

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-onderzoeksmaster Geschiedenis (research) van de Radboud Universiteit Nijmegen

Gegevens

datum	Naam instelling	: Radboud Universiteit Nijmegen
28 april 2017	Naam opleiding	: wo-onderzoeksmaster Geschiedenis (research) (120 EC)
onderwerp	Datum aanvraag	: 10 november 2016
Besluit	Variant opleiding	: voltijd
accreditatie wo-onderzoeksmaster	Locatie opleiding	: Nijmegen
Geschiedenis (research) van de Radboud Universiteit Nijmegen (005213)	Datum goedkeuren	: 7 maart 2016
uw kenmerk	panel	: 23 en 24 juni 2016
Soo/rg/16U.023902	Datum locatiebezoeken	: 31 augustus 2016
ons kenmerk	Datum visitatierapport	: ja, positief besluit van 21 november 2011
NVAO/20170953/LL	Instellingstoets kwaliteitszorg	

Aanvullende informatie

bijlage De NVAO heeft bij brief van 17 november 2016 de instelling aangegeven dat zij graag in een gesprek met het panel nadere toelichting wenst te krijgen ten aanzien van: het lage rendement van de opleiding, de hoge beoordeling van scripties en het grote aantal judicia *cum laude*. Op 16 maart 2017 heeft de NVAO hierover met het panel gesproken. Daarbij heeft het panel aangegeven dat de instelling naar aanleiding van het rapport op deze punten verbetermaatregelen heeft genomen. De NVAO heeft de aanvullende informatie in haar oordeelsvorming betrokken.

Het visitatierapport beschrijft de opleiding wo-onderzoeksmaster Historical Literary and Cultural Studies (research) van de Radboud Universiteit Nijmegen. Per 1 september 2017 zullen de onderzoeksmasters Geschiedenis (research), Letterkunde (research) en Kunst- & cultuurwetenschappen (research) hierin opgaan door middel van planningsneutrale conversie. Het panel heeft de NVAO per brief van 13 november 2016 aangegeven dat het de beoordeling heeft uitgevoerd alsof de samenvoeging al had plaatsgevonden. De oordelen van het panel hebben betrekking op de samengevoegde onderzoeksmaster. Het panel heeft vastgesteld dat de drie afzonderlijke opleidingen eveneens voldoen aan de eisen voor accreditatie.

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2014, nr 36791).

Bevindingen

De NVAO stelt vast dat in het visitatierapport en de aanvullende informatie 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. Het rapport beschrijft de wo-onderzoeksmaster Historical Literary and Cultural Studies (research) van de Radboud Universiteit Nijmegen, waar de onderzoeksmaster Geschiedenis (research) vanaf 1 september 2017 deel van zal gaan uitmaken.

The research master's programme Historical, Literary and Cultural Studies (HLCS) is a two-year programme, offered by the Radboud University. Its aim is to train highly qualified students as researchers in the humanities. Graduates will be able to embark on a PhD project in historical, literary or art historical studies or a research position outside academia. Characteristic for the research master HLCS is the combination of interdisciplinarity and a solid grounding within one of the three constituting disciplines. The learning objectives have been formulated in eight learning outcomes. Their focus on research is clear, distinguishing the programme from one-year master's programmes. The interdisciplinary and international character, however, could be formulated more explicitly. Overall, the programme's intended learning objectives are well-described and realistic. The panel assesses the first standard as satisfactory.

The curriculum is a combination of an interdisciplinary track (20 EC), a disciplinary track in one of the three specialisations (Historical Studies, Literary Studies or Art and Visual Culture) (40 EC), elective courses (30 EC) and a master thesis (30 EC). The balance between the substantive content and the research skills typically expected from a research master's programme is good. The panel has studied a sample of course materials and found them generally to be up to date and of the required research master level, but the interdisciplinary methods course (HLCS-B) should be strengthened. The Board of Examiners has to approve the elective courses selected by a student, and makes sure that they are of an appropriately advanced level. The disciplinary track includes a research internship abroad, which is much appreciated by the students. It helps them to develop their research skills and to build up a relevant network. The interdisciplinary courses are crucial to introduce the students into the common themes of the programme. The panel particularly appreciated the programme's efforts to continuously improve those courses. In the second year, students work much more individually and within their chosen specialisation. The panel suggests adding a number of master thesis classes in the second year. These would help students to be aware of the topics and approaches of their fellow students and the usefulness thereof for their own research. They could also stimulate group coherence, which in turn might have a positive effect on finishing their thesis within the designated time frame. Students confirmed that the programme can be completed within the formal study duration of two years, but that not many do so. Currently, almost forty per cent take more than three years. The panel advises monitoring the students' progress closely and stimulating them to complete their studies within two or two and a half years.

Pagina 3 van 6 HLCS is a selective programme for students with a relevant and strong academic background. Candidates must submit a letter of recommendation and a written account of their reasons for applying, their abilities, intended specialisation and career goals. Upon admission, each student selects a personal tutor from the academic staff. The tutor supervises the student's development, helps to make choices, gives advice and offers substantive input. The panel finds the tutorial system a strong point of the programme. The academic quality of staff is very good and includes a number of top researchers. All staff members' research activities are part of research programmes that have done well in the most recent research assessments. The students are satisfied with the didactic quality of the lecturers. Classes are small and are usually given as workshops, in order to stimulate dialogue. Students appreciate the staff's availability and willingness to guide them. The panel heard from the lecturers that teaching in the research master and working with bright and ambitious students is felt to be rewarding, which explains why the programme can be run with the limited staff time that is formally allocated. Nevertheless, the panel strongly advises increasing the available staff time. The research environment (academic context) is not only embodied in the staff members and the curriculum, but also in the opportunities for students to get involved in their tutor's or supervisor's research, participate in an international conference and/or co-author a scholarly publication. The network provided by the programme and the individual lecturers helps students to be admitted to high-quality and prestigious study places abroad for their research training. The panel concludes that the teaching-learning environment enables the incoming students to achieve the intended learning outcomes. The panel, therefore, assesses the second standard as satisfactory.

The panel finds the mix of assessment forms (written and oral, individual and in small groups) suitable for the learning objectives of a research master's programme. The students were generally satisfied with the assessment procedures. Three major written assignments are due at the end of the programme: a scholarly article, a research proposal and the master thesis. These are valid indicators of the achieved level. The assessment procedures are objective and worked out in detail. Nevertheless, the panel found the thesis grades generally quite high and, as a consequence, the number of distinctions (cum laude) too high. The panel advises a stricter approach in grading, e.g. by having the second reader appointed by the Board of Examiners and by re-defining the grading criteria for the thesis in a research master's programme, recognising that these are higher than in one-year master's programmes. The panel appreciates the role of the Board of Examiners, both as regards the admission procedure, the quality of individual study programmes and the system of assessment. The panel assesses the third standard as satisfactory.

The panel has examined a substantial number of theses and fully agrees that they meet the criteria for a research master. Although the panel would have awarded lower grades in a number of cases, all theses are sound pieces of research, both theoretically and methodologically, with the necessary carefulness for the validity of conclusions. The findings are presented in well-structured reports. This internal indicator of the achieved level is corroborated by the external indicator: the graduates' success in securing a PhD position. The programme is obviously able to provide students with the necessary knowledge and skills. In addition, the staff members play a positive role in helping graduates to get started in the career they aim for. The panel, therefore, assesses the fourth standard as satisfactory. Consequently, it assesses the programme as a whole as satisfactory.

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

Pagina 4 van 6 Standard 1: Intended learning outcomes satisfactory
Standard 2: Teaching-learning environment satisfactory
Standard 3: Assessment satisfactory
Standard 4: Achieved learning outcomes satisfactory
General conclusion satisfactory

The chair and the secretary of the panel hereby declare that all panel members 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 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 Radboud Universiteit Nijmegen te Nijmegen in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 27 maart 2017 naar voren te brengen. Bij e-mail van 21 april 2017 heeft de instelling laten weten geen opmerkingen te hebben.

De NVAO besluit accreditatie te verlenen aan de wo-onderzoeksmaster Geschiedenis (research) (120 EC; variant: voltijd; locatie: Nijmegen) van de Radboud Universiteit Nijmegen te Nijmegen. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 28 april 2017 en is van kracht tot en met 27 april 2023.

Den Haag, 28 april 2017

De NVAO
Voor deze:



Dr. A.H. Flierman
(voorzitter)

Paul Zevenbergen
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
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	De opleiding beschikt over een adequaat systeem van toetsing.	Voldoende
4. Gerealiseerde eindkwalificaties	De opleiding toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	Voldoende
Eindoordeel		Voldoende

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

Pagina 6 van 6 **Bijlage 2: panelsamenstelling**

- Prof. dr. Claudine Chavannes-Mazel, (voorzitter) emeritus Professor of Art History of the Middle Ages, University of Amsterdam;
- Prof. dr. Maria Grever, (lid) Professor of Theory and Methods of History, Erasmus University Rotterdam;
- Prof. dr. Ralf Grüttemeier, (lid) Professor of Dutch Literature, Carl von Ossietzky University Oldenburg, Germany;
- Caroline van Toor BA, (student-lid) student research master Art History and Archaeology and research master Classical, Medieval and Renaissance Studies, University of Groningen.

Het panel werd ondersteund door dr. Marianne van der Weiden