the learning outcomes. The learning outcomes are based on the Dublin Descriptors, and meet the requirements for an academic master's degree.

Standard 2: Teaching-learning environment

The committee assesses Standard 2 as satisfactory.

The one-year programme is divided into two semesters of 30 EC. It is well-structured, cohesive and has a strong theoretical orientation. The first semester is aimed at the interconnection of science and technology with society which is approached in the context of national, European and global socio-economic dynamics. The first semester consists of five modules (6 EC each). The second semester, which students can choose to follow at one of the partner universities, consists of a specialisation course followed by a research project which results in a thesis. Students select a focus on which the choice of university depends. As the programme is affiliated with the field of Science and Technology Studies (STS), the committee studied the course materials in this light and concluded that students get acquainted with the STS approach. Its theoretical framework is a focus of the programme. An integrated skills track offers training in writing skills, strategic communication, professional and research skills which guarantees that students train their academic skills sufficiently throughout the programme. The committee does suggest making research skills a bigger part of the programme, such as defining a research question, selecting a methodology and writing an academic report. The committee also suggests that the programme adds more practical competences to the skills trajectory to prepare students for a possible professional career outside of academia.

The programme uses Problem-Based Learning (PBL), an (inter)active student-centred teaching approach that aims to solve abstract and practical problems. Key to a successful learning process is that students are well prepared for sessions and meetings by taking responsibility for formulating learning goals per session, organising their meetings, and fulfilling several roles, such as chair, secretary and whiteboard scribe. The programme organises tutorial sessions as seminars in which the tutor acts as chair in order to correct misunderstandings and achieve effective time management. The committee concludes that PBL works adequately in the programme. It is positive about the role tutors play in the seminars, as it helps students from other universities adjust to the system. The committee concluded that the international profile of the programme is sufficiently reflected in the composition of the staff. Lecturers come from the Netherlands, Poland and Austria, and represent different departments, such as the History, Politics, Philosophy and International Relations. They participate in national or international research schools and networks. The programme aims to involve practitioners who actively bridge the academic and practical world in their professional lives in order to pass on the link between academia and practice.

Pagina 3 van 7 The programme also regularly invites guest speakers with relevant and interesting backgrounds. The committee appreciates that the areas of expertise of the staff are closely related to the intended learning outcomes of the programme. The didactical quality of the staff is adequate, although the committee strongly advises the programme to actively encourage staff members to obtain their Basiskwalificatie onderwijs. The committee concluded that the programme specific quality assurance is guaranteed by the active approach of the Programme Committee (PC). Furthermore, the committee has seen evidence that the consortium of European partner universities is not afraid to take measures if the quality of a programme cannot be guaranteed. It concludes that the quality assurance inside as well as outside Maastricht works adequately.

Standard 3: Assessment and achieved learning outcomes

The committee assesses Standard 3 as satisfactory.

The Faculty of Arts and Social Sciences has one Board of Examiners that monitors the quality of the achieved learning outcomes by checking the examination dossier of individual students. At the time of the site visit this check has a procedural character, focussing – for example - on plagiarism and a filled-out assessment form. The Board has concrete plans to start monitoring the content of the examinations and theses. During the site visit the Board explained that it is also working on an internship assessment policy. The committee concludes that the Board plays a pro-active role in the quality assurance of the assessments in the master's programme.

The committee concludes that the system of assessment is valid and transparent. During the site visit the committee studied exams and assignments from modules of the first semester of the ESST master's programme. It also examined the overview of assessment forms that the programme provided with its critical reflection. It found that the programme uses a great variety of assessment formats. It concludes that the assessment criteria for all formats (such as class participation, oral presentations and teamwork) are made explicit. The level of the examinations it studied is adequate.

The committee studied 16 theses before the site visit. Students are awarded a 'pass', 'good' or 'excellent' score instead of a grade. The committee found that the theses that were assessed as 'excellent' by the programme were indeed of high quality. It noted that the theses reflected the students' good grasp of the theoretical and substantive literature. Also, it found that the theses were generally efficiently structured. The committee appreciates that theses are assessed by two lecturers, one of whom is from a partner university other than Maastricht. It concludes that the programme can guarantee that all students achieve the intended learning outcomes.

De NVAO onderschrijft de aanbevelingen van het panel.

Besluit

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Universiteit Maastricht te Maastricht in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 22 april 2014 naar voren te brengen. Bij e-mail van 12 mei 2014 heeft de instelling ingestemd met het voornemen tot besluit.

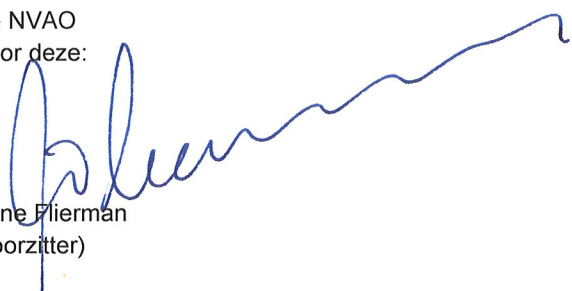
De NVAO besluit de NVAO accreditatie te verlenen aan de wo-master European Studies on Society, Science and Technology (60 ECTS; variant: voltijd; locatie: Maastricht) van de Universiteit Maastricht te Maastricht. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 30 juni 2014 en is van kracht tot en met 29 juni 2020.

Den Haag, 30 juni 2014

De NVAO
Voor deze:

Anne Flierman
(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.

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

Tabel 1: Rendement.

Cohort	2009	2010	2011
Rendement	87%	92%	81%

Tabel 2: Docentkwaliteit.

Graad	Ma	PhD	BKO
Percentage	0%	100%	38%

Tabel 3: Student-docentratio.

Ratio	23
--------------	----

Tabel 4: Contacturen.

Studiejaar	1
Contacturen	12

- Prof. Marjan Schwegman (chair), professor of Politics and Culture in the long twentieth century, University of Utrecht, and director of NIOD;
- Prof. Luc François, professor of Contemporary History and former director of Educational Matters, University of Ghent;
- Prof. Jan Orbie, university senior lecturer on EU External Relations, University of Ghent;
- Dr. Ulrich Tiedau, senior lecturer on Modern Low Countries History and Society, University College London;
- Prof. Ingeborg Tömmel, emeritus professor of International and European Politics, University of Osnabrück.
- Anne Stickers, bachelor student of International Relations, University of Groningen.

During the site visit, the committee was supported by Muriel Jansen (certified), who acted as secretary. Melissa Frederik (certified), overall project co-ordinator, took over as secretary after the site visit. In the final stages, Linda te Marvelde (certified) acted as liaison for the committee and the institution.