

# **Master of Arts in Latin American Studies**

**Centre for Latin American Research and Documentation**

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This report was finalised on 18 March 2016



# Report on the master's programme Master of Arts in Latin American Studies of the Centre for Latin American Research and Documentation

This report takes the NVAO's Assessment Framework for Extensive Programme Assessments as a starting point.

## Administrative data regarding the programme

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### Master's programme Master of Arts in Latin American Studies

Name of the programme:	Latijns America Studies
CROHO number:	75015
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	75 EC
Specialisations or tracks:	-
Location(s):	Amsterdam
Mode(s) of study:	full time
Expiration of accreditation:	29 May 2017

The visit of the assessment panel Latin American Studies CEDLA to the Centre for Latin American Research and Documentation took place on 26 and 27 November 2015.

## Administrative data regarding the institution

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Name of the institution:	CEDLA, the Centre for Latin American Research and Documentation
Status of the institution:	legal body providing higher education
Result institutional quality assurance assessment:	not applied

## Quantitative data regarding the programme

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The required quantitative data regarding the programme are included in Appendix 5.

## Composition of the assessment panel

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The panel that assessed the Master of Arts in Latin American Studies consisted of:

- Prof. Dirk Kruijt, Professor Emeritus of Development Studies, Department of Cultural Anthropology, Utrecht University, and chair of the panel;
- Prof. Ann Varley, Professor of Human Geography, Department of Geography, UCL (University College London);
- Dr. Gerdien Steenbeek, Assistant Professor of Cultural Anthropology and Liberal Arts and Sciences, Utrecht University;

- Veronika Macku MSc., graduate of the Master's programme in Social and Cultural Anthropology, VU University Amsterdam.

The panel was supported by Dr. Barbara van Balen, who acted as secretary. In the final phase of the assessment, Sietze Looijenga, director of QANU, was involved in the completion of the panel's report.

Appendix 1 contains the curricula vitae of the members of the panel.

## **Working method of the assessment panel**

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### *Preparation*

The panel received the Self-Assessment, the NVAO framework for extended programme assessment, instructions and checklist prior to the site visit. The panel members read the report and formulated questions. The coordinator collected the questions and arranged them according to topic.

The panel members also received a selection of master's theses to assess. The theses were randomly chosen from a stratified list of graduates of the past two academic years, in accordance with the NVAO guidelines.

The panel held a preliminary meeting on 26 November 2015. During this meeting, the panel was instructed about the accreditation framework. The Self-Assessment and the quality of the theses were discussed and the panel agreed upon issues to discuss during the site visit. The panel decided to pay a second visit to CEDLA on 11 March 2016, in order to be able to judge all standards of the extensive programme assessment framework.

### *Site visit*

A preliminary programme for the site visit was made by CEDLA and adapted after consultation with the panel chair and the secretary. The timetables for the visits in Amsterdam are included as Appendix 6.

During the site visit, the assessment panel held meetings with the management, the programme coordinator, alumni, the programme committee and the Board of Examiners. It also met with representatives of the students and teaching staff. Well in advance of the visit, the panel approved a list of the selected interview partners.

The panel used part of the visit for internal meetings to discuss the findings.

### *Report*

Based on the panel's findings, the secretary prepared a draft report and presented it to the panel members. After receiving approval, the secretary sent the draft report to CEDLA with a request to check it for factual inaccuracies. The secretary discussed the comments received from CEDLA with the chair. She sent the final version of the report to the panel members for a final check. Subsequently, the definitive report was approved and sent to CEDLA.

### *Decision rules*

In accordance with the NVAO's Assessment Framework for Extensive Programme Assessments (as of 19 December 2014), the panel used the following definitions for the assessment of both the standards and the programme as a whole.

#### **Generic quality**

The quality that, from an international point of view, can reasonably be expected from a higher education bachelor's or master's programme.

#### **Unsatisfactory**

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

#### **Satisfactory**

The programme meets the current generic quality standards and demonstrates an acceptable level across its entire spectrum.

#### **Good**

The programme systematically surpasses the current generic quality standards across its entire spectrum.

#### **Excellent**

The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an international example.





## Summary judgement

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### *Objectives and learning outcomes*

The Centre for Latin American Research and Documentation (CEDLA) offers a Master of Arts Programme in Latin American Studies. This programme aims to provide knowledge, academic skills and understanding of the international academic literature and debate on transformation in Latin American societies in geographic, historical, economic, cultural, social, political and ecological terms. The CEDLA master's programme (CMP) was visited and assessed by an independent international panel of experts. The panel studied the Self-Assessment and course material and discussed the objectives and the learning outcomes with the programme management and teaching staff. It concluded that the CEDLA Master's programme has well-defined learning outcomes which indicate that the programme is aiming at a high level. The learning outcomes are concrete and match the Dutch national qualification framework. Moreover, the programme's objectives and learning outcomes are unique in Europe.

### *Curriculum*

The programme allows its students to acquire research skills in a well-designed and straightforward way. Furthermore, the programme ties in with the CEDLA staff's research, which is strongly focused on contemporary developments in Latin America. The panel established that the CEDLA master's programme provides students with an excellent training in field research. The programme's combination of field work and proximity to the research of the CEDLA staff results in an excellent and unique breeding ground for academically trained professionals and researchers in Latin American Studies. The CMP is a strictly organised and intensive 15-months programme (75 EC). The structure of the programme is such that the students develop skills gradually. The programme is coherent and offers a good preparation for the students to achieve the intended learning outcomes. The panel concluded that the programme is unique due to its multi-disciplinary focus and the prominent position of the research project within the curriculum.

The core teaching concept can be described as 'learning by doing', but always departing from a solid base of knowledge and training in research skills and methods. This concept is in line with the intended learning outcomes. Also, the teaching formats tie in with the teaching concept. The panel very much appreciates the measurements taken by CEDLA to improve the feasibility of the programme.

The admission requirements are realistic in view of the intended learning outcomes. The diversity in background of the students is both a complicating factor and one of the assets of the programme. The panel sees some room for improvement here. It recommends that students admitted be referred, where appropriate, to pre-session or in-session courses offered by the University of Amsterdam to help them adjust more easily to the requirements of the programme.

### *Staff*

The CEDLA teaching staff consists of six regular staff members with different disciplinary backgrounds and professors holding specially endowed chairs. All teaching staff hold PhDs and are actively involved in research. The size of the staff is more than sufficient for the delivery of the teaching programme. The staff is qualified in teaching (BKO) and actively involved in research.

### *Services and facilities*

CEDLA is currently located on two floors of a modern university building. The panel was impressed by the facilities offered to the students, in particular CEDLA's library and study facilities.

The panel saw that the students are very well guided and supervised. The students' progress is closely monitored. The information provided to the students about the programme is clear and well structured and the teachers are well informed about the students' progress.

### *Quality assurance*

The panel noted that the programme is evaluated on a regular basis. Relevant stakeholders are involved in monitoring the curriculum and in the quality assurance procedures of the programme. It is clear that the staff is continuously involved in improving the programme. The panel nevertheless advises the programme to define quality targets and make the search for improvement more transparent.

### *Assessment*

CEDLA is in a transition phase and will gradually become part of the University of Amsterdam, which means that it will adopt the UvA assessment system and rules and regulations for exam boards of the UvA. The panel is of the opinion that at the moment the CEDLA assessment system is adequate. The Exam Board has sufficient oversight of the quality of exams and the graduates' achievements.

### *Learning Outcomes Achieved*

The assessment panel studied 15 theses and concluded that their overall level is appropriate for an academic master's programme. The panel learnt that the career perspectives of the graduates are good. Many of them started or completed a PhD project. The panel assesses this as impressive. Moreover, a significant number of alumni work in a field with a focus on Latin America, in line with the CMP programme, e.g. in an NGO, for the government or as a consultant. The panel concluded that the graduates of CMP are sought after.

Given the predominance of excellents and goods achieved for most parts of the programme assessment, the overall evaluation of the programme by the panel is 'good'.

The panel assesses the standards from the Assessment Framework for Extensive Programme Assessments in the following way:

### **Intended learning outcomes**

Standard 1 good

### **Curriculum**

Standard 2 excellent

Standard 3 excellent

Standard 4 good

Standard 5 satisfactory

### **Staff**

Standard 6 good

**Services and facilities**

Standard 7  
Standard 8

excellent  
good

**Quality assurance**

Standard 9

satisfactory

**Assessment**

Standard 10

satisfactory

**Learning outcomes achieved**

Standard 11


good

**General conclusion**

good

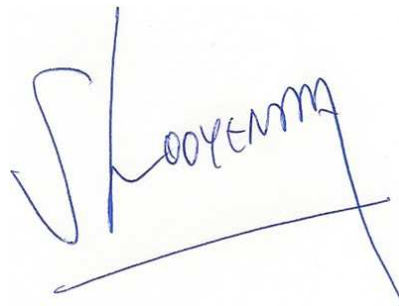
The chair of the panel and the director of QANU, who finalised the report, hereby declare that all members of the panel have studied this report and that they agree with the judgements laid down in it. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 19 May 2016



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Prof. Dirk Kruijt



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Sietze Looijenga

## Description of the standards from the Assessment Framework for Extensive Programme Assessments

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The Centre for Latin American Research and Documentation (CEDLA) was founded in 1964, with the aim to be a focal point in the Netherlands for Latin American research, education and documentation. Between 1971 and 2015, it was an interuniversity institute (of the University of Amsterdam, Vrije Universiteit Amsterdam, University of Leiden, Radboud University, Erasmus University, Utrecht University, Tilburg University and the University of Groningen), hosted by the University of Amsterdam (UvA). Representatives of the participating universities constitute CEDLA's General Board. As of 1 July 2015, CEDLA became a UvA institute. Its research and education will be integrated progressively into the Faculty of Humanities. The General Board will turn into an Academic Advisory Board after the completion of this transition.

### Intended learning outcomes

**Standard 1**

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

**Explanation:**

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

### Findings

CEDLA offers a Master of Arts Programme in Latin American Studies. The programme aims to provide knowledge, academic skills and understanding of the international academic literature and debate on transformations in Latin American societies in geographic, historical, economic, cultural, social, political and ecological terms. Upon completing the programme, students are to possess well-developed research capacities and multi-disciplinary analytical skills and to be capable of playing an important role in professional contexts which require regional knowledge and experience. Students graduating from the programme are to have sound knowledge of the region as well as the experience and skills to undertake independent scholarly and socially relevant research. They are also to possess academic skills which enable them to collaborate in multidisciplinary contexts.

The intended learning outcomes are formulated as follows:

Students:

1. have demonstrated knowledge and understanding of the development of Latin American societies, the principal theories and debates in the field of Latin American studies, the various methodologies, research methods and techniques in Latin American studies and their application in an independent research project in Latin America.
2. are capable of applying their knowledge and understanding of Latin American societies and how developments there are studied within Latin American studies in new, unknown circumstances and of formulating and conducting scholarly and socially relevant research, describing, critiquing and analysing the research subject, making a well-reasoned choice of research plan and methodology, analysing, processing and interpreting research data, and

communicating the research process and results in a thesis meeting the expected standards of scholarship in the social sciences and humanities.

3. are capable of handling complexity, of formulating judgements based on limited information, and of reflecting on social-scientific and ethical responsibilities related to the application of their knowledge and judgements.
4. have academic skills that enable them to participate in and adopt a clear and critical position in academic discussions, express themselves in academic terms and report the findings of research, both orally and in writing.
5. have the skills to obtain and process knowledge and research results through self-direction and autonomous action.

The panel considers CEDLA one of Europe's leading institutes in Latin American studies. The programme offered is a unique multi-disciplinary and research-oriented master's programme. The panel particularly appreciates the fact that fieldwork forms a substantial part of the curriculum. The intended learning outcomes are well defined and make it clear how they match the Dublin Descriptors for academic master's programmes. The outcomes clearly indicate that the programme is aiming at a high level. Graduates are expected to be able to solve complex problems making use of knowledge and insights from within several disciplines, and to be able to conduct independent research in complex and unfamiliar situations.

### **Considerations**

The panel concludes that the CEDLA Master's programme has well-defined learning outcomes which indicate that the programme is aiming at a high level. The learning outcomes are concrete and in accordance with the Dutch national qualification framework. Moreover, the objectives and learning outcomes of the programme are unique in Europe.

### **Conclusion**

*Master of Arts in Latin American Studies*: the panel assesses Standard 1 as 'good'.

### **Curriculum**

The CEDLA master's programme (CMP) consists of the following elements:

1. Introduction course. This course is mandatory and structured in weekly modules taught by all CEDLA staff. It presents the CMP themes and covers scholarly debates, interpretation of information about the region and different ways to obtain and analyse that information. The focus is especially on knowledge reproduction, comprehension, application and use.
2. Thematic courses. There are two groups of thematic courses: mandatory and elective. CMP offers two courses which mirror CEDLA's dual research programme 'Natural and Cultural Resource Use in Contemporary Latin America'. The first is MA1 Socio-Environmental Changes in Latin America: Power, Participation and Governance. The second is MA2 Cultural Resources in Urban Latin America: Identity, Space and Gender. After following the mandatory courses, students choose two additional elective courses. Students are advised to select courses that are closely related to their own research topic.
3. Research project. The research project accounts for over half the programme and is considered the core of the CMP. The trajectory is divided into three stages: Thesis course 1 and preparation of the research proposals; research in Latin America; and Thesis course 2.

**Standard 2**

The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.

**Explanation:**

The curriculum has demonstrable links with current developments in the professional field and the discipline.

**Findings**

In order to achieve the intended learning outcomes, the programme offers a series of targets ranging from knowledge acquisition to the ability to conduct scholarly research through self-direction and autonomous actions. Throughout the programme, the course structure starts with knowledge acquisition and gradually advances towards evaluation and creative skills. The research project accounts for over half the programme and can be considered the core of the CMP. The panel appreciates the way the research project is structured. The three stages of the trajectory are very well balanced. Thesis course 1 is designed to prepare students for writing their research proposal and conducting research in Latin America. The panel spoke to the students and alumni about this course and studied the course material. It concludes that this course is very carefully set up. Students are trained in observation and interviewing, their skills in and knowledge of methodology are refreshed and enhanced, and they are well prepared for conducting the research project. Thesis course 2 is designed to encourage and support the students in processing their research material and writing their theses. During the research project itself, the students are closely monitored by their supervisors and are obliged to write weekly reports.

The programme allows the students to develop research skills in a well-designed and straightforward way. Furthermore, the programme ties in with the CEDLA staff's research, which is strongly focused on contemporary developments in Latin America. The research of the CEDLA staff is internationally renowned and of a very high quality. Students can choose one of the two research lines for their specialization but are also allowed to take both. The fieldwork not only gives the students the opportunity to master research skills but also makes links with the professional field and with current developments in Latin America. The students and alumni confirmed that the best part of the CMP is the fieldwork.

**Considerations**

The panel concludes that the CEDLA master's programme provides students with an excellent training in research within the field. The design of the programme enables the students to develop research skills in the context of multi-disciplinary research in the region. The programme's combination of fieldwork and proximity to the research of the CEDLA staff creates an excellent and unique breeding ground for academically trained professionals and researchers in Latin American Studies.

**Conclusion**

*Master of Arts in Latin American Studies*: the panel assesses Standard 2 as 'excellent'.

**Standard 3**

The contents of the curriculum enable students to achieve the intended learning outcomes.

**Explanation:**

The learning outcomes have been adequately translated into attainment targets for (components of) the curriculum. Students follow a study curriculum which is coherent in terms of content.

## Findings

The CMP is a strictly organised and intensive 15-month programme (75 EC). The structure of the programme is such that the students gradually build up their skills. In the first months, the focus is on reproducing, understanding and applying knowledge. The thematic Master's Courses enable students to develop skills in analysis and critique. The research project is aimed at training students in all skills, from knowledge acquisition to design and creativity.

The panel is of the opinion that the programme is unique in its emphasis on multidisciplinary research in the region. It contains a very good balance of thematic courses and methodological training. The students and alumni the panel interviewed were all very happy with the programme.

The panel is convinced that the programme is very well structured. Together, the courses form a coherent programme, into whose design a lot of thought was put by the CEDLA staff. It was obvious during the interviews with the staff that they make a lot of effort to attune the lectures and the courses to the learning outcomes, which resulted in a clear overall alignment of the programme. The CEDLA Master's programme is considered an internationally leading programme in the field.

## Considerations

The panel concludes that the programme is unique due to its multi-disciplinary focus and to the prominent position the research project occupies within the programme. The programme is coherent and offers students a good preparation for achieving the intended learning outcomes.

## Conclusion

*Master of Arts in Latin American Studies*: the panel assesses Standard 3 as 'excellent'.

### Standard 4

The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

### Explanation:

The teaching concept is in line with the intended learning outcomes and the teaching formats tie in with the teaching concept. Factors pertaining to the curriculum and hindering students' progress are removed as far as possible. In addition, students with a functional disability receive additional career tutoring.

## Findings

As described above, the programme structure enables the students to gradually acquire the intended learning outcomes. At the outset, students coming from different backgrounds are provided with a common knowledge base. The next step is to extend their knowledge of and skills in research methods, enabling them to deepen their knowledge in a specific research line and preparing them for research and field work. The core part of the programme is, as mentioned, the field research in Latin America. The students receive excellent guidance and supervision in the planning and execution of this fieldwork. While the core part of the curriculum is the research project, the core teaching concept can be described as 'learning by doing', but always departing from a solid base of knowledge, research skills and methods.

The staff devotes a lot of effort to making the programme feasible for the students. The panel was particularly impressed by the way the research project is structured and supervised and the way delay is avoided by close monitoring of the students' progress. A very good

measure is Thesis course 2, which is meant to help the students during the writing process. It is the experience of the panel members with other master's programmes that the writing phase often takes too long and is subject to delays. CEDLA has obviously taken effective measures to stimulate timely finishing of the thesis writing.

The panel studied course materials and interviewed staff and students about course forms. Most courses seem to have the same teaching format, a combination of lectures and seminars, critical study and review of academic literature, student presentations, written assignments and papers. According to the panel, this format is highly appropriate for a master's programme and fitting for this kind of courses. Students reported that they appreciate the courses and learn a lot from attending the meetings and classes. However, they would like to see more variation in the assignments. They have to deliver many small papers and report that they learn more from the writing of more substantial papers. The panel appreciates the reasons for organising the courses and the programme in the way described and is of the opinion that this is the best arrangement for courses at master's level. However, it would recommend the CEDLA staff to consider providing slightly more variation.

### **Considerations**

The panel concluded that the teaching concept is in accordance with the intended learning outcomes and that the course formats tie in with the teaching concept. The teaching formats are in line with what can be expected of a master's programme. The panel very much appreciates the measures taken to improve the feasibility of the programme. Thesis courses 1 and 2 are exemplary measures to improve the students' progress in the research project and allow for the timely finishing of the thesis writing.

### **Conclusion**

*Master of Arts in Latin American Studies*: the panel assesses Standard 4 as 'good'.

#### **Standard 5**

The curriculum ties in with the qualifications of the incoming students.

#### **Explanation:**

The admission requirements are realistic with a view to the intended learning outcomes.

### **Findings**

The CEDLA master's programme attracts students from very different backgrounds. The panel interviewed students originating from several Latin American and European countries, with degrees varying from physical therapy, political science and economics to law. Some of the students already hold a master's degree in social sciences and humanities, whereas others are admitted because of their professional work experience. The programme is also open to students holding a bachelor's degree. The education coordinator and the manager of the institute explained how students are selected for admission to the programme. Candidates are required to demonstrate verifiable knowledge and experience in Latin American studies and, upon admission, to show sufficient proficiency in English and Spanish (or Portuguese). Candidates without a master's degree in the required fields of study also need to include a four-page research plan to test their academic writing skills and their competence in developing a research plan independently. Many students from Latin American countries are selected through Skype interviews. Students who have deficiencies in knowledge are recommended to study a selection of literature or attend a summer school prior to the start of CMP.



The range of backgrounds of the incoming students makes it difficult to adjust the programme to their qualifications. However, the students report that they appreciate cooperating with their fellow students and that they find the diversity enriching when it comes to their learning experiences. The panel learnt from the students that the programme is intense yet feasible. Students who have less experience with research and writing tend to struggle with handing in all assignments and finishing their thesis on time. The panel studied a selection of theses and read some of the students' assignments (cf. Standard 11), and noticed differences in the students' writing skills. The panel recommends that students admitted be referred, where appropriate, to either pre-sessional or in-sessional courses in – depending on their academic background, methodology, writing or English, offered by the University of Amsterdam, to ensure they are better prepared for the assignments in the programme and for writing the thesis.

### **Considerations**

Based on the interviews with the students and the information provided by CEDLA about admission requirements, the panel concludes that these are realistic with a view to the intended learning outcomes. The programme manages to accommodate the range of qualifications of the incoming students. The students' diversity in background is, although a complicating factor, one of the assets of the programme. The panel sees some room for improvement here. It would recommend students be referred, where appropriate, to pre-sessional or in-sessional -courses to help them adjust more easily to the requirements of the programme.

### **Conclusion**

*Master of Arts in Latin American Studies*: the panel assesses Standard 5 as 'satisfactory'.

## **Staff**

### **Standard 6**

The staff is qualified and the size of the staff is sufficient for the realisation of the curriculum in terms of content, educational expertise and organisation.

### **Explanation:**

The factual expertise available among the staff ties in with the requirements set for professional or academic higher education programmes.

### **Findings**

The CEDLA teaching staff consists of six regular staff members with different disciplinary backgrounds and professors holding specially endowed chairs. All teaching staff hold PhDs and are actively involved in research. Most of the teaching staff members are BKO–certified (*Basis Kwalificatie Onderwijs*). During the period under review, the teaching staff was supplemented with PhD students and affiliated teachers. The practical organisation of the programme is handled by the education secretary.

Students report that the staff is easily accessible and very dedicated. Although the size of the student cohorts varies over the years (12-25), the teacher-student ratio is generally very favourable.

### **Considerations**

The size of the staff is more than sufficient for the realisation of the programme. Most staff members involved are qualified in teaching (BKO) and are actively involved in research.

## Conclusion

*Master of Arts in Latin American Studies*: the panel assesses Standard 6 as ‘good’.

## Services and facilities

### Standard 7

The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

### Findings

CEDLA is currently located on two floors of a modern university building. The floors contain offices for staff members, visiting fellows, PhD students and the secretariat, as well as two lecture rooms, which are shared with another institute. The CEDLA library is also located here. This library is one of the few remaining open-access libraries in the country and has a large, partially unique collection of books and journals. This library certainly adds to the attraction of CEDLA to students from all over the world.

The panel was shown around both floors and looked at the workstations for the students and the staff as well as the library and the lecture rooms. It concluded that the facilities are excellent. However, the panel has a minor concern that lack of space could become an issue in the future, should student numbers increase significantly, although such an increase would in itself be desirable for the future of CEDLA.

### Considerations

The facilities are excellent. The onsite library has a unique collection. The panel has seen no other programme in the Latin American field with such an attractive and stimulating learning environment.

## Conclusion

*Master of Arts in Latin American Studies*: the panel assesses Standard 7 as ‘excellent’.

### Standard 8

Tutoring and student information provision bolster students’ progress and tie in with the needs of students.

### Findings

Students are closely monitored, both during the time they follow courses at CEDLA and while undertaking fieldwork. Coaching and supervision are designed to help students complete the programme successfully. Each student is assigned a tutor/supervisor. Results are discussed by staff members during monthly meetings.

Pivotal in the tutoring and student information process is the position of the education secretary. The secretary offers administrative and personal support to the students and keeps in close contact with them during the admissions process as well as during their studies. The secretary coordinates all communication with students via email, Skype, Facebook, Blackboard and in person. During fieldwork, CEDLA keeps in contact with the students; they sign an agreement which includes contact details. Safety of the students is taken into consideration. In the past, CEDLA has on occasion refused to allow students to go to certain places.

Students experiencing difficulties are taken aside by the tutor and monitored. Personal circumstances are taken into account and dealt with individually. The students are very satisfied with supervision and guidance and confirm the crucial position of the education secretary. The secretary is also considered a confidential intermediary with whom students can discuss their personal or housing problems. The students describe the CEDLA community as a kind of family: they feel at home and taken care of.

### **Considerations**

The panel saw that the students are very well guided and supervised. The students' progress is closely monitored. The information provided to the students about the programme is clear and well structured, and the teachers are well informed about the students' progress. There is frequent communication between student and tutor/supervisor.

### **Conclusion**

*Master of Arts in Latin American Studies*: the panel assesses Standard 8 as 'good'.

## **Quality assurance**

### **Standard 9**

The programme is evaluated on a regular basis, partly on the basis of assessable targets.

#### **Explanation:**

The programme monitors the quality of the intended learning outcomes, the curriculum, the staff, the services and facilities, the assessments and the learning outcomes achieved through regular evaluations. The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets. Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.

### **Findings**

The Self-Assessment report states that the CEDLA master's programme is evaluated in several ways. Currently the quality assurance system of the CMP is going through a process of adaptation to the quality system of the Faculty of Humanities of the UvA. The programme is discussed in monthly staff meetings and in an annual staff meeting, during which the research and education programmes are evaluated and discussed in greater depth. The students elect a student representative who meets with the CMP coordinator at relevant moments during the course of the programme. At the end of each course, standardised evaluation forms are filled out by the students.

The Education Committee consists of the staff members and the student representative. This committee is in charge of the programme. Every year, it implements improvements to the programme based on the experiences and evaluations of the previous year.

The Board of Examiners consists of two CEDLA staff members and an external member from the Faculty of Humanities of the UvA. The Board of Examiners is in charge of the quality of testing and of recording the level achieved by the graduates.

The panel established that the programme is evaluated on a regular basis. It is closely monitored and frequently improved. However, the panel did not see any clearly defined, assessable targets. It is clear that CEDLA is a close-knit community where everyone knows each other and evaluative remarks about the programme can easily be adopted and implemented. Many improvements result from personal contacts between teachers and

students. The panel nevertheless advises the programme to define targets and actions and to make improvements more visible by reporting on them.

### **Considerations**

The panel concluded that the programme is evaluated on a regular basis. The panel also established that CEDLA has a quality assurance system in place. Relevant stakeholders are involved in monitoring the curriculum and in the quality assurance procedures of the programme. It is clear that the staff is continuously involved in improving the programme. The panel nevertheless advises the programme to define quality targets and to make the search for improvements more transparent.

### **Conclusion**

*Master of Arts in Latin American Studies*: the panel assesses Standard 9 as ‘satisfactory’.

## **Assessment**

### **Standard 10**

The programme has an adequate assessment system in place.

### **Explanation:**

The tests and assessments are valid, reliable and transparent to the students. The examining board of the programme safeguards the quality of interim and final tests.

### **Findings**

CEDLA is currently experiencing a process of integration with the University of Amsterdam. In this process it is adjusting the rules and regulations of the CEDLA Examination Board to the quality assurance system of the Examination Board of the Humanities Graduate School of the University of Amsterdam. CEDLA uses the Education and Examination Rules (*Onderwijs- en Examenregeling*) of the Master’s Programmes of the Graduate School of Humanities as a model. The new OER will be used as of September 2016 and applied to the new cohort of students (2016-2017). The guidelines for Examination Boards (*Handreiking voor Examencommissies*) of the University of Amsterdam is used by the Examination Board as a guidance.

The Examination Board planned to review a sample of the exams, assignments and papers in the June meeting and to review the theses completed in the January meeting. One issue to be reviewed during this meeting is the thesis assessment form.

The November meeting is dedicated to the student requests for electives and ongoing affairs.

### **Considerations**

The panel has established that the Examination Board is aware of its legal tasks and has a system in place to assess the quality of the exams, assignments and papers as well as the graduation thesis.

Taken into account that CEDLA is in a transition phase and will gradually become part of the University of Amsterdam, which means that it will adopt the UvA assessment system and the rules and regulations for exam boards of the UvA, the panel is of the opinion that at the moment the CEDLA assessment system is adequate. The Exam Board has sufficient oversight of the quality of exams and the graduates’ achievements.

## Conclusion

*Master of Arts in Latin American Studies*: the panel assesses Standard 10 as ‘satisfactory’.

## Learning outcomes achieved

### Standard 11

The programme demonstrates that the intended learning outcomes are achieved.

### Explanation:

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in subsequent programmes.

## Findings

The assessment panel studied 15 theses and states that the overall level is appropriate for an academic master’s programme. The panel also received the assessment forms and a description of the assessment procedure. The theses are assessed by the supervisor and another CEDLA staff member. When both assessors agree that the standard of the thesis is sufficient, the student is invited to defend the thesis orally. After the defence, the supervisor and the reader determine the final grade. The panel concluded that the programme assesses the theses with a transparent thesis assessment procedure. An improvement could be to involve an additional, external, examiner in the process as a third assessor. During the second site visit the CEDLA staff mentioned that this recommendation has already been implemented.

The panel assessed the grading of one of the theses as unsatisfactory and discussed this with the CEDLA staff. Although the reasons the staff as to why they let this thesis pass were convincing, the panel nevertheless advises the programme to be more specific in communicating to the students what level and content are expected in a thesis. The panel assessed another thesis as satisfactory, but graded this thesis somewhat lower than the final grade the student had received. In most of the selected theses, a logical and consistent line of reasoning was evident. However, in most cases, the work contained an adequate application of literature-based knowledge in the field and there was innovative input from the author. All theses were based on substantial, empirically based research in Latin America, which the panel considers very impressive. Some theses were very good, but in general, the theses were very long. The panel advises to apply a maximum limit of words. In general, the theses demonstrate that the intended learning outcomes were achieved.

In the self-assessment report CEDLA stated that of the 99 CMP graduates, 13 have started a PhD project, and 7 have already defended their PhD thesis successfully. The others hope to obtain their PhD degrees in due time. The panel assesses this result as impressive. From the interview with alumni, the panel learnt that career perspectives of the graduates are good. A significant number of alumni work in a field with a focus on Latin America, in line with the CMP programme, e.g. in an NGO, for the government or as a consultant. The panel concluded that the graduates of CMP are sought after. The panel also considers this as a strong point in terms of after-study employment. Apart from the theses, the panel also looked at several course assignments. It concluded that these assignments gave an indication of the level achieved by the students and showed that the students gradually achieve the intended learning outcomes.

### **Considerations**

Based on the content and level of the selected theses and the career perspectives of the alumni on the labour market, the panel argues that students of the CEDLA master's programme achieve the intended learning outcomes upon graduation.

### **Conclusion**

*Master of Arts in Latin American Studies*: the panel assesses Standard 11 as 'good'.

### **General conclusion**

The panel which assessed the Master of Arts in Latin American Studies established that CEDLA offers an attractive master's programme, which is unique in Europe. The panel assessed both the orientation and the content of the curriculum, as well as the facilities, as 'excellent'. Furthermore it assessed the learning outcomes, the curriculum structure, the teaching staff and the tutoring and information, the quality assurance system, the assessment system and the learning outcomes achieved as 'good'

Given the predominance of excellents and goods achieved for most parts of the programme assessment, this evaluation of the programme by the panel is 'good'.

### **Conclusion**

The panel assesses the *Master of Arts in Latin American Studies*, as 'good'.

## Appendices





## **Appendix 1: Curricula Vitae of members of the assessment panel**

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**Dirk Kruijt** is Professor Emeritus of Development Studies, Utrecht University, where he was Professor from February 1993 – September 2008 and Honorary Professor October 2008 – September 2010. He was twice Head of the Department of Cultural Anthropology and Comparative Sociology, September 1993-August 1995, January 1997-August 2006, and also Vice-Dean (Research) of the Faculty of Social and Behavioural Sciences, March 2000-August 2003.

In addition to his academic responsibilities, Dirk Kruijt has worked for the Ministry of Foreign Affairs, as Junior and Senior Adviser (1986-1988, 1997-2000), with postings in Peru (1970-1973, 1978-1979, 1979-1980), Colombia (1980-1981), Central America (1988-1992), Surinam (2000-2002), and Nicaragua (2006).

He has been visiting Fellow/Professor at a.o. Facultad Latinoamericana de Ciencias Sociales (Costa Rica, Cuba, El Salvador, Guatemala, 1990-present), Instituto de Estudios Peruanos (IEP, Lima, 1984, 1986, 1994, 1996, 2002), El Colegio de México (CEI, 1993, 1994), El Colegio de Jalisco (Guadalajara, 1983, 1984, 1988), Universidad Complutense de Madrid (2006), University of London (ILAS/ISA, 2004), University of Sussex (IDL, 1997), University of Essex (Department of Sociology, 1995).

Dirk Kruijt has participated in several assessment procedures organised by QANU. He is founding President of the Netherlands Latin American and Caribbean Studies Association (NALACS, 1994 – 1998 and Honorary Member since 2010), Wissenschaftlichen Beirat des Ibero-Amerikanisches Institut (IAI, Berlin, 2003 – 2009),

He is the author of several monographs, co-authored around 15 edited volumes, published numerous academic peer reviewed articles or book chapters, and contributed to more than 60 consultancy reports. He also co-produced 8 radio and TV documentaries.

**Ann Varley** is Professor of Human Geography and convenor of the Gender & Sexuality Studies programme at UCL (University College London), UK. She obtained her BA (Hons) in Geography, First Class at the University of Oxford in 1980 and her PhD in 1985 at UCL with the thesis *Ya somos dueños: ejido land development and regularisation in Mexico City*. She has been visiting lecturer/ guest lecturer at a range of universities in Denmark (Roskilde, Copenhagen), Lebanon (Beirut), Mexico (Mexico City, Guadalajara), Norway (Trondheim), and the USA (Austin, Texas).

She has won several prizes and grants, including the British-Mexican Society Postgraduate Prize for best doctoral thesis on Mexico and the Busk Medal, a senior award of the Royal Geographical Society, and has held an individual residency at the Rockefeller Foundation Study Center at Bellagio, Italy. She is a member of the ESRC Peer Review College and has evaluated research proposals in Belgium, Canada, the Netherlands, Norway, Russia and Switzerland. She was nominated for UCLU Student Choice Teaching Awards: Outstanding Teacher.

Ann has written and edited several books, two of which have been translated into Spanish for publication in Latin America. She is co-editor of the *Bulletin of Latin American Research* and serves on the editorial board of several Mexican journals.

She has extensive experience at both graduate and undergraduate level, as well as supervising PhDs. She has twenty years' experience of chairing examination boards and has acted as external examiner and quality assurance evaluator for taught postgraduate and undergraduate degrees at several UK universities.

**Gerdien Steenbeek** PhD (Social Sciences): 1995, Utrecht University

M.A. (Cultural Anthropology): 1984, Utrecht University. Gerdien is Assistant Professor of Liberal Arts & Sciences and Cultural Anthropology. Since 2012 she is also Director of the Board of Examiners of the Undergraduate School of Social Sciences and Member of the Assessment Committee of the Undergraduate and Graduate School of Social Science, Utrecht University; as well as Head of the Honours programme for Cultural Anthropology, Utrecht University;

A selection of honours, awards, and additional academic activities: Advisor EMP Project Assessment of Bachelor theses, Faculty of Social Sciences, Utrecht University; Project leader on the Assessment of Field Research and Theses, Utrecht University, Department of Cultural Anthropology;

She was a consultant on the NUFFIC project NICHE/COL/06 – Development and Mainstreaming Gender and Gender Studies in Colombia (Universidad Nacional, Universidad Autónoma, Universidad Central in Bogotá and the Universidad Industrial de Bucaramanga, Santander, Colombia).

She has been Teacher of the Year (2009, 2002, 2001), Department of Cultural Anthropology, Utrecht University; and received the Award for Best Teacher Utrecht University, Rector Magnificus and the Executive Board of Utrecht University in 2003. She was President of the Netherlands Association for Gender Studies and Feminist Anthropology (LOVA) (2003-2010).

Gerdien has extensive teaching experience at both graduate and undergraduate level. Her research focuses on the status of women and the influence of globalisation.

**Veronica Macku** received her master's degree in Social and Cultural Anthropology at VU University Amsterdam, The Netherlands. She was awarded the VU Excellence Fellowship Programme for International Students. She did her fieldwork in Argentina and was awarded a one-semester Scholarship by Foundation IES Abroad to study during spring 2014 in New Delhi, India. Furthermore she was involved in an Erasmus Programme at NTNU, Norway. She received her bachelor's degree in Political Science and Public Administration in Granada, Spain, and received her gymnasium diploma in the Czech-Spanish bilingual high school, Gymnázium Hladnov, Ostrava.

At present Veronica works for EVS, European Voluntary Service (France) with an EU grant for work in rural community project focused on social inclusion and intercultural learning.

## Appendix 2: Domain-specific framework of reference

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CEDLA's Master's programme is embedded in CEDLA's constitutive disciplines. In the same manner as CEDLA's research programme, the CMP's multidisciplinary ambitions derive from the premise that only a sound disciplinary basis with its concomitant theoretical foundations will allow satisfactory multidisciplinary or comparative research. It is intended to reveal the particular characteristics of social, cultural and political processes in Latin America from a longer-term, historical approach, as well as from the awareness that Latin America cannot be regarded in isolation from global and comparative developments. While the CMP focuses on the Latin American region, it also connects with theories and insights from other regions and literature. More concretely, the CMP addresses the fundamental transitions in Latin American social, political and economic systems. Even though the countries of Latin America reflect substantial differences, nearly all have experienced similar transformations since the 1980s.

The curriculum of the CMP corresponds with the research interests of staff members. Over the past five years, the CEDLA research programme has focused on natural and cultural resources and will continue to do so in the coming years. Resources include the means available in the world. They may be elementary to societies or simply enhance quality of life. Natural resources are usually material; while cultural resources are usually immaterial. In both cases, using and benefiting from them enriches society, but they may also be used to reinforce unequal power relations.

As to the natural resources, the CMP deals with the following processes. First, the combination of increased demand and fluctuating real prices for natural resources to supply the international market with raw materials (hydrocarbons, minerals, wood), food, and, more recently, green energy has given rise to new initiatives for regional integration (e.g., infrastructure and energy), directly influencing patterns of natural resource use. Second, demands for policies aimed at economic justice throughout the region are becoming increasingly forceful. Questions about control over natural resources, distribution of their revenues and their role in a new development strategy are back on the political agenda. Third, international pressure for conservation measures to mitigate the impact of global warming influences decisions on where, what, and how natural resources should be used.

As to cultural resources, the CMP deals with the analysis of (cultural) institutions, thereby addressing the agency and pursuits of individuals, groups and networks as simultaneously incorporating and imposing global reconfigurations. It focuses on restoring social cohesion, reshaping meanings, and the emergence of identities in the context of everyday globalisation. Neoliberal reforms have led to a restructuring of labour markets and to increases in the costs of basic necessities. Where poverty curtailed opportunities for earning a living at home, large flows of labour migration to the United States and Europe coincided with transfers of remittances. Migration, social inequality, as well as greater opportunities for earning a livelihood and social advancement, have made reconstruction and reconstitution of families, households and social networks an urgent topic. Close contacts with Latin American and non-Latin American outsiders through migration, tourism, the internet and the traditional media have led to a shift away from traditional locally-bound identities, organisations and networks. How individuals cope with these transformations is related closely to their gender, ethnic and class identity, while they face daily challenges and reformulate their sense of belonging.

### Appendix 3: Intended learning outcomes

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The intended learning outcomes conform to the Dublin descriptors related to the Master's level. Student who have successfully completed the CMP:

- 1) have demonstrated knowledge and understanding of developments of Latin American societies, principal theories and debates in the field of Latin American studies, the various methodologies, research methods and techniques in Latin American studies and their application in an independent research project in Latin America. **(Dublin Descriptor: Knowledge and understanding)**
  
- 2) are capable of applying their knowledge and understanding of Latin American societies and how developments there are studied within Latin American studies in new, unknown circumstances and of formulating and conducting scholarly and socially relevant research, describing, critiquing and analysing the research subject, making a well-reasoned choice of a research plan and methodology, analysing, processing and interpreting research data, transposing the research results in a thesis according to all standards of scholarship in the social sciences and humanities (data presentation, analysis and interpretation, scientific integrity). **(Dublin Descriptor: Applying Knowledge and Understanding)**
  
- 3) are capable of handling complexity and formulate judgements based on limited information and reflect on social-scientific and ethical responsibilities related to the application of their knowledge and judgements. **(Dublin Descriptor: Judgements)**
  
- 4) have academic skills that enable them to participate in and adopt a clear and critical position in academic discussions, express themselves in academic terms and report the findings of research, both orally and in writing. **(Dublin Descriptor: Communication)**
  
- 5) have the skills to obtain and process knowledge and research results through self-direction and autonomous action. **(Dublin Descriptor: Learning Skills)**

## Appendix 4: Overview of the curriculum

The CEDLA master's programme in Latin American studies consists of the following elements:

- 1) Introduction Course -10 EC
- 2) Thematic courses (mandatory and elective) – 24 EC
- 3) Research Project (stages I, II, III) – 41 EC

Table 1: Organisation of the CMP

Sept - Oct	Nov - Dec	Jan - Feb	Mrch - Apr	May - Aug	Sept - Nov	Dec
Introduction Course 10 EC	Courses MA1 and MA2 12 EC	MA course or lectura guiada 6 EC	MA course or lectura guiada 6 EC	Research + research reports 5 EC	Thesis Course 2 + writing of thesis 30 EC	Thesis defence and assessment
	Thesis Course 1 + Research Proposal 6 EC					Graduation

### *Ad 1) Introduction Course Democracy, Identity and Sustainable Development in Latin America*

The Introduction Course presents the CMP themes. This mandatory course is structured in weekly modules taught by all CEDLA research staff. It covers the most important scholarly debates, inter-pretation of information about the region and different ways to obtain and analyse that infor-mation. This intensive, multidisciplinary introduction serves two purposes: first, to build an analyti-cal and cognitive foundation and establish a foundation for the more specialised courses that will follow; and second, to present the diversity of topics and theories used by the CEDLA staff and de-fine a common frame of reference. Considering the attainment targets, the focus is especially on knowledge reproduction, comprehension, application and use.

### *Ad 2) Thematic courses*

Thematic courses are divided into two groups: mandatory courses and elective courses.

As part of the education-research feedback strategy described earlier, the CMP has offered two courses (MA1 and MA2) that mirror the CEDLA's dual research programme 'Natural and Cultural Resource Use in Contemporary Latin America' since 2012-2013. Since 2014-2015 both courses have been mandatory, but from 2015-2016 onwards, students may opt to attend one of the two courses for a lighter course load of 4 ECTS. The courses offer an introduction to debates and theoretical approaches to the themes of natural and cultural resources. Both courses offer knowledge acquisition, enhanced understanding and application and – through individual and group assignments – a more profound focus on how to analyse, evaluate, judge and develop. Their content is as follows:

#### *MA 1 Socio-Environmental Changes in Latin America: Power, Participation and Governance*

This course addresses the effects of economic activities, political decisions and social conditions on natural resource use and the environment and in this way explores new trends in environmental governance in Latin America. The course focuses on formal and informal arrangements, interactions among state, private sector and civil society actors and cross-connections from rural communities to the national, regional and global levels. The lectures address current trends and initiatives, with special attention to environmental governance.

#### *MA2 Cultural resources in Urban Latin America: Identity, Space and Gender*

This course examines how Latin Americans use their cultural resources to devise opportunities to improve or shape their ways of life. Cultural resources are seen as cultural

elements within a specific socio-cultural setting, sustaining pursuit of self-esteem, status improvement, economic advancement or a recognised identity. This course has an urban orientation and addresses topics such as gender, class and ethnic identities in the context of urban growth, socio-spatial segregation, violence, family formation and poverty.

After these mandatory courses, students choose two additional elective courses to earn another 12 ECTS. Generally, students are advised to select courses that are closely related to their own re-search topic and to search for synergies between the course content and development of their own research ideas. Every year, CEDLA offers several elective Master's Courses. Course themes from previous years have been: Social Movements and Democracy; Political Economy and the Petro-States; Gender: Current Themes and Approaches; Communities and Nature; Transnational Migration and Remittances; Globalisation and Economic Developments. These courses are also open to students from other MA programmes, in keeping with CEDLA's mission as an interuniversity institute and providing CMP students with an opportunity to interact with students from other universities and different disciplinary backgrounds. In these thematic courses students are trained in the academic skills of writing, presenting and debating. Although knowledge acquisition, reproduction, understanding and application are important targets, students also improve their analytical and assessment skills and are encouraged to develop a style of critique and to elaborate their own re-search ideas.

Students are allowed to select courses outside CEDLA or build their knowledge of a particular subject through an individual trajectory of supervised reading of literature called *Lecturas Guiadas*. This individual teaching format manifests as a tutorial and is based on literature study. Each student meets with the instructor three or four times. Assessments are based on a paper, written assignments and/or an oral exam during the final meeting. As students have considerable input in how to design their *Lecturas Guiadas*, they learn not only to reproduce knowledge and apply it but also to evaluate it and develop new ideas and questions.

### *Ad 3) Research Project*

In terms of ECTS and time input, the Research Project accounts for over half the programme and may be considered the core of the CMP. The research project trajectory is divided into three stages: Thesis Course 1 and preparation of the research proposals; research in Latin America; and Thesis Course 2. As students are encouraged to conduct research in accordance with their own interests and to elaborate relevant and innovative ideas, the research project trains students in the skills of analysis, critical assessment and design.

Thesis Course 1 is designed to prepare students for writing their research proposal and conduct-ing their research in Latin America. Based on the premise that CMP students already have some experience with academic research, the course is aimed at refreshing this knowledge, applying it in the Latin American context, placing it in a multidisciplinary perspective and improving students' writing skills. The core of the course focuses on methods/techniques and operational aspects of conducting research in Latin America. Data collection, analysis, interpretation and conversion into text are the key course elements. All staff members contribute their own research expertise. In ten seminars, methodological principles and tools from different disciplines are presented, applied and discussed. In addition, students are trained in academic writing. They apply their writing skills to their research proposal, which is discussed in class and presented to the staff and other students in different preparation stages. After completing the Thesis Course, students have some time to refine their research plan in consultation with their tutor/supervisor. By 1 April the research plan must be completed and approved for students to be allowed to travel for their research in May. The CEDLA staff encourage research projects in the framework of the CEDLA

research programme. Nevertheless, students are free to choose their own themes. Taking into account that the CMP is open to students who already have a Master's degree and/or work experience, the staff welcomes research proposals that are related to and/or elaborate on the student's earlier expertise (this may enhance the student's professional skills).

The Research phase takes place between May and August. During this period, the students collect secondary material, conduct interviews, surveys and perform observations or a combination hereof. Thesis Course 2 is designed to encourage and support students in processing their research material and writing their thesis after returning from their research sojourn. It consists of five meetings, organised every two weeks. A few days before each meeting, students submit an assignment to the tutor/supervisor. These assignments are intended to help them with their writing. During the meetings, progress in data analysis and writing are discussed and shared, as are possible problems and their solutions.

The Research Project is highly conducive to mastering the skills to analyse, evaluate and create, in addition to acquiring, understanding and applying new knowledge.

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## Appendix 5: Quantitative data regarding the programme

### Data on intake, transfers and graduates

Table 2 Intake, output and dropout 2011-2015

Cohort	Number of students that started the CMP	Output		Dropout	
		Number	Percent	Number	Percent
2011 – 2012	6	6	100%	0	0 %
2012 – 2013	10	9	90%	1	10%
2013 – 2014	19	19	100%	0	0%
2014- 2015 (until Oct 2015)	11	-	-	1	9%

### Teacher-student ratio achieved

Teachers and their ftes available for teaching per week

Michiel Baud: 0.28

Fabio de Castro: 0.32

Barbara Hogenboom: 0.4

Kees Koonings: 0.04

Christien Klaufus: 0.32

Arij Ouweneel: 0.4

Annelou Ypeij: 0.32

Total number of ftes available for teaching per week = 2.08

September 2014 - December 2015

2 ftes available and 10 students participating (1 : 5)

### Average amount of face-to-face instruction per stage of the study programme

Table 3 average contact hours per week

Period	Courses	Average contact hours per week
Sept – Oct	Introduction Course (8 classroom hours + 2 hours working in groups)	10
Nov – Dec	MA1: 3 classroom hours MA2: 3 classroom hours Thesis Course 1: 2 hours every two weeks Preparation Research Proposal: 1 hour with supervisor	7



Jan – Feb	MA course / Lectura Guiada: 3 classroom hours Thesis course 1: 2 classroom hours Preparation Research Proposal: 1 hour with supervisor	6
March – April	MA course / Lectura Guiada: 3 classroom hours Thesis course 1: 2 hours Preparation Research Proposal: 1 hour with supervisor	6
May – August	Fieldwork Reports, email contact: 0.5 hours Optional Supervision in the field: 1 hour	1.5
Sept – Nov	Thesis course 2: 2 classroom hours (every two weeks) Thesis writing: 1 hour with supervisor	2

## Appendix 6: Programme of the site visit

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Thursday 26 November

- 11.00 - 11.30 Reception commission and introduction/Visit Institute  
Annelou Ypeij, Michiel Baud, Bente van de Nes
- 11.30 - 14.00 (lunch included) Internal Panel meeting
- 14.00 - 14.30 Meeting with Director and Education Coordinator  
Annelou Ypeij, Michiel Baud
- 14.45 – 15.45 CEDLA Staff: CMP programme  
Michiel Baud, Barbara Hogenboom, Christien Klaufus, Annelou Ypeij
- 16.00 – 16.30 Executive Board CEDLA and CMP advice Commission  
M. de Theije, M. Hordijck
- 16.30 - 17.30 Meeting with alumni
- Drinks

Friday 27 November

- 9.30 - 10.30 CMP Students
- 10.45 - 11.15 Coordination and secretariat: CMP Organisation  
Annelou Ypeij, Bente van de Nes
- 11.30 – 12.15 Examination Board *suspended*
- 12.15 – 13.15 (lunch included) Internal meeting Commission
- 13.15 – 13.30 Final questions to Director and Education Coordinator
- 13.30 -15.00 Internal Commission meeting
- 15.00 – 15.45 Provisional conclusions by Commissions

Friday 11 March

- 11.00-12.00 Internal Panel meeting
- 12.00-13.00 Examination Board, Barbara Hogenboom, Fabio de Castro, Menno Spiering
- 13.00-13.30 Management, Michiel Baud
- 13.30-14.00 Internal Panel meeting

## **Appendix 7: Theses and documents studied by the panel**

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Prior to the site visit, the panel studied the theses of the students with the following student numbers:

10297251	10297308	5884063	10442855
10451854	5783143	10251146	10435085
10559299	10583513	10657118	10660887
10660968	10660984	10667903	

During the site visit, the panel studied, among other things, the following documents:

Course descriptions

Assignments by students

CEDLA Research Programme

CEDLA Research themes

Annual Report 2014