

Medical Anthropology and Sociology

**Graduate School of Social Sciences,
University of Amsterdam**

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Project number: Q309

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This report was finalized on 18 December 2012.

Report on the master's programme Medical Anthropology and Sociology of the University of Amsterdam

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

Administrative data regarding the programme

Master's programme Medical Anthropology and Sociology

| | |
|-------------------------------|------------------------------------|
| Name of the programme: | Medical Anthropology and Sociology |
| CROHO number: | 60198 |
| Level of the programme: | master |
| Orientation of the programme: | academic |
| Number of credits: | 60 EC |
| Specialisations or tracks: | - |
| Location(s): | Amsterdam |
| Mode(s) of study: | full-time |
| Expiration of accreditation: | 31 December 2013 |

The visit of the assessment committee Cultural Anthropology to the Graduate School of Social Sciences, University of Amsterdam took place on June 11 and 12, 2012.

Administrative data regarding the institution

| | |
|----------------------------------|-----------------------------|
| Name of the institution: | University of Amsterdam |
| Status of the institution: | publicly funded institution |
| Result institutional assessment: | pending |

Quantative data regarding the programme

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

Composition of assessment committee

The committee that assessed the master's programme Medical Anthropology and Sociology consisted of:

- Prof. André Droogers (chair), emeritus professor of Cultural Anthropology, VU University, Netherlands;
- Prof. Rik Pinxten, professor of Cultural Anthropology, Ghent University, Belgium;
- Dr. Alexandra Argenti-Pillen, university lecturer in Medical Anthropology, University College London, United Kingdom;
- Ir. Adrie Papma, business director of Oxfam/Novib, Netherlands;

- Prof. Hastings Donnan, professor of Anthropology, Queen's University Belfast and co-director of the Centre for International Borders Research, United Kingdom;
- Prof. Mark Nichter, professor of Anthropology, Public Health and Family Medicine, University of Arizona, United States of America;
- Reinout Meijnen, MA, alumnus of the master's programme Cultural Anthropology, University of Leiden, Netherlands.

The committee was supported by Titia Busing, QANU staff member, who acted as secretary.

The University of Amsterdam board and the Accreditation Organisation of the Netherlands and Flanders (NVAO) agreed to the composition of the assessment committee. Appendix 1 contains the CVs of the members of the committee. All members of the committee and the secretary signed a declaration of independence as required by the NVAO protocol to ensure that they judge without bias, personal preference or personal interest, and the judgement is made without undue influence from the institute, the programme or other stakeholders (see Appendix 8).

Working method of the assessment committee

The assessment of the master's programme Medical Anthropology and Sociology (MAS) was part of an assessment cluster. In total, the committee assessed 13 Cultural Anthropology programmes from five universities: University of Amsterdam, Radboud University Nijmegen, VU University Amsterdam, University of Utrecht and University of Leiden.

The committee that assessed all of the programmes consisted of 10 members:

- Prof. André Droogers (chair of visits to RU, UvA, LEI and UU), emeritus professor of Cultural Anthropology, VU University, Netherlands;
- Prof. Michiel Baud (chair of visit to VU), professor of Latin-American Studies and director of the Centre for Study and Documentation of Latin America (CEDLA), University of Amsterdam, Netherlands;
- Prof. Rik Pinxten, professor of Cultural Anthropology, Ghent University, Belgium;
- Dr. Alexandra Argenti-Pillen, university lecturer in Medical Anthropology, University College London, United Kingdom;
- Ir. Adrie Papma, business director of Oxfam/Novib, Netherlands;
- Prof. Inge Hutter, professor of Demography and dean of the Faculty of Spatial Sciences, University of Groningen, Netherlands;
- Prof. Hastings Donnan, professor of Anthropology, Queen's University Belfast and co-director of the Centre for International Borders Research, United Kingdom;
- Prof. Mark Nichter, professor of Anthropology, Public Health and Family Medicine, University of Arizona, United States of America;
- Reinout Meijnen, MA, alumnus of the master's programme Cultural Anthropology, University of Leiden, Netherlands;
- Charlotte Kemmeren, MSc, alumnus of the master's programme in Social and Cultural Anthropology, VU University Amsterdam and master student in Social Geography, University of Amsterdam, Netherlands.

For each site visit a subcommittee was set up, taking into account any potential conflict of interests, expertise and availability. Because the committee chair, Prof. André Droogers, is a visiting researcher at VU University and therefore not independent for that institution, Prof. Michiel Baud took over the chair for the site visit to the VU. To ensure consistency within the cluster, ir. Adrie Pajma attended all visits.

The coordinator of the cluster visits for Cultural Anthropology was Dr. Floor Meijer, QANU staff member. She was also the project leader for the visit to Radboud University Nijmegen and the VU University Amsterdam. During the other site visits, Titia Buising was the project leader. To ensure continuity, both project leaders repeatedly held consultations. The coordinator was also present at the final meeting of all visits within the cluster.

Preparation committee

To prepare the contents of the site visits, the coordinator first checked the quality and completeness of the self-evaluation reports prepared by the programmes and forwarded them to the participating committee members. The committee members read the reports and formulated questions on their contents. The coordinator collected the questions and arranged them according to topic and/or interview partner.

As well as the self-evaluation reports the committee members read a total of 15 theses for each programme. If there were several specialist masters' programmes along with the main programmes, the panel expanded its thesis selection appropriately with at least 8 theses for each programme. The theses were randomly chosen from a list of graduates of the last two completed academic years. A range of grades was also incorporated.

On 20 April 2012 the site visit committee Cultural Anthropology held a preliminary meeting. During it, the committee was formally installed, and its tasks and working methods discussed. The proposed Domain-Specific Reference Framework for Cultural Anthropology was also set (see Appendix 2).

Site visit to the University of Amsterdam

Prior to the visit the coordinator in consultation with the committee chair and the participating institutions prepared timetables for the visit. The timetable for the visit for the master's programme of the University of Amsterdam is included as Appendix 6.

Prior to the visit the committee asked the programmes to select interview partners on the basis of representativity. The idea behind it was to exchange thoughts with students and with lecturers and supervisors of all participating programmes. Well in advance of the visit, the committee received a list of the selected interview partners, for its approval. During the visit, the committee spoke in turn to representative faculty and programme management staff, students, lecturers, members of the programme and examination committees and alumni.

During the visit the committee examined material it had requested and gave students and lecturers the opportunity – outside the set interviews – to talk informally to the committee during a consultation hour. No requests were received for this option.

The committee used the final part of the visit for an internal meeting to discuss the findings. The visit was concluded with a public oral presentation of the preliminary impressions and general observations by the chair of the committee.

Report

Based on the committee's findings, the project leader prepared a draft report. This report was presented to the committee members involved in the site visit. After receiving approval, the draft report was sent to the relevant faculty with the request to check it for factual inaccuracies. The comments received from the programme were discussed with the chair and, if necessary, with the other committee members. Then the final version was produced.

Explanation of the definitions used for the assessment

In accordance with the NVAO's Assessment Framework for Limited Programme Assessments, the committee used the following definitions for the assessment of both the standards and the programme as a whole:

- **Generic quality:** the quality that can reasonably be expected in an international perspective 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 shows 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 surpasses the current generic quality standards well across its entire spectrum and is regarded as an (inter) national example.

The default assessment is 'satisfactory', i.e. the programme complies adequately with the criteria.

Summary judgement

This report reflects the findings and considerations of the committee on the master's programme in Medical Anthropology and Sociology (MAS), University of Amsterdam. The evaluation of the committee is based on information provided in the self-evaluation report and the selected theses, additional documentation and interviews during the site visit. The committee noted both positive aspects and some which could be improved. Taking those aspects into consideration, it decided that the master's programme fulfils the requirements of the criteria set by NVAO which are the conditions for accreditation.

Standard 1: Intended learning outcomes

For the master's programme, the committee assesses Standard 1 as **satisfactory**. After studying the documentation provided by the programme management and conducting interviews with representatives of the programme, the committee has a clear view of the programme's profile. The programme trains students in understanding health, illness and the body from a social sciences perspective. The programme emphasizes an anthropological and sociological approach to health care and health problems and how this approach differs from other disciplines. The independent field research is an important part of the profile. The academic orientation of the programme is reflected in the theoretical knowledge, methodological skills, and field research. The committee appreciates the international attractiveness of the programme.

According to the committee, the intended learning outcomes reflect the domain-specific reference framework, the Dublin-descriptors and the programme's specified profile. The committee recommends adding research ethics to the intended learning outcomes. The committee concludes that the programme meets the criteria set for its curriculum by the specialisation.

Standard 2: Teaching-learning environment

For the master's programme, the committee assesses Standard 2 as **good**. The committee concludes that the programme, the personnel and the programme-specific facilities enable the master's students to realise the intended learning outcomes. It values the dedicated focus on academic training and fieldwork.

The committee confirmed that the curriculum of the master's programme has a clear design. The first semester is quite intensive and consists of four courses and the preparation for the field research. The second semester is more individual, as students embark on the field research and write the thesis. Students are very well prepared for the field research and guided during the programme. The committee considers the content of the programme to be highly relevant and contemporary. The committee is of the opinion that the programme offers a good balance between course work and field research. Also, by introducing the winterschool, students can add a more specialised course to their programme.

The study load of the programme is adequate, although the first semester is quite intensive. The completion rate is low. The committee expects the introduction of thesis writing workshops and the meeting immediately after returning from fieldwork will provide an important contribution to improve it.

The committee concludes that the staff is good, consisting of sufficient numbers of motivated lecturers.

The committee confirmed that the programme is well aware of the quality of the teaching environment. Lecturers and students are well supervised and closely involved in the quality control. The students' study progress is adequately monitored, and measures are taken to promote it.

Standard 3: Assessment and the achievement of learning outcomes

For the master's programme, the committee assesses Standard 3 as **satisfactory**. The committee concluded that the programme has an adequate system of assessment and can demonstrate that the intended learning outcomes are realised. Methods and forms of assessment are made explicit and aligned, and the programme employs a variety of forms of assessment. The university-wide assessment policy is implemented in the programme. The committee is of the opinion that the examination committee can play a more active role in the assessment process by periodically reviewing a random set of papers, assignments, research proposals and theses. When evaluating theses a standard evaluation form is used by two examiners. On a more general level, the committee recommends to pay more attention to the formal aspects of theses (regarding formal aspects and spelling).

The committee concludes that the master students acquire an adequate final level by the end of the programme. This was confirmed by the theses the committee evaluated.

The committee assesses the standards from the assessment framework for limited programme assessments in the following way:

Master's programme Medical Anthropology and Sociology:

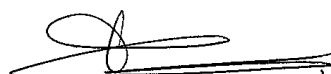
| | |
|---|--------------|
| Standard 1: Intended learning outcomes | satisfactory |
| Standard 2: Teaching-learning environment | good |
| Standard 3: Assessment and achieved learning outcomes | satisfactory |
| General conclusion | satisfactory |

The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 18 December 2012



Prof. dr. André Droogers



Drs. Titia Buising

Description of the standards from the Assessment Framework for Limited Programme Assessments

Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretized 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.

1.1 Findings

This standard deals with the profile and orientation of the programme (1.1.1), the nationally applicable domain-specific reference framework (1.1.2), the intended learning outcomes (1.1.3) and the relation to the labour market (1.1.4) of the master's programme in Medical Anthropology and Sociology (MAS) at the University of Amsterdam.

1.1.1 Profile and orientation

The self-evaluation report states that the international interdisciplinary field of medical anthropology and sociology stems from three traditions and research practices. First, ethnographic studies of the cultural construction of illness from a holistic perspective demonstrated the importance of explanatory models of illness and local idioms of distress. A second source are sociological studies of medical institutions and forms of knowledge. And third, studies of clinical and laboratory practices, and of new medical technology contribute to the field. The UvA programme aims to reflect the interdisciplinary character of the international field. The programme combines perspectives from the different disciplines and the staff have different backgrounds (in anthropology, sociology, science and technology studies and related fields). In the programme case studies and theoretical perspectives from both Western and non-Western settings are integrated, and distinctions between 'modern' and 'traditional' critically questioned.

The self-evaluation report states that the programme teaches students to understand health, illness and the body from a social science perspective. It addresses both pressing health problems as well as key issues in social science theory. It also encourages students to develop a deeper and reflexive understanding of the position of medical anthropology and sociology within the broader area of health sciences, international development, and health care. According to the self-evaluation report, students learn to analyse how anthropological and sociological approaches differ from medical and public health research, and how the social sciences can make a unique contribution to research on pressing health problems.

The programme focuses on qualitative research and has an academic orientation. Students are trained to design and carry out their own field research. The individual field research is an important part of the programme.

The committee appreciates the international profiling and the academic orientation of the programme. It is of the opinion that the programme is also very interesting for international students. The committee recognises the uniqueness of the programme, in being the only interdisciplinary programme in the Netherlands that focuses on medical anthropology and sociology.

1.1.2 Domain-specific requirements

The institutions participating in the cluster assessment Cultural Anthropology jointly provided the committee with a domain specific framework of reference (hereafter the framework, Appendix 2). This framework gives a characterization of the Dutch programmes, a state of the art of the discipline and a general description of the intended learning outcomes that student should have achieved upon graduation.

Based on the framework, the committee concludes that all BSc programmes are broad and generally oriented, while the (mostly English) MSc programmes offer thematic, sub-disciplinary and regional specialization. In all courses, the disciplinary tone is set by cultural (or social) anthropology and development sociology. The comparative study of cultures and societies is – as ever – taking centre stage. However, in the opinion of the committee, the focus has over the course of time shifted from the comparison of individual cultures and societies, to a focus on the impact that processes of change, such as modernization, globalization, migration and transnationalization, have on culture and society. Where previously the concept of culture was defined as the knowledge and skills that a person needs to participate in his/her own culture, it is now much more looked upon as a human competence required for taking part in the now globalized world. Additionally, interest goes out to standardizing and diversifying trends and identities, which the researched tend to interpret both in an essentialist and a dynamical fashion. Emphasis is often placed on the human bestowment of meaning, studied in contexts where power is usually an important factor. These processes of change have rendered the profession more and more applied, notably in the form of development sociology.

The committee observes that the perspective, despite all the changes in the profession and its object, has remained holistic. Behaviour and symptoms are studied in conjunction with contexts and processes. Attention is paid to the interaction between social, political, economic, religious and historical aspects, even though all of these have also given rise to sub-disciplines within the discipline. Because of the abovementioned changes the field is more interdisciplinary than ever, which is especially visible in the degree of specialization of some MSc-programmes. Although there is a preference for small-scale research, usually associated with qualitative methods, the meso-and macro-perspective is also considered, if necessary by the use of quantitative methods.

Under the influence of graduate surveys and the onset of the financial crisis, recently more attention has been paid to career prospects of alumni. Although academic ‘Bildung’ remains paramount in all programmes, a number of them have recently begun to prepare students for a particular field of work, for example by adding internships to the curricula. Within the field of development sociology this practical component was already present in an earlier stage.

1.1.3 Learning outcomes and level

The intended learning outcomes of the master’s programme reflect the aim of the programme to train students in approaching central issues in medical anthropology and sociology critically and in a comparative manner. The different disciplinary perspectives and the emphasis on independent research are reflected in the intended learning outcomes. Although research ethics are mentioned in the self-evaluation report in relation the Dublin descriptors, the committee noticed a lack of reference to research ethics in the intended learning outcomes. The committee advises the programme to review this point.

The intended learning outcomes of the programme are listed in Appendix 4. In the self-evaluation report the intended learning outcomes are also related to the Dublin-descriptors.

The committee examined whether the intended learning outcomes match the profile and the orientation presented in the programme, the domain-specific reference framework and the Dublin-descriptors. It ascertained that the intended learning outcomes of the master's programme were adequately formulated and met the requirements demanded of a Medical Anthropology and Sociology graduate at the scientific level.

1.1.4 Labour market

According to the self-evaluation report, the programme is also designed to address the international and national demand for health professionals with training in qualitative research. Students are prepared for a range of careers. They acquire skills that will enable them to contribute to multidisciplinary problem-driven research and intervention projects. They learn to approach health care from a social sciences perspective, to distinguish medical, anthropological and sociological approaches from other disciplinary strands in the health arena, to interact and collaborate with people and institutions concerned with health social sciences, and to deal with professional and academic challenges and dilemmas encountered in the field. The self-evaluation report states that alumni hold positions in health care, governmental institutes, the health care private sector, international development, and other fields, including PhD research, both in the Netherlands as well as abroad.

During the site visit, the committee discussed the connection between the programme and the labour market with management, staff, students and alumni. Students revealed that, even though they were not quite clear about what they want to do, they felt very prepared for their future jobs. Also the Graduate School of Social Sciences is currently installing an advisory board. The board will give advice about the quality of the programmes in relation to society and the labour market. The discussions with the programme management revealed that the advisory board appreciates the programme's focus on academic skills and disciplinary grounding.

The members of the committee recognize the importance and challenge of providing an education to students that is at once theoretically sophisticated and geared toward real world problem solving. This program is attentive to both the anthropology of health and anthropology in health. Only through careful attention to both will students become critical thinkers and innovative problem solvers and distinguish the field of medical anthropology. The committee therefore considers it of the utmost importance to balance academic and practice-oriented objectives.

1.2 Considerations

After studying the documentation provided by the programme management and conducting interviews with representatives of the programme, the committee has a clear view of the programme's profile. The programme trains students in understanding health, illness and the body from a social sciences perspective. The programme emphasizes an anthropological and sociological approach to health care and health problems and how this approach differs from other disciplines. The independent field research is an important part of the profile. The academic orientation of the programme is reflected in the theoretical knowledge, methodological skills, and field research. The committee appreciates the international attractiveness of the programme.

According to the committee, the intended learning outcomes reflect the domain-specific reference framework, the Dublin-descriptors and the programme's specified profile. The committee recommends adding research ethics to the intended learning outcomes. The

committee concludes that the programme meets the criteria set for its curriculum by the specialisation.

1.3 Conclusion

Master's programme Medical Anthropology and Sociology: the committee assesses Standard 1 as **satisfactory**.

Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

2.1 Findings

In this standard the design and the coherence of the curriculum are examined (2.1.1). Subsequent paragraphs discuss the didactical concept and guidance (2.1.2) and study load, intake and completion rates (2.1.3) Finally, the composition of the academic staff (2.1.4) and the programme-oriented internal quality assurance, which includes descriptions of the measures for improvement implemented as a result of the previous visit (2.1.5), are dealt with.

2.1.1 Programme

The committee studied the curriculum of the master's programme, looking for coherence and a logical structure. The programme is a one-year, full-time master's programme, with one entry moment in September. Since 2009 the programme has been offered in English. Students do have the option to write their thesis in Dutch.

The programme is divided into two semesters and three phases. In the first semester (and phase) students follow three courses. Two courses are mandatory: the *Contemporary Topics in Medical Anthropology* course (10 EC) and the *Theorising Practice, Practising Theory* course (10 EC). In the former, key topics and issues in the contemporary disciplines of medical anthropology and sociology are discussed. Each class focuses on a different topic or domain of health, including AIDS and infectious disease, medical enhancement technology, reproductive and sexual health, food and eating, mental health, and the social lives of medicines. The second course addresses salient themes within social scientific approaches to health, illness and medicine – with a particular focus on the way theory can be applied in the analysis of empirical contexts. During this course key concepts such as the sick role, medicalization, patient knowledge and empowerment, risk, trust, globalisation and global health will be explored. In addition, students choose an elective (out of four) in the first phase of the programme.

In the second phase, in January, students follow the *Research Design MAS* course (7 EC). In this intensive four-week course, students' insights into research methodology are refreshed and deepened. Also, students develop the research proposal for their fieldwork. The third phase of the programme (February – June) consists of the individual fieldwork (February – March) and the writing of the thesis (April – June). The field research period lasts 8 to 10 weeks, and students can only start after their research proposal has been approved. Students receive additional support in writing the thesis in the thesis writing workshops.

The site visit revealed that students are in general positive about the programme. However, they also pointed out that sometimes overlap occurs in the courses.

During the site visit, the committee spoke to the lecturers about the changes in the programme. The lecturers stated that starting next year, global health will be an obligatory part of the programme. Also, a winterschool will be introduced in which students can follow 3 EC electives during two weeks in January. The winterschool offers intensive courses, meeting four days per week, for two weeks. Students can choose one out of three courses.

The winterschool offers courses on *Sexuality, Reproductive Health, and AIDS, Psychiatry and Culture* and *Human Rights, Health, and Globalization*. These courses are also open to external students with professional experience, to (selected) PhD candidates (UvA and elsewhere) and to students from the master's programme Global Health from the Vrije Universiteit.

The committee finds the design and coherence of the programme very clear. It also feels that the balance between courses and fieldwork is adequate. It agrees with the staff regarding the length of the field research. Also the committee finds the content of the programme contemporary and highly relevant.

Learning outcomes

The committee examined whether and how the intended learning outcomes formulated by the programme have been translated in the curriculum. It studied the correspondence between the learning outcomes and the curriculum. In addition, it gained insight into the way the learning outcomes are translated within the courses by studying a description of the learning objectives, specification of contents, assignments and the literature. It concludes that all learning outcomes are cross-matched to courses within the programme.

Academic orientation

The committee feels that the development of scientific research skills and writing skills are adequately addressed within the programme, with a focus on conducting individual field research. In the *Contemporary Topics in Medical Anthropology* course, students write a research paper that serves as the basis for the literature review that needs to be done for the fieldwork proposal and the thesis. In the *Research Design MAS* course, students are prepared for their fieldwork project by developing a research proposal. Through practical exercises, students are trained in improving their data collection and analytical skills. Buddy groups are formed of students studying similar themes or regions. In the buddy groups, students read, discuss and comment on each other's research proposal. Starting academic year 2012-2013, students receive additional support in writing the master's thesis in the form of thesis writing workshops.

The self-evaluation report states that training in quantitative methods is not a part of the programme, because it is not possible to offer it within a one-year programme. The programme recognises that this could be useful in finding research-related employment. Incoming students will be advised that it may improve their career prospects to take at least one course in quantitative methods in their bachelor's programme.

The site visit revealed that students are positive about the *Research Design MAS* course. They appreciate the small buddy groups and would like these groups to be formed at the start of the programme. During the site visit, the committee also discussed the ethical aspect of field research and the ethics committee with the students. Students indicated that the ethics committee is discussed in the *Research Design MAS* course. But they also indicated that this is quite late in the programme, and as a consequence, they address the ethics committee too late. Students are satisfied with the field research and feel that three months is required for conducting it. In general, the students felt well prepared for their field research.

The committee finds the thesis writing workshops very valuable to the programme. In them, students are adequately guided, receive individual feedback and can learn from each other. The committee advises making the thesis writing workshops mandatory and a formal part of the programme. It is also of the opinion that the focus on fieldwork is explicitly elaborated in

the programme. Students felt well prepared for the individual fieldwork and the research. They also confirmed that lecturers referred to their own research during the classes.

Even though a lot of attention is paid to reading and writing in the courses preceding fieldwork, the committee noted that students do not read entire monographs during the programme. It is of the opinion that studying monographs can contribute to their academic understanding and advises the programme to incorporate this into the programme.

Labour market

The self-evaluation report states several activities regarding the preparation for future careers. The Graduate School organises an annual Career Event to inform students about the labour market. During this event several organisations and companies inform students about starting their career, for example NGOs, ministries and commercial companies.

During the site visit, the committee spoke with students about the labour market. Students revealed that, even though were not quite clear about what they want to do, they felt very prepared for their future jobs.

2.1.2 Didactical concept, tutoring and guidance

The committee examined the didactic vision underlying the teaching in the programme and whether the tutoring and guidance are adequate.

In the *Contemporary Topics in Medical Anthropology* course, the major writing assignment is a research paper on a topic chosen by the student. As mentioned earlier, this paper serves as the basis for the literature review students need to do for their fieldwork proposal and thesis. The course consists of weekly seminar sessions lasting three hours in which students are expected to present and lead discussions every week. During the *Theorising Practice, Practising Theory* course, the three-hour lessons combine more 'lecture-style' components with seminar-oriented discussions. Students are expected to participate in class and group discussions, and present a discussion about the readings. As mentioned earlier, in the *Research Design MAS* course, small buddy groups are formed. The first semester encompasses 10 contact hours per week.

During the fieldwork and the writing of the thesis, students receive guidance from their thesis advisor. This advisor is one of the staff members of the SOCA department. For general guidance, students can approach the programme manager and the MAS academic director. The latter provides individual academic direction to students, matches them with supervisors with appropriate expertise, and monitors their progress after returning from fieldwork. The programme manager supports the organisation of the programme and is responsible for student information and counselling.

The site visit revealed that students are very positive about the guidance they receive during the programme from the fieldwork coordinator, the individual supervisor and the lecturers. They also appreciate the small groups during the courses.

The committee is of the opinion that the educational format suits the master's programme. It also concludes that the number of contact hours in the first period (10 contact hours per week) is adequate. In the second period (in January) the number of contact hours is quite low: 3 hours per week. The fieldwork and the thesis are supervised individually. The committee appreciates the interactive meetings in the courses and the small buddy groups in the *Research Design MAS* course. The latter gives students the opportunity to exchange experiences and

ideas. Based on the documentation received and the interviews conducted with various groups, the committee ascertained that the facilities and study support for the students are adequate.

2.1.3 Intake, study load and completion rates

The quantitative data for intake, feasibility and outcomes are listed in Appendix 5.

Intake

The self-evaluation report states that the programme is designed for students with a social sciences background as well as students from the medical and psychological sciences and health care professions. Promising candidates with a related academic bachelor's degree, but with less than 20 EC social sciences background, may be admitted provided they complete a preparatory semester in social sciences first. The committee noted the number of students entering the programme is quite variable and relatively small. For example, in the 2010-2011 academic year, 19 students enrolled.

During the site visit students revealed that they appreciate the diverse background of fellow students but would also like to see more international students. They feel that their participation could improve the discussions about issues in international regions. The committee also discussed the intake of international students with the lecturers. They indicated that the programme has only recently started being taught in English. Even though the lecturers feel there is room for more students, they also wish to keep a balance between the number of students and the available staff. The lecturers remarked that in the 2012-2013 academic year, 15 international students are expected to enrol in the programme.

Students with an academic bachelor's degree in a field of Social Sciences or Medical Sciences can apply. Prior knowledge in social sciences, training in research methods, English language proficiency, an overall grade equivalent of minimally 7.0 (Dutch system), and positive motivation are required, along with two endorsements.

Feasibility and study load

The committee confirmed that, based on the information provided and the interviews it conducted with students, lecturers and alumni, the programme is feasible. In addition, it noted that measures are taken when parts of the programme are discovered to be impeding the students' study progress. The self-evaluation report states that the university-wide aim to raise study completion rates has led to a revision of the master's programme that will take effect on 1 September 2012. The programme will follow the university structure of two semesters of 20 weeks each (8-8-4 system). The self-evaluation report states that the first semester contains more than half of the total programme. Most work for the *Research Design MAS* course takes place in January, however. The second semester consists of the field research and writing the thesis. To improve the balance of workload in the first semester, the assignments will be coordinated more carefully between courses. During the visit, students confirmed that the programme is quite intensive, especially the first semester. They also consider the programme feasible.

Completion rates

The committee noted that the completion rates are quite low. In 2009-2010 the completion rate within 1 year increased to 32%. The completion rates within two years are higher, 69% in the 2008-2009 academic year. The self-evaluation report states that the task of finishing the thesis makes it difficult for some students to complete the programme within one year. To guide students in writing the thesis, the buddy system and the thesis writing workshops were

introduced this year. In the future the thesis writing workshops will be part of the programme.

The committee concludes that the completion rates are low, mainly because of delay during the thesis process. To reduce this delay, the programme introduced the thesis writing workshops and a meeting immediately after returning from the fieldwork. The committee thinks that these solutions will contribute to improvement of the completion rates. It is of the opinion that finishing the thesis before the summer vacation is not always feasible. After returning from the fieldwork, the thesis-writing period is often too short. For those students who need it, the committee advises using the summer months to finish the thesis. It also recommends setting clear deadlines for students regarding the thesis.

2.1.4 Staff

Quality of staff

The self-evaluation report states that staff members have backgrounds in medical anthropology or sociology, together with backgrounds in sociology, psychology, biology, health education and epidemiology. Most staff members have also taught in the AMMA programme and are a member of the research group Health, Care and the Body at the Amsterdam Institute of Social Sciences. Most lecturers have the basic qualification in education (Basiskwalificatie Onderwijs, BKO).

The site visit revealed that students are very positive about the informal learning environment and the ease of approaching the staff. They also appreciate the multidisciplinary of the staff.

Based on the self-evaluation report and the interviews conducted during the site visit, the committee ascertained that the personnel are motivated and have the correct expertise and level. This was confirmed by the results of the teaching staff evaluations shown to the committee.

Quantity of staff

There are 29 lecturers involved in the master's programme, with a total amount of 1.6 fte, of which 0.5 fte is temporary. The committee ascertained that there is currently an acceptable staff student ratio of 1:26 in the master's programme. In addition, it understood from students during the visit that lecturers are easily accessible and approachable.

2.1.5 Quality assurance

The committee explored the extent to which students and lecturers are involved and heard in the evaluation and improvement of the quality of the teaching. All courses are evaluated at the end. The outcomes of the evaluations are made available to the lecturers, professors, programme director, programme committee, department head (in the framework of the annual reviews) and the institute's director. For new courses or disappointing evaluation results, panel discussions are organised to explore the issue in depth. In addition, annual evaluations are held. Each semester, the programme manager prepares an evaluation report based on all available information, in consultation with the programme director. This report is discussed with the programme committee. The latter advises the programme director about the evaluations. The faculty is currently installing an Advisory Board. It will consist of external experts who can issue recommendations upon request or independently about the quality of the programmes in relation to the labour market.

The committee is of the opinion that the design and the functioning of the quality assurance system are adequate. During the site visit both lecturers and students stated that they are involved and their opinions are heard in reference to the quality of the teaching. The committee also had the opportunity during the visit to talk to members of the programme committee. It remarked that this group of students and lecturers is very involved in the quality of the education and actively influence its optimisation.

Improvements in response to the previous site visit

Even though the self-evaluation report is not very explicit about the changes made based on the recommendations of the previous committee, the current committee confirmed that a large number of the recommendations have been adequately addressed. More guest lecturers are invited, the courses are more oriented towards the fieldwork, and a standardised thesis grading assessment form has been introduced. Recently, the *Research Design MAS* course has been extended. The self-evaluation report states that in the future new electives will be added to the programme in the form of a winter school: in January students can follow intensive 3 EC courses for two weeks. The committee concludes that the programme is paying sufficient attention to the measures for improvement suggested by the previous visit. It ascertained that the programme properly monitors and controls the quality of the education provided.

2.2 Considerations

The committee concludes that the programme, the personnel and the programme-specific facilities enable the master's students to realise the intended learning outcomes. It values the dedicated focus on academic training and fieldwork.

The committee confirmed that the curriculum of the master's programme has a clear design. The first semester is quite intensive and consists of four courses and the preparation for the field research. The second semester is more individual, as students embark on the field research and write the thesis. Students are very well prepared for the field research and guided during the programme. The committee considers the content of the programme to be highly relevant and contemporary. The committee is of the opinion that the programme offers a good balance between course work and field research. Also, by introducing the winterschool, students can add a more specialised course to their programme.

The study load of the programme is adequate, although the first semester is quite intensive. The completion rate is low. The committee expects the introduction of thesis writing workshops and the meeting immediately after returning from fieldwork will provide an important contribution to improve it.

The committee concludes that the staff is good, consisting of sufficient numbers of motivated lecturers.

The committee confirmed that the programme is well aware of the quality of the teaching environment. Lecturers and students are well supervised and closely involved in the quality control. The students' study progress is adequately monitored, and measures are taken to promote it.

2.3 Conclusion

Master's programme Medical Anthropology and Sociology: the committee assesses Standard 2 as **good**.

Standard 3: Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and 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 post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

3.1 Findings

In this standard the findings regarding the assessment method are given (3.1.1), and then the question is addressed of whether students actually realise the intended learning outcomes of the programme (3.1.2).

3.1.1 The system of assessment and evaluation

The committee ascertained that the programme has an adequate system of assessment. It examined the assessment policy, the procedures involved with assessment, the forms of assessment and the functioning of the examination committee. Methods and forms of assessment are made explicit and aligned, and the programme employs a variety of forms of assessment.

Assessment policy

The university has prepared a Framework Assessment policy, containing 22 limiting conditions that the assessment policy of the different programmes must fulfil. The Social Sciences Faculty has elaborated this policy for its own domain. For example, the relationships between intended learning outcomes, Dublin descriptors, learning goals, methods and exams are periodically assessed. In addition, peer review (face-to-face principle) is applied when making an assessment. Also, the assessment forms are related to the course objectives. When evaluating the theses, a standard evaluation form is used by two examiners. The committee studied the assessment policy and confirmed that it is comprehensive and adequately addresses all aspects of assessment. The policy covers all steps in the assessment process, from the preparation to the organisation of assessments.

Examination committee

The self-evaluation report states that the examination committee plays a crucial role in monitoring the quality of the programme and safeguarding the assessment policies. It has taken certain measures to guarantee the quality of grading among the staff. For example, most courses are taught by two lecturers. The lecturers discuss the level of assignments and make sure that they work according to the same standard. Second, theses are assessed by two staff members, using an assessment form. The self-evaluation report states that starting in 2012, the exam committee plans to check thesis grading by reading a sample of theses from the previous year.

During the visit, the committee spoke with representatives from the examination committee about its role in implementing the assessment policies and safeguarding the quality of assessment. It became clear that the examination committee does not review exams (or papers, assignments or research proposals). Exams are drawn up by the lecturers involved in the course. The examination committee is of the opinion that this adequately guarantees the quality of the exams. It stimulates deliberation between lecturers about the exams.

The committee concludes that the system of assessment receives adequate attention. It is of the opinion, however, that the examination committee can play a more active role in the

assessment process. The committee supports the decision to review theses but also recommends that the examination committee periodically review a random set of other exams, assignments and research proposals to increase its involvement with the quality of assessment.

Forms of assessment

Practically all courses in the master's programme utilise several forms of assessment: papers, literature reviews, field work exercises, individual or group presentation, participation, and research proposal. The weighting attached to the different forms of assessment is specified in the course descriptions. During the visit, students indicated that they were satisfied with the feedback they receive.

Thesis process

The thesis is based on the field research. Students receive individual supervision. As stated earlier, they can also follow the thesis writing workshops. Students defend their thesis in a meeting with the supervisor and a second reader. A standard thesis evaluation form is used in grading the theses. The requirements for the master's thesis as well as the procedure and criteria for the fieldwork are specified in the course descriptions or thesis manuals which are available to all students.

The programme organises a thesis conference, which gives students the opportunity to present their work and receive feedback from other students.

During the visit, it became clear that deadlines for the thesis are not always strictly upheld. Students revealed that this depends on the student and the supervisor. The committee advises the programme to implement one policy regarding the handling of deadlines and to state explicitly whether it is in fact a 10-month or 12-month programme (see also section 2.1.3).

3.1.2 Achievement of the learning outcomes

The committee assessed the achieved learning outcomes by inspecting a selection of eight theses (see Appendix 7), together with the associated assessment forms. When selecting the theses, consideration was given to the grading (low, average and high grade).

The committee members read the theses and assessed their presentation of the problem and review of the literature, methods and justification, conclusion and discussion, structure, legibility and verification. In general, the committee agreed with the grades awarded by the supervisors. The grading was fair and reflected the differences in the dissertations. The committee concludes that the theses with a high grade were characterized by clear and straightforward problem definitions, a very good use of methods, good contextualisation and a sophisticated use of theory and the literature. They were also well written. Those theses given a low grade were of an adequate level but in general showed an unclear problem definition, limited use of the literature, and brief and superficial discussions in the conclusions. In general, the committee noticed formal shortcomings in the theses regarding structure and spelling. The committee recommends introducing stricter supervision of those formal aspects of theses.

The committee concludes that the overall quality of the theses is satisfactory, and graduates of the master's programme achieve the required level.

The committee reviewed the job positions of graduates of the master's programme MAS and whether they were adequately prepared for them. The self-evaluation report referred to a

survey among alumni. This revealed that many alumni have found educational or research jobs, or advisory or consultative work, with international organisations, government agencies, NGO's, universities, or private organisations active in the domain of health and health care.

3.2 Considerations

The committee concluded that the programme has an adequate system of assessment and can demonstrate that the intended learning outcomes are realised. The university-wide assessment policy is implemented in the programme. The committee is of the opinion that the examination committee can play a more active role in the assessment process by periodically reviewing a random set of papers, assignments, research proposals and theses. When evaluating theses a standard evaluation form is used by two examiners. On a more general level, the committee recommends to pay more attention to the formal aspects of theses (regarding formal aspects and spelling).

The committee concludes that the master students acquire an adequate final level by the end of the programme. This was confirmed by the theses the committee evaluated.

3.3 Conclusion

Master's programme Medical Anthropology and Sociology: the committee assesses Standard 3 as **satisfactory**.

General conclusion

The committee assesses the *master's programme Medical Anthropology and Sociology* as **satisfactory**.

APPENDICES

Appendix 1: Curricula Vitae of the members of the assessment committee

Prof. dr. A. (André) Droogers is professor emeritus cultural anthropology, especially religious and symbolic anthropology, at the Free University (VU), Amsterdam. He studied social geography and cultural anthropology in Utrecht. He began his career as a geography teacher. Droogers has served on faculties in Congo, Brazil and the Netherlands, combining teaching, research and administrative tasks. He also worked for some years at the Institute of Religious Studies of the VU, a research institute where religion was studied interdisciplinary. In 1974 he obtained his doctorate at the Free University cum laude with a thesis on boys initiation at the Wagenia, a fishing tribe near Kisangani (Congo). In the VU anthropology programme he has been Chairman of the Education Committee for years. He has held positions in the employees' council of the university and the Board of the Faculty of Social Sciences, where he held the education portfolio under his wing. He was the first VU employee chosen Lecturer of the Year. For several years, Droogers has been president of the Anthropological Association. He was co-founder of the Hollenweger Center of the VU and GloPent, European Research Network on Global Pentecostalism, where for several years he held the role of Chairman. Both Hollenweger Center as GloPent examine the Pentecostal Churches. Droogers has over 150 publications to his name. Except on Pentecostalism these publications are related to religion theory, methodology, rites of passage, syncretism and play. In 2012 appeared at De Gruyter (Berlin) *Play and Power in Religion: Collected Essays*.

Prof. dr. H. (Rik) Pinxten is professor of anthropology and the study of religions at the University of Ghent. He did research on thought and religion in other cultures (Navajo Indians USA, migrants in Europe) and the philosophical grounds of social science research. Pinxten published dozens of articles in Dutch, English, French and Spanish and some twenty books. The best known are *Anthropology of Space* (UPP, USA, 1983), *Culture and Politics* (Berghahn, Oxford, 2004), *The Creation of God* (P.Lang, Frankfurt, 2010), *Cultures die slowly* (Houtekiet, Antwerp, 1993), *Stripes the Zebra* (Houtekiet, Antwerp, 2007), *People* (Lannoo, Tielt, 2009) and *The Pleasure of the Search* (Houtekiet, Antwerp, 2011). Pinxten was between 2003 and 2010 Chairman of the Liberal Humanist Association of Flanders, the Flemish section of the Humanist Association (Belgium). He is currently Chairman of the Centre for Intercultural Communication and Interaction (CICI) of the University of Ghent. Together with Gerard Mortier, he was an advocate for the creation of a progressive Music Forum 'The Krook' in Ghent. In 2004 he received the Arkprijz of Free Speech for his book *The Artistic Society*.

Prof. H. (Hastings) Donnan is Director of the Institute for the Study of Conflict Transformation and Social Justice and co-Director of the Centre for International Borders Research. He is a Member of the Royal Irish Academy, a Fellow of the Academy for Social Sciences and chairs the Anthropology and Development Studies subpanel for the UK's Research Excellence Framework 2014. His research focuses on the comparative study of borders that have experienced conflict, violence and war and on related issues of trauma, memory and displacement, exploring how the intersections of identity and power at state borders challenge, subvert or support the policies emanating from the state and from supra-national bodies. He carried out long-term residential field research at Pakistan's borders with Afghanistan and Kashmir, as well as at the Irish land border, and worked for extended periods with a range of people, including perpetrators and victims of violence, politicians, police and military personnel as well as pro-state militias and armed anti-state activists. His interest in border crossings, transitions and transgressions has also informed his research in other fields, including projects on the senses, driving, walking and risk and on sexual subjectivities. Donnan has published more than twenty books and serves on the editorial

boards of a number of journals. His research has been funded by the Economic and Social Research Council, the Irish Higher Education Authority and the EU's FP4 and FP7 programmes.

Prof. M. (Mark) Nichter is Regents Professor and coordinator of the Graduate Medical Anthropology Training Program at the University of Arizona. He received a BA in philosophy and psychology at the George Washington University (1971), a Ph.D. in social anthropology (University of Edinburgh, 1977), a M.P.H. in International Health (Johns Hopkins School of Public Health, 1978), and postdoctoral training in clinically applied anthropology (University of Hawaii, 1980-83). He holds joint appointments in the Departments of Family and Community Medicine and the College of Public Health at the University of Arizona as well as the Arizona Cancer Center. Dr. Nichter has over 30 years of experience conducting health related research in Asia, Africa, and North America and is well known to the global health as well as the tobacco control communities. His most recent research has focused on neglected and emerging diseases, tobacco, and pharmaceutical practice. He is presently the PI on a NIH Fogarty International Center funded project developing culturally appropriate approaches to tobacco cessation in medical schools, clinics and community settings in India and Indonesia (Quittobacointernational.org). He also coordinates social science research for an UBS Optimus Foundation-funded Buruli Ulcer project in West Africa. Dr. Nichter is the author of over 90 articles and book chapters in a wide variety of health-related fields and four books. He has extensive experience coordinating transdisciplinary research projects internationally as well as nationally, and served as senior health social science advisor to the International Network of Clinical Epidemiology for over 20 years. Dr. Nichter has been a consultant to several international health and development donor agencies, foundations and organizations including the Ford, UBS Optimus, and Rockefeller foundations, UNICEF and WHO. He has participated on three Institute of Medicine panels focusing on tobacco use among children and complementary and alternative medicine in the United States, and global zoonotic disease surveillance. Dr. Nichter was a core member of the Robert Woods Johnson-funded Tobacco Etiology Research Network.

Dr. A (Alexandra) Argenti-Pillen graduated as a physician at the University of Leuven (1994) and later obtained her doctorate in medical anthropology at University College London (UCL, 1995-2000). Since 2001 she is Assistant Professor Medical Anthropology at UCL. Her expertise lies in the field of cross-cultural health and the anthropology of war-torn or post-conflict societies. Pillen is the author of *Masking Terror. How Women Contain Violence in Southern Sri Lanka* (Pennsylvania University Press, Ethnography of Political Violence Series, 2003). This monograph gives a detailed socio-linguistic analysis of domestic and political violence against women in a rural township in southern Sri Lanka. Pillen's interest in the anthropology of war-torn societies is furthermore reflected in her role as an advisory panel member (since 2005) of the Harry Frank Guggenheim Foundation for the Study of Human Violence, Dominance and Aggression in New York. Recent research focuses on Kurdish women's access to health services in Haringey, UK.

Ir. A. (Adrie) Papma studied sociology at Wageningen University and subsequently worked at the University of Leiden, SNV, the Dutch Ministry of Foreign Affairs and Hivos. Since the early nineties, she works with Oxfam Novib. In 2002, Adrie Papma became Director Alliance Building and Corporate Department. She was partly responsible for several international campaigns, such as the 'Make Trade Fair' campaign. In 2006, she was re-appointed as Managing Director of Oxfam Novib Netherlands. In this position Papma is responsible for the internal management of Oxfam Novib, for maintaining relations with the private sector (agri-food business, financial sector) (transferred) and institutional fundraising. She is a

member of the Global Team and Chair of the Operations Group of Oxfam International. Adrie Papma also holds various board positions, including at INTRAC, World Social Forum, Partos, EVS, IDH, AIV / COS and Agriprofocus.

Reinout Meijnen MA graduated in 2011 from the master's programme Cultural Anthropology and Development Sociology at the University of Leiden. His thesis topic was career prospects and interacting with development organizations of young garbage workers in Egypt. During his studies he was active in several student organizations, including as chairman of study Itiwana, ethnological debate dispute WCO and the National Association of Anthropology Students (Lassa). From this latter role he became involved in the Anthropologists Association, where he served as board member of the renovation of the website and organized the editorial team for the website. Reinout worked in 2010 and 2011 as an editorial assistant at The Broker, an online magazine on development and globalization issues. In 2011 and 2012 he worked as a fundraiser for Hoqook, a local media organization in Egypt, focusing on human rights and democratization. Back from Cairo, he was active for Amnesty International as a land employee for Egypt. Since October 2012, he returned to work for The Broker, now as a web editor. For the website of the ABV, antropologen.nl, he works as chief editor.

Appendix 2: Domain-specific framework of reference

Culturele antropologie en ontwikkelingssociologie bestuderen overeenkomsten en verschillen tussen mensen en hun verandering door processen van ontwikkeling. Zij hanteren daartoe een breed scala aan kwalitatieve en kwantitatieve sociaal-wetenschappelijke methoden, waarbij veelal etnografisch veldwerk een prominente plaats inneemt. Het Nederlandse domein is te vergelijken met de collectieve benchmark voor Anthropology van de Quality Assurance Agency for Higher Education, UK. In Groot-Brittannië geldt echter een disciplinaire reikwijdte van culturele antropologie naar biologische antropologie die in Nederland niet of nauwelijks van toepassing is. In plaats daarvan strekt het Nederlandse disciplinaire domein zich uit van culturele antropologie tot vergelijkende sociologie en ontwikkelingsstudies. Net als de Britse zusterdiscipline neemt het vak bovendien veel kenmerken van de humaniora in zich op, zonder daarmee het fundament van de sociale wetenschap te verlaten. De diverse opleidingen in Nederland kiezen in deze (inter-)disciplinaire ruimte elk hun eigen positie en een eigen theoretisch en methodologisch profiel. Terwijl van elke opleiding Culturele Antropologie en Ontwikkelingssociologie verwacht wordt dat zij onderstaande minimumeisen verwezenlijkt, veronderstelt het respect voor de eigenheid van een opleiding en voor de diversiteit van de discipline tussen universiteiten dat elke opleiding in de eerste plaats wordt beoordeeld op de wijze waarop zij erin slaagt de eigen doelstellingen te realiseren.

Het hieronder gespecificeerde referentiekader is een aangepaste en meer beknopte versie van het kader gepresenteerd in het landelijke visitatierapport Culturele Antropologie van 2006 (pp. 19-26).

1. Het onderwijsprogramma

A. Doelstelling en aard van de opleidingen

De bachelor- en masteropleidingen die in de visitatie Culturele Antropologie en Ontwikkelingssociologie (hierna: CA/OS) worden beoordeeld, hebben als doel studenten op te leiden tot een academische bachelor, met verdieping, dan wel meer specialisatie in de master op wetenschappelijk niveau op het gebied van het object van studie. Daarnaast bereiden ze studenten voor op een academische en/of maatschappelijke loopbaan waarbij de kennis, analytische en onderzoeksvaardigheden die binnen de studie verworven zijn, kunnen worden aangewend. Dit betekent dat zowel het wetenschappelijke niveau als de maatschappelijke relevantie worden gegarandeerd. Actuele ontwikkelingen binnen het vakgebied krijgen voldoende aandacht in de opleiding.

De bachelor- en masteropleidingen Culturele Antropologie en Ontwikkelingssociologie hebben een aantal doelstellingen. Zij bieden:

- Kennis van en inzicht in de in het vakgebied gebruikelijke algemene theorieën, concepten, methoden en analytische instrumenten;
- Kennis van en inzicht in de wijze waarop dit wetenschappelijke instrumentarium het begrip van, dan wel de interventie in, (actuele) maatschappelijke vraagstukken en praktijksituaties kan verbeteren;
- Kennis van en inzicht in de meerwaarde van een wetenschappelijke benadering van cultuur, sociale relaties en ontwikkeling;
- een kader waarbinnen de student probleemgericht theorie en kennis toepast om tot een beargumenteerd en kritisch standpunt te komen ten opzichte van enkele wezenlijke gebieden van lopend onderzoek.

De bacheloropleiding biedt een algemene en brede basisopleiding en leidt op tot een elementair academisch niveau. De masteropleiding biedt specialisatie en verdieping per vakgebied of combinatie van vakgebieden.

Doelstellingen en eindtermen algemeen

- De eindtermen van de opleiding zijn mede gebaseerd op de wettelijke regelingen, op de ontwikkelingen in het wetenschaps- en vakgebied, op de arbeidsmarkt voor de afgestudeerden, op didactische inzichten en op voor het vakgebied relevante maatschappelijke ontwikkelingen;
- De keuzes die daarbij door de opleiding zijn gemaakt zijn helder en expliciet vastgelegd in het onderwijsbeleid van de opleiding en vertaald naar het opleidingsprofiel;
- De formulering van doelstellingen en eindtermen is helder, concreet, en toetsbaar;
- In de doelstellingen en eindtermen komt het wetenschappelijk niveau van de opleiding concreet tot uitdrukking;
- De eindtermen zijn richtinggevend voor de inhoud en de vormgeving van het onderwijsaanbod;
- Doelstellingen en eindtermen zijn zowel geformuleerd op het niveau van de opleiding als op programmafase en cursusniveau;
- De docenten werken aantoonbaar binnen het kader van de eindtermen van de opleiding;
- Er is sprake van een herkenbare samenhang tussen de eindtermen van de opleiding en de doelstellingen op cursusniveau, programmafase en programmaniveau.

Minimale inhoudseisen ten aanzien van de vak kennis

Afgestudeerden hebben:

- Kennis van en inzicht in de voornaamste theoretische stromingen en enige actuele thema's binnen het vak;
- kennis van en inzicht in een substantieel aantal veldstudies (monografieën);
- kennis van en inzicht in de geschiedenis van het vak;
- kennis van en inzicht in de ethiek van sociaal-wetenschappelijk onderzoek;
- kennis van en inzicht in de methodologie, methoden en technieken van onderzoek;
- ervaring met het beoordelen en zelf verrichten van wetenschappelijk onderzoek;
- kennis van en inzicht in de verhouding tussen thematische en regionale specialisatie;
- inzicht in de positie van CA/OS ten opzichte van andere wetenschappelijke disciplines;
- het vermogen tot schriftelijk en mondeling rapporteren;
- inzicht in de toepassingsmogelijkheden van CA/OS onderzoek.

B. Eindtermen en kwalificaties bacheloropleiding

Algemeen, aansluiting en eisen eerste jaar

- De opleiding besteedt zorg aan de voorlichting en de aansluiting op de vooropleiding van eerstejaarsstudenten;
- De opleiding geeft eerstejaars studenten een duidelijk en breed beeld van het vak en wat het vak vraagt van haar toekomstige beoefenaars;
- De opleiding gaat zorgvuldig om met selectie en uitval van studenten tijdens het eerste jaar en voorziet in een tijdig studieadvies.

De domeinspecifieke kennis en vaardigheden waarover bachelorstudenten bij het behalen van hun diploma dienen te beschikken worden hieronder aangegeven, met dien verstande dat elke opleiding naar haar aard en invalshoek verschillende keuzes maakt en accenten legt. Het diploma geeft toegang tot één of meer masterprogramma's.

Kennis

- Beheersen van de grondbeginselen van de kerndisciplines van de betreffende studie en een algemeen inzicht in de methodologie van de bestudeerde disciplines;
- Verdiepte kennis van één of meer deelgebieden van de betreffende studie;
- Kennis van de wetenschapsfilosofische achtergronden van het onderzoek op het bestudeerde terrein.

Vaardigheden

De bachelorafgestudeerde is in staat om:

- Antropologische en ontwikkelingssociologische kennis en analyses te reproduceren, en schriftelijk en mondeling op toegankelijke wijze te presenteren;
- De relevante wetenschappelijke teksten te lezen, deze te analyseren en te interpreteren en daarover een standpunt te verdedigen;
- De gangbare onderzoeksmethoden en –technieken van de betreffende disciplines passief te beoordelen en in sommige gevallen actief toe te passen, met inzicht in de volledige empirische cyclus van probleemdefinitie en bibliotheekonderzoek, via dataverzameling, tot data-analyse en rapportage.

Afstemming op het afnemend veld

De opleiding kan aantonen dat zij de eindkwalificaties heeft afgestemd op de verwachtingen van het afnemend veld. Bachelorstudenten beschikken over voldoende vaardigheden om in diverse organisaties met de nodige supervisie werk op academisch niveau te verrichten.

Academische vaardigheden en attitudes

Bachelorafgestudeerden hebben een onderzoekende grondhouding, zijn nieuwsgierig naar de empirie, staan kritisch ten opzichte van populaire theorieën en benaderen sociaal-culturele diversiteit vanuit een door wetenschappelijk inzicht geïnformeerde reflectie op de eigen positie en verantwoordelijkheid.

C. Eindtermen en kwalificaties masteropleiding

De masteropleiding bouwt wat betreft kennis en vaardigheden voort op de bacheloropleiding. Onderstaande eindtermen zijn van toepassing afhankelijk van de door de opleiding gekozen specialismen, studieobjecten en invalshoeken. Studenten die een master hebben afgerond in een van de opleidingen CA/OS beschikken over de volgende eigenschappen:

Kennis

- Kennis van en het vermogen tot actieve deelname aan de wetenschappelijke activiteiten van de disciplines, in het bijzonder op het gebied van de gevolgde specialisatie. Dit impliceert voldoende kennis en inzicht voor het zelfstandig opzetten en uitvoeren van wetenschappelijk onderzoek;
- Grondige kennis van en inzicht in de meest belangrijke theorieën en kernbegrippen, onderzoeksmethoden en –technieken;

- Kennis van de complexiteit en diversiteit van het vakgebied en het vermogen om deze kennis bij de beoordeling van eigen en ander onderzoek toe te passen.

Vaardigheden

De masterafgestudeerde is in staat om:

- Deel te nemen aan een discussie met vakgenoten, en beschikt over de daarbij behorende schrijf-, lees-, luister-, en spreekvaardigheden;
- (Onder begeleiding) zelfstandig onderzoek te doen, door actieve beheersing van de onderzoeksmethoden en –technieken van het betreffende vakgebied;
- Gegevens op een diepgaand academisch niveau te analyseren, te vergelijken, kritisch te toetsen, en hiervan op een heldere wijze schriftelijk en mondeling verslag te kunnen doen;
- De kennis van verschillende bestudeerde domeinen te integreren.

Afstemming op het afnemend veld

Afgestudeerden beschikken over voldoende van de genoemde vaardigheden om zelfstandig academische beroepen of functies te kunnen vervullen waarvoor een wetenschappelijke masteropleiding CA/OS vereist of dienstig is. Onder academische beroepen worden die beroepen verstaan waarin duurzame kennisontwikkeling, -verwerving of –verwerking, de daarmee gepaard gaande onzekerheid, en de daarvoor vereiste verantwoordelijkheid samengaan.

Academische vaardigheden en attitudes

Afgestudeerden van de masteropleiding zijn in staat zelfstandig wetenschappelijk onderzoek te verrichten, zich een zelfstandig oordeel te vormen over maatschappelijke vraagstukken op hun wetenschappelijk terrein, en in staat tot verregaande reflectie op de ethische, historische, methodologische en sociale aspecten van de wetenschap die zich richt op hun object van studie. Hun directe ervaring met onderzoek naar menselijke diversiteit geeft hen kritische distantie ten opzichte van culturele en sociale patronen in de eigen en in andere samenlevingen.

D. Inhoud/programma

Afhankelijk van de eigen aard van de opleiding wordt het bachelorprogramma inhoudelijk zo ingericht dat voldoende aandacht is besteed aan academische vorming, analyse en redactie van wetenschappelijke producten en de empirische cyclus. Zij wordt afgesloten met een integratieve opdracht, zoals een bachelorscriptie.

De masteropleiding realiseert een verdieping van de algemene doeleinden en theoretische en methodologische inzichten verworven in de bacheloropleiding, door middel van specialisatie en een individuele proeve van bekwaamheid (zoals een leeronderzoek of een afstudeerstage), en wordt afgesloten door een integratieve opdracht (bijvoorbeeld een masterscriptie). De procedures en beoordelingscriteria van dit wetenschappelijke product zijn helder en expliciet vastgelegd en worden transparant toegepast.

E. Omgevingsfactoren

In een beperkte opleidingsbeoordeling wordt een aanzienlijk deel van de beoordeling van omgevingsfactoren overgelaten aan de instellingsaudit (zoals beheer en interne kwaliteitszorg). Voor dit domeinspecifieke kader zijn echter de volgende aspecten van belang:

Internationalisering

Culturele antropologie en ontwikkelingssociologie richten zich bij uitstek op de globale reikwijdte van de in de discipline(s) verworven kennis en vaardigheden. Dat impliceert dat

- De opleiding een duidelijke en geëxpliciteerde visie heeft op de internationalisering van het vakgebied;
- De opleiding actief gebruik maakt van een internationaal netwerk van onderwijsinstellingen en onderzoekers, en deze inzet bij buitenlandse stages of leeronderzoek van studenten;
- De visie van de opleiding op onderzoek van maatschappelijke vraagstukken zich niet beperkt tot de Europese of Noord-Amerikaanse samenleving;
- Waar mogelijk buitenlandse studenten worden gestimuleerd bij de opleiding onderwijs te volgen, en de betreffende infrastructuur van de opleiding daarop is afgestemd;
- Afgestudeerden beschikken over de specifieke vaardigheden die vereist zijn om kennis op te doen over, dan wel onderzoek te doen in, de delen van de wereld waar zij zich in specialiseren.

Arbeidsmarkt

Culturele antropologie en ontwikkelingssociologie leiden op tot werk in een zeer divers afnemend veld. Een opleiding heeft een expliciete visie op dit werkveld en onderhoudt waar mogelijk contacten met dit werkveld, bijvoorbeeld door een actief alumnibeleid.

Studenteninstroom

De opleiding heeft de wettelijke eisen aan de toelaatbaarheid van studenten vertaald naar haar onderwijsprogramma en de daarin beschikbare leerroutes voor studenten met verschillende vooropleidingen. Daaronder vallen eveneens een expliciet vrijstellingenbeleid en een onderwijsaanbod om deficiënties in kennis en vaardigheden weg te werken. De opleiding besteedt zorg aan het signaleren van veranderingen in de instroom, aan het in stand houden van de kwaliteit van studievoordigheden en –houding van studenten, en het tijdig signaleren van studieproblemen.

De onderwijsorganisatie

De samenhang, sturing en waar nodig, verbetering van het onderwijs worden gewaarborgd door effectief opleidingsmanagement, een goede interne werk- en overlegstructuur en een duidelijk studentenbegeleidingssysteem.

Appendix 3: Intended learning outcomes

The graduate should possess the following knowledge, insights and skills:

1. Knowledge of social science theory and of methods and techniques in qualitative research (especially in the fields of medical and cultural anthropology, medical sociology, science/technology studies, and social theory);
2. The capacity to critically assess the scholarly literature relevant to the field;
3. The capacity to formulate social science research questions and research design in the field of health, society and culture;
4. The capacity to analyse the sociocultural dimensions of medical knowledge, practices, and technologies;
5. The capacity to analyse the social and historical processes that shape health and illness;
6. The ability to use skills and knowledge learned in the program to analyse problems in the practice of health care, to conduct applied research and to contribute to policy-making and practical applications (in multidisciplinary teams) within the health care sector.
7. The ability to express him/herself at an academic level both verbally and in writing (in English)

Appendix 4: Overview of the programme

| | | |
|---|-------|-------------------|
| Phase 1 | | |
| September-December | | |
| Contemporary Topics in Medical Anthropology and Sociology (10 EC) | | |
| Theorising Practice, Practising Theory (10 EC) | | |
| Elective (10 EC) | | |
| Phase 2 | | |
| January | | |
| Research Design MAS (7 EC, starts in November) | | |
| Phase 3 | | |
| February-March | | April-June |
| Fieldwork | 23 EC | Thesis Project |
| Overall total: 60 EC | | |

Required courses

| Course title | Credits | Contact hours | Teaching method | Examination method | Semester |
|---|----------------|----------------------|--|--|-----------------|
| Contemporary Topics in Medical Anthropology | 10 | 42 | Lectures, seminar (group discussions) | Research paper (70%); Reading Journal (20%); Class participation and presentations (10%) | 1 |
| Theorising Practice, Practising Theory | 10 | 42 | Lectures, seminar (group discussions and presentations) | Two writing assignments (80%); Class participation in seminar (20%) | 1 |
| Research Design | 7 | 24 | Lectures (also guest lecturers, including presentations by alumni), 'buddy-groups', individual supervision | Research proposal (80%); Participation in practical exercises (10%); Participation in group discussion (10%) | 1 |
| Fieldwork and Thesis Project MAS | 23 | Divers | Self-study/fieldwork research, individual meetings with supervisor in Amsterdam, defence | Thesis of 20,000-25,000 words; final defence meeting with supervisor and second reader | 2 |

Elective courses

| Course title | Credits | Contact hours | Teaching method | Examination method | Semester |
|--|----------------|----------------------|---|--|-----------------|
| Global Health, Development and Care | 10 | 42 | Participatory lectures (also guest-lecturers), interactive working groups, excursion to health care institution | Paper (50%), Group fieldwork report & presentation (20%), Literature assignments (20%), Presentation (10%) | 1 |
| Situating Children in Development: Theory and Practice | 10 | 42 | Lectures (also guest-lecturers), debates, exercises and student presentations | Three writing assignments (90%), Presentation (10%) | 1 |
| Intersections of Culture, Sexuality and Gender | 10 | 42 | Lectures, group discussions, student presentations, assignments | Final paper (70%); Reports, review & participation (30%) | 1 |
| South and Southeast Asia | 10 | 42 | Lectures, films, group discussions, presentations | Final paper (50%); Written assignments (40%); Paper presentation (10%) | 1 |

Appendix 5: Quantitative data regarding the programme

Intake

| Intake per year (intake cohort), full-time/part-time, educational background (M1.1) | | | | | | | | | | |
|---|--------------------|------------------------------|------------|-------------------------------|-------|---------------------|------------------------------|------------|-------------------------------|-------|
| | Fulltime programme | | | | Total | Part-time programme | | | | Total |
| <i>Cohort</i> | <i>UvA</i> | <i>Other universities NL</i> | <i>HBO</i> | <i>Other higher education</i> | | <i>UvA</i> | <i>Other universities NL</i> | <i>HBO</i> | <i>Other higher education</i> | |
| 04/05 | 28 | 0 | 0 | 0 | 28 | 4 | 0 | 0 | 0 | 4 |
| 05/06 | 21 | 2 | 0 | 3 | 26 | 2 | 0 | 0 | 0 | 2 |
| 06/07 | 45 | 3 | 0 | 0 | 48 | 4 | 0 | 0 | 0 | 4 |
| 07/08 | 36 | 11 | 0 | 4 | 51 | 2 | 0 | 0 | 0 | 2 |
| 08/09 | 41 | 2 | 0 | 1 | 44 | 4 | 1 | 0 | 0 | 5 |
| 09/10 | 39 | 8 | 0 | 1 | 48 | 9 | 0 | 0 | 0 | 9 |

Successrates

| Success rates, cumulative in percentages (full-time) | | | | | | |
|--|---------------|---------------------|----------------------|----------------------|---------------------|----------------------|
| | | Graduated within | | | | Active after |
| | <i>Intake</i> | <i><= 1 year</i> | <i><= 2 years</i> | <i><= 3 years</i> | <i>> 3 years</i> | <i>(max) 3 years</i> |
| <i>Cohort</i> | <i>N=</i> | <i>%</i> | <i>%</i> | <i>%</i> | <i>%</i> | <i>%</i> |
| 04/05 | 24 | 38 | 83 | 83 | 4 | 88 |
| 05/06 | 21 | 48 | 71 | 86 | 5 | 90 |
| 06/07 | 24 | 38 | 83 | 83 | 8 | 88 |
| 07/08 | 32 | 16 | 81 | 84 | 6 | |
| 08/09 | 34 | 12 | 62 | | | |
| 09/10 | 30 | 23 | | | | |
| 10/11* | 24* | 38* | | | | |

Appendix 6: Programme of the site visit

11 juni

| Van | Tot | Bijeenkomst | Deelnemers |
|-------|-------|-------------------------------------|--|
| 08.30 | 09.30 | Management (+ short presentation) | Prof.dr Edward de Haan (decaan FMG) Prof. dr Mark Rutgers (dir GSSS en vervanging Dr Alex Edmonds, dir MAS) Dr Johan Post (dir CSW) Prof. dr Niko Besnier (voormalig directeur MCA) Dr Alex Strating (dir M/BCA) Dr Barak Kalir (dir CAS). Presentation: Dr Alex Strating. |
| 09.45 | 10.45 | students (Ba+Ma CA) | Femke van Casteren (BCA) Esther Schoorel (BCA) Tom Vandenberghe (BCA) Leonie Cosijnse (BCA) Jasmijn Post (BCA) Koen Lucassen (MCA) Noelle Steneker (MCA). |
| 11.00 | 12.00 | staff (Ba+Ma CA) | Dr Yolanda van Ede (MCA) Dr Francio Guadeloupe (BCA) Dr Tina Harris (MCA) Dr Julie McBrien (BCA), Dr. Gerben Moerman (BCA) Dr Milena Veenis (BCA) |
| 12.00 | 12.45 | lunch | |
| 12.45 | 14.00 | Educational Committee | Prof. dr Mario Rutten (vz. CAS) Nathalie Noach (CAS) Dr Oskar Verkaaik (vz. CA) Adam Abu Khamis (studentlid CA) Michelle de Gruijl (studentlid CA) Anja Hiddinga (vz MAS) Ben Belek (studentlid MAS). |
| 14.00 | 14.15 | Break | |
| 14.15 | 15.00 | Exam committee and student advisors | Dr Rob van Ginkel (vz CA) Dr Rosanne Rutten (vz CAS/MAS) Dr Gerben Nooteboom (CAS) Dr Anja Hiddinga (vz MAS) Dr Vincent de Rooij (CA) Drs Marieke Brand (sta MCA) Drs Lieve de Coninck (sta BCA) Iris Vuurmans (sta CAS) drs Edwin v/d Vlist (sta MAS). |
| 15.00 | 17.00 | Tour and meeting committee | Drs Edwin v/d Vlist leidt rond |
| 17.00 | 18.00 | alumni | Bram Colijn, MSc (CAS) Bianca Simons, MSc (MAS) Anna Sesay, Bsc (BCA) Joni van de Sand, Msc (MCA) Bianca Simons, Msc (MAS) Klaartje Klaver, Msc (MAS). |

12 juni

| | | | |
|-------|-------|--|---|
| 08.30 | 09.30 | Students (MAS) | Tamara van der Putten Koenraad Verheij Paul Lotay Britt Myren wordt nog aangevuld tot 6 studenten. |
| 09.30 | 10.30 | Staff (MAS) | Dr Stuart Blume Dr Trudie Gerrits Dr Danny de Vries Dr Winny Koster. |
| 10.30 | 11.30 | Students (CAS) | Jasne Krooneman Jofelle Tesorio Willy Sier Sjoerd Esschendal Dorien Theuns Bo Janssen |
| 11.30 | 12.30 | Staff (CAS) | Dr Leo Douw Dr Tina Harris Prof. dr Willem van Schendel Dr Freek Colombijn Drs Marloes van Westrienen Dr Julie McBrien. |
| 12.30 | 13.15 | Lunch | |
| 13.15 | 13.45 | Preparation end meeting management | |
| 13.45 | 14.45 | End meeting management | Prof.dr Edward de Haan (decaan FMG) Prof. dr Mark Rutgers (dir GSSS) Dr Johan Post (dir CSW) Prof. dr Niko Besnier (voormalig directeur MCA) Dr Alex Strating (dir M/BCA) Dr Barak Kalir (dir CAS) Dr Alex Edmonds, dir. MAS) |
| 14.45 | 16.30 | Meeting committee, formulating results | |
| 16.30 | 17.30 | Formal preliminary report and drinks | All |

Appendix 7: Theses and documents studied by the committee

- Theses / essays and assessment forms;
- Information material;
- Study: books and syllabi, readers, study guides;
- Compulsory literature students (over the internet) collect;
- Examples of projects, portfolios, research reports of students;
- Thesis Regulations and guidelines for making assignments;
- Regulations / manuals;
- Examination and Examination Regulations;
- Key materials (exams, test instructions, key policies and the like) with model answers;
- Recent reports Programme Committee, Examination Committee, annual education, bachelor-master transitional arrangements;
- Teaching and curriculum evaluations, student satisfaction monitor (s), etc.;
- Alumni surveys;
- Material of the study associations;
- Annual reports (education, research, last three years).

Student numbers of the selected theses

| | | | |
|---------|--------|---------|---------|
| 475351 | 252425 | 5773598 | 6136591 |
| 5796970 | 364312 | 213055 | 9675744 |

Appendix 8: Declarations of independence



ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: A.F. DROOËRS

ADRES: LARIXLAAN 2
3971 RB DRIEBERGEN

IS ALS DESKUNDIGE / ~~SECRETARIS~~ GEVRAAGD VOOR HET BEOORDELEN VAN DE
OPLEIDING: CULTURELE ANTHROPOLOGIE

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: DRIEBERGEN

DATUM: 20.4.12

HANDTEKENING:

A handwritten signature in black ink, consisting of a large, stylized initial 'G' followed by several horizontal strokes.



ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: *A. Poppe*

ADRES: *Hoogweg 109 A 2691 PC Monster*

IS ALS DESKUNDIGE / ~~SECRETARIS~~ GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Utrecht

DATUM:

20/4/2012

HANDTEKENING:



ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING
INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

TINKTEN, Hendrik

ADRES:

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE
OPLEIDING:

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET
BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON,
ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN
VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN
DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN
BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Utrecht

DATUM:

20-09-12

HANDTEKENING:

A handwritten signature in black ink, consisting of a large, sweeping initial letter followed by several smaller, connected letters.

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: *ALEXANDRA PILEN*

ADRES: *DEPARTMENT OF ANTHROPOLOGY - UNIVERSITY COLLEGE LONDON,
14 TAVISTOCK ST
LONDON WC1H 0EJ
UK*

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Utrecht

DATUM:

20-5-12

HANDTEKENING:

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE *Reinout Meijnen*

NAAM:

ADRES: *Vrouwenweg 1a*
2322 LJ Leiden

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE ZOULDEN KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Utrecht

DATUM: 20 april 2012

HANDTEKENING:

A handwritten signature in black ink, appearing to read 'R. Meijer', is written over the 'HANDTEKENING:' label.

Q 309



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: HASTINGS DONNAN

HOME ADDRESS:
20 SALTERS GRANGE ROAD, ARMAGH,
BT61 8EX, NORTHERN IRELAND, UK

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT /
~~SECRETARY~~:

CULTURAL ANTHROPOLOGY / MEDICAL ANTHROPOLOGY /
CONTEMPORARY ASIAN STUDIES

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *ARMATH,
NORTHERN IRELAND* DATE: *2 JUNE 2012*

SIGNATURE: *Hadji Dorne*



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: MARK NICHTER

HOME ADDRESS:

1301 N. FORGEUS AVE
TUCSON, AZ, USA, 85716

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT;

PLACE:

Tucson, USA

DATE:

6/10/2012

SIGNATURE:

Mark Nutter



ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

T. Buisin'g

NAAM:

~~T. Buisin'g~~

ADRES:

De oude Werenbeek 20
7339 EZ Ugedelen

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE ZOULDEN KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Utrecht*

DATUM: *20-4-2012*

HANDTEKENING:

A handwritten signature in black ink, consisting of a stylized, cursive script that is difficult to decipher but appears to be a personal name.

Bijlage commissiesamenstelling

| | | | |
|--|---|---------|------------|
| Radboud Universiteit Nijmegen (2 opleidingen) | B Culturele Antropologie en Ontwikkelingssociologie (50035) | Voltime | 31-12-2013 |
| | M Anthropology and Development Studies (60253) | Voltime | 31-12-2013 |
| Secretaris: | Floor Meijer | | |
| Commissieleden | André Droogers Rik Pinxten Alexandra Argenti-Pillen Adrie Papma Reinout Meijnen | | |

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|---|---|----------------------|------------|
| Vrije Universiteit Amsterdam (2 opleidingen) | B Culturele Antropologie en Ontwikkelingssociologie (50035) | Voltime | 31-12-2013 |
| | M Social and Cultural Anthropology (60049) | Voltime, deeltijd | 31-12-2013 |
| Secretaris: | Floor Meijer | | |
| Commissieleden | Michiel Baud Inge Hutter Alexandra Argenti-Pillen Adrie Papma Reinout Meijnen | | |

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|---|---|----------------------|------------|
| Universiteit van Amsterdam (4 opleidingen) | B Culturele Antropologie en Ontwikkelingssociologie (50035) | Voltime, deeltijd | 31-12-2013 |
| | M Culturele Antropologie en Sociologie der Niet- Westerse Samenlevingen (66614) | Voltime, deeltijd | 31-12-2013 |
| | M Medische Antropologie en Sociologie (60198) | Voltime, deeltijd | 31-12-2013 |
| | M Contemporary Asian Studies (60211) | Voltime | 31-12-2013 |
| Secretaris: | Titia Buising | | |
| Commissieleden | André Droogers Rik Pinxten Alexandra Argenti-Pillen Adrie Papma Reinout Meijnen | | |

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|---|---|---------|------------|
| Universiteit Utrecht (3 opleidingen) | B Culturele Antropologie en Ontwikkelingssociologie (50035) | Voltime | 31-12-2013 |
| | M Culturele Antropologie (60745) | Voltime | 31-12-2013 |
| | M Latijns-Amerika studies (60174) | Voltime | 31-12-2013 |
| Secretaris: | Titia Buising | | |
| Commissieleden | André Droogers Rik Pinxten Alexandra Argenti-Pillen Adrie Papma Reinout Meijnen | | |

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|--|--|---------|------------|
| Universiteit Leiden (2 opleidingen) | B Culturele Antropologie en Ontwikkelingssociologie (50035) | Voltime | 31-12-2013 |
| | M Cultural Anthropology and Development Sociology (60156) | Voltime | 31-12-2013 |
| Secretaris: | Titia Buising | | |
| Commissieleden | André Droogers Rik Pinxten | | |