

Assessment report
Limited Framework Programme Assessment

Master Environment and Society Studies

Radboud University

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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 Environment and Society Studies programme of Radboud University. The programme was 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 (Staatscourant nr. 69458).

The panel considers the programme objectives to be sound and relevant. The programme distinguishes itself by educating students in governance approaches of environmental and sustainability subjects and issues. The panel regards this profile to be relevant, the programme having a position of its own among the academic programmes in Environment and Sustainability Sciences in the Netherlands. The panel appreciates the objectives to train students to become institutional architects and change agents.

The programme objectives have been well translated into the intended learning outcomes. These are well articulated and include domain-specific knowledge, research skills and academic skills. Environmental and sustainability knowledge are well addressed. The panel regards the intended learning outcomes to be both specific and ambitious. They conform to the master level.

The programme objectives are within the boundaries of the domain-specific reference framework for academic programmes in Environment and Sustainability Sciences. The panel is very positive about the effort by the joint academic programmes in Environment and Sustainability Sciences in the Netherlands to draft this framework and regards this to be a sound and up-to-date description of this domain.

The panel encourages programme management to formulate the programme internationalisation policy, now the Planet Europe programme has ended.

The organisation of the programme is appropriate. The number of incoming students is satisfactory and shows an upward trend. The proportion of foreign students entering the programme is adequate. The panel advises programme management to prepare the organisational set-up of the programme for rising student numbers.

The panel is positive about the contents and the coherence of the curriculum. The curriculum matches the intended learning outcomes of the programme. The courses reflect the contents of the programme. Students are offered the opportunities to select one of the four specialisations. The preparation for the Master thesis in the Advanced Research Methods course is well thought-through. The panel recommends to strengthen the natural sciences component in the curriculum. In addition, the panel advises to make the skills development of students more explicitly visible in the curriculum.

The core lecturers in the programme are nearly all PhDs. They are actively engaged in current research and introduce their research in class. Their educational capabilities are regarded by the panel to be very much up to standard, as the substantial proportions of BKO-certified and SKO-certified lecturers show. The panel noted the lecturers to be much appreciated by the students.

The panel generally approves of the entry requirements and admission procedures of the programme. The panel appreciates the substantial pre-master programme, offering students opportunities to remedy deficiencies, before entering the programme. Not all incoming students may have sufficient knowledge of natural sciences. The panel, therefore, recommends to ensure incoming students having this knowledge.

The educational concept and the study methods of the programme are appropriate, strongly promoting student-activating learning. Although the students-to-staff ratio seems not to be very favourable, students are given ample opportunities for intensive, small-scale education. The panel encourages programme management to investigate the possibilities of ICT-based study methods. The study guidance by the lecturers and the study advisor is appropriate. The panel advises to balance the study load, especially in the first period of the curriculum. The student success rates after two years are satisfactory.

The panel regards the examinations and assessment rules and regulations of the programme to be very appropriate. The panel was impressed with the guidelines and the monitoring of the examinations and assessments by the Examining Board.

The examination methods are carefully selected and adequately monitored for their meeting the course objectives and the programme intended learning outcomes. The panel welcomes the balancing of group and individual examinations and the countering of free-riding.

The panel is positive about the supervision and assessment procedures for the Master thesis. The supervision is appropriately intensive and the assessments are conducted in a reliable way.

The panel considers the assessment form for the Master thesis to be well-designed. The assessment forms are filled out very conscientiously, both in terms of marking the assessment criteria and in terms of adding written comments.

The panel is very positive about the measures programme management has taken to ensure the quality of the examinations and assessments. The panel especially appreciates the calibration sessions with external assessors on the course examinations and the assessment of the theses.

The panel considers the course examinations to be up to standard. The Master theses match the intended learning outcomes. The research questions are well-formulated and the theses have been well-elaborated. The theses display reflection on methodology, which is a positive feature.

The panel feels the students completing the programme have reached the intended learning outcomes and regards the programme to offer a suitable preparation for positions in the professional field with regard to societal change in the environmental and sustainability domain.

The panel that conducted the assessment of the Master Environment and Society Studies programme of Radboud University 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, 10 September 2018

Prof. dr. W.A. Hafkamp
(panel chair)

drs. W. Vercouteren
(panel secretary)

2. Assessment process

The evaluation agency Certiked VBI received the request by Radboud University to support the limited framework programme assessment process for the Master Environment and Society Studies programme of this University. The 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 Environment and Sustainability Sciences convened to discuss the composition of the assessment panel and to draft the list of candidates.

Having conferred with management of the Master Environment and Society Studies programme of Radboud University, 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. W.A. Hafkamp, full professor of Environmental Sciences, Erasmus University Rotterdam (panel chair);
- Prof. dr. M.C.E. van Dam-Mieras, emeritus professor Sustainable Development and Educational Innovation, Leiden University (panel member);
- Prof. dr. L. Hordijk, emeritus professor Environmental Systems Analysis, Wageningen University (panel member);
- P. Aarts BSc, student Master Biological Sciences, University of Amsterdam (student member).

On behalf of Certiked, drs. W. Vercoouteren 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 Certiked 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 years 2015 to 2018. Acting on behalf of the assessment panel, the process coordinator selected 15 final projects from this list. In the selection, some final projects of students of the international double-degree programme Planet Europe were included. The grade distribution in the selection was ensured to conform to the grade distribution in the list, sent by programme management. In the selection made, the specialisations of the programme were taken into account.

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 5 April 2018, the panel conducted the site visit on the Radboud University campus. The site visit schedule was in accordance with the schedule as planned. In a number of separate sessions, the panel was given the opportunity to meet with Faculty Board representatives, programme management, Examining 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 Environment and Society Studies
Orientation, level programme: Academic Master
Grade: MSc
Number of credits: 60 EC
Specialisations: Corporate Sustainability
European Spatial and Environmental Planning
Global Environment and Global Sustainability
Local Environmental Change and Sustainable Cities
Location: Nijmegen
Mode of study: Full-time (language of instruction: English)
Registration in CROHO: 21PM-66839
Name of institution: Radboud University
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 Environment and Society Studies is a one-year (60 EC), research-based, multidisciplinary master programme. The programme was offered in 2016 for the first time. It is the continuation of the Dutch-taught programme Master Milieu-maatschappijwetenschappen. The name change included a shift from the study of environmental policy to the study of environmental governance.

The programme is focused on governance approaches and institutional arrangements to address and to solve environmental and sustainability subjects and problems. These approaches and arrangements include trends towards shared responsibilities among government agencies, civil society organisations and market representatives, resulting in the variety of stakeholder approaches and dialogues. The objectives of the programme are to educate students in concepts and theories about environment and society and the critical assessment of these, in the emergence and performance of new (environmental) governance approaches and in governance of fundamental societal change and transformation in the light of environmental and sustainability challenges. The programme is primarily focused on concepts and theories from the social sciences. Programme management is conferring with the Radboud University Faculty of Science with the purpose to give more emphasis to natural sciences in the programme. The programme offers four specialisations, being *Corporate Sustainability*, *European Spatial and Environmental Planning*, *Global Environment and Sustainability* and *Local Environmental Change and Sustainable Cities*.

The programme objectives have been translated into the programme intended learning outcomes. These include knowledge about theories and concepts related to environment and society, specialised knowledge in one of the four specialisations of the programme, research skills, knowledge and skills to analyse environmental and sustainability challenges, communication skills, and capabilities to critically reflect on research and practice in this domain. Programme management drafted a table from which the matching of the intended learning outcomes to the Dublin descriptors for master programmes is inferred.

The objectives of the programme conform to the domain-specific reference framework for academic programmes in Environment and Sustainability Sciences, which has been drafted by the joint programmes in the Netherlands. In this domain-specific reference framework, reference has been made to international frameworks and benchmark statements. This Radboud University programme may be regarded to be positioned in the *Social Systems Emphasis* part of the Environment and Sustainability Sciences domain.

Programme management keeps up-to-date with scientific trends in this domain, by means of continuing research efforts. The programme is also kept in line with trends in the labour market, in part through regular discussions with the Advisory Board, being composed of representatives from the professional field, and in part through the students' Master Theses, almost all of which are conducted in organisations outside of the University. Programme management aims to educate students to become institutional architects or change agents in this domain.

From 2012 onwards, Radboud University offered the two-year, double-degree programme Planet Europe in cooperation with Blekinge Institute of Technology, Sweden and Cardiff University, United Kingdom. This programme was recently ended, mainly due to European funding having expired. Programme management explores the opportunities to set up other international programmes in this domain or to take part in such programmes.

Considerations

The panel considers the programme objectives to be sound and relevant. The programme distinguishes itself by educating students in governance approaches of environmental and sustainability subjects and issues, involving multiple stakeholders. The panel welcomes the focus of the programme on governance and change processes in this domain. The programme may be regarded to have an explicit focus on these processes. The panel regards this profile to be relevant, the programme having a position of its own among the academic programmes in Environment and Sustainability Sciences in the Netherlands.

The programme objectives have been well translated into the intended learning outcomes of the programme. These are well articulated and include domain-specific knowledge, research skills and academic skills. Environmental and sustainability knowledge are well addressed. The panel regards the intended learning outcomes to be both specific and ambitious. The intended learning outcomes conform to the master level. This is exemplified by the Dublin descriptors criteria for master level programmes matching the intended learning outcomes.

The programme objectives are within the boundaries of the domain-specific reference framework for academic programmes in Environment and Sustainability Sciences, this programme having a clear profile within this framework. The panel is very positive about the effort by the joint academic programmes in Environment and Sustainability Sciences in the Netherlands to draft this framework and regards this to be a sound and up-to-date description of this domain.

The panel appreciates the programme objectives to train students to become institutional architects and change agents.

The panel encourages programme management to formulate the programme internationalisation policy and to pursue internationalisation plans, now the Planet Europe programme has ended.

Assessment of this standard

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

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

The programme is one of four programmes of the Department of Geography, Planning and Environment of the Nijmegen School of Management of Radboud University. This department offers also one Bachelor programme and two other Master programmes in this domain. The Master coordinator is responsible for the day-to-day management of the programme. The Programme Committee, being composed of lecturers and students of all four programmes of the Department, advises programme management on the quality of the programme. The Examining Board has the authority to ensure the quality of the examinations and assessments of this programme and the other programmes of the Faculty.

The number of students entering the programme was 21 students in 2016 and 26 students in 2017. This is a quite substantial increase from the average of 10 incoming students for the years 2012 to 2015 in the preceding programme Milieu-maatschappijwetenschappen. In the years 2012 to 2015, another 10 students chose to register for the Planet Europe programme. The number of foreign students entering the programme was 6 students in 2016 and 5 students in 2017, which is about 25 % of the total number. In addition, 7 foreign students entered the pre-master programme in 2017, which are about 50 % of the total number of students in the pre-master programme.

Programme management presented a table to show the alignment of the intended learning outcomes and the curriculum. The curriculum consists of one year or a total of 60 EC. All students take three mandatory core courses, being *Sustainability and Societal Transformations* (6 EC), discussing the concept and multiple meanings of sustainability, *Institutional Perspectives* (6 EC), addressing institutional theories and governance approaches and *Advanced Research Methods* (6 EC), training students in research design and advanced qualitative and quantitative methods. In addition, students select their specialisation, being Corporate Sustainability, European Spatial and Environmental Planning, Global Environment and Sustainability and Local Environmental Change and Sustainable Cities. Within each specialisation, they take one obligatory course, one or two restricted optional courses and/or one free elective (18 EC total). The specialisations allow students to study the substantial and institutional specificities of different sectors of society. At the end of the curriculum, students design and write their Master thesis (24 EC). Students have to carry out the thesis project outside of University and have to find an internship position. The research proposal, thesis project planning and finding the internship hosting organisation are part of the Advanced Research Methods course, starting at the beginning of the curriculum and spanning the first semester.

A total number of 12 lecturers are involved in the programme. Of them 11 have PhDs. All lecturers obtained the BKO-certificate, whereas 9 of them acquired the SKO-certificate. All staff members are active researchers in the domain of the programme, citing their current research in their classes. The teaching workload of the lecturers is demanding. Quite a number of visiting professors from abroad give guest lectures in the courses.

Incoming students with the Bachelor in Geography, Planning and Environment degree from Radboud University are admitted to the programme unconditionally. Students from other Bachelor programmes have to report satisfactory knowledge and skills in social sciences methods, policy and governance theory and environment and sustainability subjects. In some cases, students are interviewed in person or via skype. The Examining Board decides on admission. If prospective students would not meet some of the admission criteria, they may take the pre-master programme. Students coming from HBO-institutions and having obtained the grade point average of at least 7.5 in the last two years are to take the entire pre-master programme (60 EC). Students with academic bachelor degrees and deficiencies, may take part of the pre-master programme to remedy their deficiencies.

Lecturers regard students as junior colleagues, being responsible for their learning processes and encourage them to participate very actively in class, giving them among others the lead in reviewing journal articles. The courses in the programme are very often attended by students from other programmes as well, increasing the number of students in the lectures. Nearly all of the courses include tutorials, in which the groups are small to medium-sized. The overall students-to-staff ratio in the programme is about 30 : 1. In the tutorials, students engage in doing group and individual assignments, discussing the assignments, reviewing journal articles, writing papers, giving presentations and taking part in feedback sessions. In addition, students go to conferences, do excursions and attend workshops. The number of hours of face-to-face education is about 30 hours in the 6 EC courses, leading to about 10 hours per week in the cursory part of the curriculum. Lecturers may easily be contacted by students. Students may also turn to the study advisor. Students experience the study load demanding, especially in the first weeks of the curriculum. The student success rates for this programme and the preceding programme are about 10 % after one year and 77.4 % after two years.

Considerations

The panel regards the organisation of the programme to be appropriate. The panel feels, however, the organisational set-up of the programme would be hard to sustain, in case student numbers would rise substantially. The panel, therefore, advises programme management to prepare for this scenario.

The number of incoming students is satisfactory and shows an upward trend. The proportion of foreign students entering the programme is adequate.

The panel is positive about the contents and the coherence of the curriculum. The curriculum matches the intended learning outcomes of the programme. The courses reflect the contents of the programme. Students are offered the opportunities to select one of the four specialisations. The preparation for the Master thesis in the Advanced Research Methods course is well thought-through. The panel recommends to strengthen the natural sciences component in the curriculum, as this component is somewhat lacking. In addition, the panel advises to make the skills development of students more explicitly visible in the curriculum.

The core lecturers in the programme are nearly all PhDs. They are actively engaged in current research and introduce their research in class. Their educational capabilities are regarded by the panel to be very much up to standard, as the substantial proportions of BKO-certified and SKO-certified lecturers show. The panel noted the lecturers to be much appreciated by the students.

The panel generally approves of the entry requirements and the admission procedures of the programme. The panel appreciates the substantial pre-master programme, offering students opportunities to remedy deficiencies, before entering the programme. Students of the Radboud University Bachelor in Geography, Planning and Environment programme have sufficient knowledge of natural sciences. Other students may not. The panel, therefore, recommends to ensure incoming students possessing this knowledge.

The educational concept and the study methods of the programme are appropriate, strongly promoting student-activating learning. Although the students-to-staff ratio seems not to be very favourable, students are given ample opportunities for intensive, small-scale education. The panel encourages programme management to investigate the possibilities of ICT-based study methods. The study guidance by the lecturers and the study advisor is appropriate. The panel advises to balance the study load, especially in the first period of the curriculum. The student success rates after two years are satisfactory.

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.

Findings

The programme examination and assessment rules are derived from the Nijmegen School of Management policies and have been laid down in the Education and Examination Regulations. As has been indicated, one Examining Board has been installed for all four programmes of the Department of Geography, Planning and Environment of the School. This Board has drafted rules and regulations for examinations and assessments of this and the other programmes and monitors their implementation.

In practically all of the courses, multiple examinations are scheduled. The examination methods include take home examinations, group assignments, individual assignments, papers, based on scientific literature and presentations. The course coordinators select these methods. The Master coordinator monitors their matching the course contents and the programme intended learning outcomes and the balance between group and individual assessments. The group composition is changed to counter free-riding.

In the Master thesis, students are to demonstrate having achieved the theoretical, methodological, empirical and reflective skills, specified in the programme intended learning outcomes. More specifically, students have to collect and analyse empirical data, draw conclusions and make recommendations. As has been indicated, students draft the research proposal and find their internship hosting organisation in the Advanced Research Methods course. Students may carry out the thesis project in the Netherlands or abroad. Over the years, programme management collected a range of suitable hosting organisations. Students are invited to present novel research proposals and new, interesting hosting organisations. The Master thesis results are discussed with the hosting organisation, but must meet programme requirements. Students are entitled to individual supervision by their supervisor, being a staff member. The supervisor tends to visit the internship site three times. The thesis is assessed by the supervisor and the second reader separately. They use the thesis assessment form, which includes a range of assessment criteria. Both examiners discuss their findings, decide upon the final grade and add their comments. Internship supervisors give their advice, but have no role in the assessment itself.

The BKO-certification includes expertise on examinations and assessments. As has been said, all staff members have obtained the BKO-certificate. The Examining Board confirms the course coordinators to be the examiners of the course. All examinations are peer-reviewed by fellow examiners in the courses. In addition, all examinations are assessed on the basis of criteria, derived from the course objectives. For the assessments of written examinations, answer keys are used. Each of the courses is documented in course dossiers, which include the course manual, assignments, criteria and matrices. Samples of both course examinations and theses have been reviewed by assessors from outside of the programme. The Examining Board deals with individual cases about grades, fraud or plagiarism.

Considerations

The panel regards the examinations and assessment rules and regulations of the programme to be very appropriate. The panel was impressed with the guidelines and the monitoring of the examinations and assessments by the Examining Board.

The examination methods are carefully selected and adequately monitored for their meeting the course objectives and the programme intended learning outcomes. The panel welcomes the balancing of group and individual examinations and the countering of free-riding.

The panel is positive about the supervision and assessment procedures for the Master thesis. The supervision is appropriately intensive and the assessments are conducted in a reliable way.

The panel considers the assessment form for the Master thesis to be well-structured and well-elaborated. The assessment forms are filled out very conscientiously, both in terms of marking the assessment criteria and in terms of adding written comments. Students are very well informed about the quality of their thesis.

The panel is very positive about the measures programme management has taken to ensure the quality of the examinations and assessments. The panel especially appreciates the calibration sessions with external assessors on the course examinations and the assessment of the theses.

Assessment of this standard

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

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 years 2015 to 2018 of this programme and the preceding programme Master Milieu-maatschappijwetenschappen. Some of the theses were written by students, who had taken the Planet Europe programme. The average grade for the Master theses was 7.4. A number of students co-authored journal articles, based upon the Master thesis research.

Management of the joint academic programmes in Environment and Sustainability Sciences in the Netherlands very recently conducted a survey among employers of graduates of these programmes. This survey shows graduates of academic programmes in this domain to have at present appropriate job opportunities and career prospects. The survey explains students will continue to have favourable positions on the labour market in the foreseeable future. The survey also shows academic programmes in this domain to adequately prepare students for the professional field in this domain.

Programme management of the Radboud University programme recently conducted a LinkedIn survey of programme graduates. The survey showed graduates to have found positions in this domain. Graduates found employment as consultants, (junior) managers, advisors, coordinators or project managers. Most of them (70 %) work in commercial or government organisations at the interface of knowledge gathering and policy formulation. The minority of graduates found positions in education, as researchers or in (eco)businesses.

Considerations

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

The Master theses the panel studied, match the intended learning outcomes. The research questions are well-formulated and the theses have been well-elaborated. The theses display reflection on methodology, which is a positive feature.

The panel feels the students completing the programme have reached the intended learning outcomes and regards the programme to offer a suitable preparation for positions in the professional field with regard to societal change in the environmental and sustainability domain.

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	Good
Standard 2: Teaching-learning environment	Satisfactory
Standard 3: Student assessment	Good
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.

- To formulate the programme internationalisation policy and to pursue internationalisation plans, now that the Planet Europe programme has ended.
- To prepare the organisational set-up of the programme for increasing student numbers.
- To strengthen the natural sciences component in the curriculum.
- To make the skills development of students in the curriculum more explicitly visible.
- To ensure incoming students to have sufficient knowledge of natural sciences.
- To investigate the possibilities of ICT-based study methods.
- To balance the study load in the programme, especially in the first part of the curriculum.