

Cultural and Social Anthropology

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University of Amsterdam**

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This report was finalized on 18 December 2012.

Report on the master's programme Cultural and Social Anthropology 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 Cultural and Social Anthropology

Name of the programme:	Cultural and Social Anthropology
CROHO number:	66614
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 Cultural and Social Anthropology 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 Drs. Titia Buising, 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 committee

The assessment of the master's programme Cultural and Social Anthropology (CAOS) 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 Pappas 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.

Preparing the visits for the 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 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 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 Cultural and Social Anthropology (CAOS), 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 conducted during the site visit. The committee noted both positive aspects and some which could be improved. Taking those aspects into consideration, the committee 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 emphasizes the preparation and execution of a field research project. Even though the committee feels that fieldwork is an important part of an academic master's programme, the committee is of the opinion that the profile of the programme needs an update. The programme focuses too much on fieldwork and methodology, and leaves less room for an in-depth study of additional topics or knowledge. The committee advises to find a new balance between anthropological knowledge, methodology and fieldwork. This also relates to the recommendation the committee made regarding introducing some form of fieldwork in the bachelor's programme. The committee believes that the balance between fieldwork and courses should be found across both programmes.

The committee also recommends paying more attention to the labour market and to make clearer to students which careers they are being trained for, while keeping in mind that the balance between academic and practice-oriented objectives should be carefully considered and should not be tipped to the latter.

According to the committee, the intended learning outcomes reflect the domain-specific reference framework, the Dublin-descriptors and the programme's specified profile. In addition, they clearly describe the different expectations made by students at bachelor's and master's level. The programme thus meets the criteria set for its curriculum by the professional field and the discipline.

Standard 2: Teaching-learning environment

For the master's programme, the committee assesses Standard 2 as **satisfactory**. The committee concludes that the programme, the personnel and the programme-specific facilities enable the students to realise the intended learning outcomes. It notes that limited attention is paid to the labour market. It advises improving this situation, which is also a wish expressed by the students and alumni.

The committee concludes that the design and coherence of the programme are very clear. Students are well prepared for the fieldwork and thesis. However, the committee is also of the opinion that the focus on fieldwork is too strong. All courses are related to the fieldwork, as is the thesis. The committee advises the programme to review the balance between fieldwork and courses. The committee also recommends strengthening the study of (entire) monographs in the programme. The committee believes that this is an important aspect of thorough anthropological grounding and academic understanding of the field.

The programme's completion rate is low. The committee expects the measures such as interviewing each entrant into the programme, the introduction of a written supervisory agreement and the allocation of credit points to the *Writing Ethnography* thesis seminar to provide an important contribution to improving it.

The committee concludes that the staff is good, consisting of motivated lecturers. In addition, the faculty is conscious of the professionalisation of its lecturers, and lecturers are actively involved in the quality of the teaching.

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

Standard 3: Assessment and achieved 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. The university-wide assessment policy is currently being 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 research proposals and theses. All assessments are related to the fieldwork and the thesis. When evaluating theses, a standard evaluation form is used by three 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 concluded that the master students acquire an adequate final level by the end of the programme. This was confirmed by the theses it evaluated.

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

Master's programme Cultural and Social Anthropology:

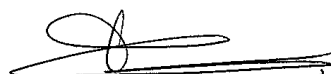
Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

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 Cultural and Social Anthropology (CAOS) at the University of Amsterdam.

1.1.1 Profile and orientation

The self-evaluation report states that the programme aims at understanding and explaining the differences and commonalities between different lifestyles found in societies around the world. It wants to transform students from critical recipients of anthropological knowledge and understanding into active participants in the production of knowledge and understanding of the principles and practices of the discipline. It distinguishes itself by providing students the opportunity to conduct a field research project of limited scope in a location and on a topic of their choice.

The programme has an academic orientation. As stated in the self-evaluation report, it follows the academic orientation of the bachelor's programme but operates at a different level. Master's students are expected to be producers of knowledge and understanding and to be more critical and reflective of how knowledge is produced. The programme wants to offer students a sound academic understanding of the fundamentals of anthropology, on which academically inclined students can base further studies in the discipline, and transferrable skills for students heading into employment.

During the site visit, the committee also examined the relationship between cultural anthropology and social anthropology and its impact on the programme. It became clear that social anthropology is viewed as 'sociology of development'. The programme does not aim to prepare students for development work itself. Instead, the programme wants students to think critically about issues such as the impact and practice of development work and the relationship between North and South.

Even though the committee finds the profiling and academic orientation adequate, it feels that the profile is in need of an update. Also, it finds that the programme focuses too much on fieldwork and methodology.

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 provides a characterization of the Dutch

programmes, a state of the art of the discipline and a general description of the intended learning outcomes that students 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 researchers 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 notes with satisfaction that the perspective, despite all the changes in the profession and its object, has remained holistic. Behaviour and knowledge 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-fields 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 aim at deepening and sharpening the academic qualifications obtained at the bachelor’s level. The self-evaluation report states that in the master’s programme those qualifications should be mastered in greater depth, with a stronger emphasis on independent research.

The intended learning outcomes of the programme are listed in Appendix 3. In the self-evaluation report the intended learning outcomes are also related to the Dublin-descriptors. The committee examined whether they match the profile and the orientation presented in the programme, the Dublin-descriptors and the domain-specific reference framework. It ascertained that the intended learning outcomes were adequately formulated and met the requirements demanded of a Cultural Anthropology graduate at the academic level. There is a clear distinction between the intended learning outcomes at bachelor’s level and those at master’s level.

1.1.4 Labour market

The self-evaluation report states that even though the programme does not offer 'professional' training in directly applicable concrete competences, it does focus on developing an explicit awareness in students of the transferability of anthropological skills, knowledge and understanding to the labour market. The self-evaluation report lists the several abilities that are critical to working in a complex modern world and that are emphasized in the programme, for example adaptability to new circumstances, devising strategies for problem solving, organizing data and developing communicative skills.

The self-evaluation report refers to a recent survey conducted among alumni. The survey (n=170) reveals that about 80% ends up working in jobs that match their level of education. The survey also showed that students were satisfied with and enthusiastic about the programme but needed some time to find their way in the labour market. The committee spoke with alumni about the connection between the programme and the labour market. Alumni confirmed the results of the survey and also stated that the programme changed their view of the world.

During the site visit, the committee discussed the connection between the programme and the labour market with management, staff, students and alumni. This showed that graduates are not always aware of the skills they possess and that they find it difficult to explain to potential employers exactly what they can do. Also, the importance of creating a network was emphasized by the graduates. To facilitate students, the programme already offers several activities for students regarding the labour market. 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.

Especially given the current economic climate, the committee finds it a positive development that the programme management actively responds to the needs of students on the relationship with the labour market. Simultaneously the members of the committee identify a certain friction between the focus on for example problem solving abilities and the discourse of anthropology. The discourse is aimed at opening up the mind for intercultural concepts rather than ready-made solutions. The committee therefore considers it important to balance between academic and practice-oriented objectives and to not let it tip to the latter. This way also broad employability can be guaranteed.

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 emphasizes the preparation and execution of a field research project. Even though the committee feels that fieldwork is an important part of an academic master's programme, the committee is of the opinion that the profile of the programme needs an update. The programme focuses too much on fieldwork and methodology, and leaves less room for an in-depth study of additional topics or knowledge. The committee advises to find a new balance between anthropological knowledge, methodology and fieldwork. This also relates to the recommendation the committee made regarding introducing some form of fieldwork in the bachelor's programme. The committee believes that the balance between fieldwork and courses should be found across both programmes.

The committee also recommends paying more attention to the labour market and to make clearer to students which careers they are being trained for. While keeping in mind that the balance between academic and practice-oriented objectives should be carefully considered and should not be tipped to the latter.

According to the committee, the intended learning outcomes reflect the domain-specific reference framework, the Dublin-descriptors and the programme's specified profile. In addition, they clearly describe the different expectations made of students at bachelor's and master's level. The programme thus meets the criteria set for its curriculum by the professional field and the discipline.

1.3 Conclusion

Master's programme Cultural and Social Anthropology: 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 offered in two modes: taught in Dutch/English, where students can hand in their work in either language, or taught in English. The programme offers two entry moments, in September and in February.

The one-year programme consists of two semesters, which are each divided into three teaching blocks. The first two blocks are characterized as the pre-fieldwork phase. During these blocks students follow two courses, *Theory for Ethnographic Practice* and the *Designing Fieldwork* methods course. In the first course, students are presented with an overview of major theoretical debates in contemporary anthropology as presented in particular in a few key review articles. Students write their own research project focused on a specific topic and acquire topic-relevant theoretical knowledge. The *Designing Fieldwork* course provides students with guidance in planning, organizing, and executing their individual project. Students receive hands-on instruction on how methods can be transformed into techniques in the actual conduct of research. At the end of the second block, students have written a fieldwork proposal that is graded by the lecturers of the two courses and approved by the supervisor.

The third and fourth blocks are characterized as the fieldwork phase. Students engage in an individual fieldwork project (20 EC), collect data and write a final fieldwork report. The fieldwork lasts a minimum of twelve weeks. The last two blocks are reserved for the thesis. During this period students also follow the thesis seminar, *Writing Ethnography*.

Even though the committee finds the design and coherence of the programme very explicit, it also feels that the focus on fieldwork is too strong. The master's programme is centred on the fieldwork and the thesis and focuses on research. The courses are directly related to the fieldwork, which is the basis for the thesis. The programme leaves the theme and the region of the fieldwork and thesis open to the students' choice. The committee advises the programme to review the balance between fieldwork and courses. For example some of the fieldwork can be moved to the bachelor's programme and be replaced with in-depth anthropological courses.

Learning outcomes

The committee examined whether and how the exit qualifications 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 literature. It concludes that all learning outcomes are cross-matched to courses within the programme.

Academic orientation

The committee feels that the development of academic research and writing skills is adequately addressed within the programme. The programme is focused on conducting an individual fieldwork project. In the *Designing Fieldwork* course, students are prepared for their fieldwork project. They develop and write a research plan. Through weekly assignments students are trained in elaborating research questions and in using methods and techniques to carry out the research. In the *Writing Ethnography* thesis seminar, students are guided in writing their thesis. In weekly meetings students discuss sections of their thesis and receive individual feedback. Currently, no credits are awarded to this course. Next year, this course will earn 3 EC. The committee encourages this, since the course can be very valuable to the programme. In this course students are adequately guided, theories can be discussed, and the students receive individual feedback.

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

While the committee noted earlier that the focus on fieldwork is too strong, it also wants to emphasize that the focus on fieldwork is explicitly elaborated in the programme. Students are well prepared for the individual fieldwork and research.

Labour market

The self-evaluation report states that the programme does not offer professional training. To ensure that graduates are well prepared for the labour market, it organises workshops in collaboration with UvA career counsellors (two times per year). Students writing their thesis are invited and advised about how to strategize their employability and market the skills they have learned. The Graduate School organises an annual Career Event to inform students about future careers. During this event several organisations and companies inform students about starting their career, for example at NGOs, ministries and in the private sector.

As mentioned earlier, the committee is of the opinion that the attention paid to the labour market is limited. During the site visit this was also confirmed by students and alumni. As said before, the alumni also mentioned that they are not always aware of the skills they possess and that they find it difficult to explain to potential employers exactly what they can do. The committee advises to examine the possibilities to add more aspects of professional training to the programme, without becoming a programme solely focused on professional training.

2.1.2 Didactical concept, tutoring and guidance

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

The self-evaluation report states that the two courses in the first semester have two meetings lasting three hours per week. In the *Theory for Ethnographic Practice* course, students are divided into three groups. Each student is responsible for discussing what they have read in one of

the areas of knowledge most relevant to their project and must attend the discussion meetings on one other area. With these groups, the programme aims to provide students with a general overview of the theoretical concerns of contemporary anthropology and to guide them towards more topic-specific theoretical concerns in which they can embed their particular project. The *Writing Ethnography* thesis seminar consists of weekly meetings lasting two hours.

During the first weeks of the programme, the students are assigned an individual supervisor. The supervisor helps students apply what they have learned in the two initial courses to the specifics of their research plans, to develop their knowledge and understanding of the topics on which they will concentrate during the fieldwork, and to relate this knowledge and understanding to general anthropological theory. During the fieldwork students are supervised on a weekly basis by e-mail, Skype or social media.

For general guidance, students can approach the programme manager. The programme manager coordinates the supervision and assigns supervisors to the students. The programme manager also discusses research ideas with new students before the start of the programme.

The committee is of the opinion that the educational format suits the master's programme. It also concludes that the number of contact hours (6 hours per course during the first two blocks) is somewhat low. The fieldwork and the thesis are more intensive and are supervised individually. The committee appreciates the small groups in the *Theory for Ethnographic Practice* course and the weekly thesis seminars. They give students the opportunity to exchange experiences and ideas and prevent delay in the thesis process. 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 committee noted that students enter the programme with sufficient knowledge and skills to complete it successfully. In the 2011-2012 academic year, 48 students enrolled in the master's programme. On average 50-60% of the students graduated from UvA bachelor programmes.

The self-evaluation report states that the programme is targeted at students with an academic bachelor's degree in anthropology. Students with an academic bachelor's degree in a closely related discipline can apply if they have completed a substantial number of courses in anthropology. International diplomas are evaluated on the basis of advice from professional evaluators. The minimum level of the diploma should be equivalent to three years of Dutch university education. Candidates with a related academic bachelor's degree but insufficient knowledge of anthropology may be admitted provided they first complete a preparatory semester (or year) in anthropology. The preparatory semester is offered in Dutch. Next year, the programme will explore the possibilities of offering a preparatory programme in English. According to the self-evaluation report, all applicants should have sufficient knowledge of social sciences research methodology including knowledge of qualitative fieldwork methodology, as reflected in the completion of at least 20 EC (or equivalent) during previous study.

Feasibility and study load

Based on the information provided and the interviews it conducted with students, lecturers and alumni, the committee confirms that 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 because of the fieldwork, the programme does not entirely fit in the new system. The most recent National Student Survey (NSE) indicates that students spent on average 29,5 hours per week on their studies.

Completion rates

The self-evaluation report states that the dropout rates are high and the completion rates are low. The slow rate of completion is contributed to the fact that students need to recover from the fieldwork or illness, need to find part-time work to make ends meet, or choose to enrol in an internship or another master's programme before completing this programme.

To prevent delays, a number of measures have been implemented, and more are planned. First, the programme manager interviews each student entering the programme, discussing the demanding nature of the programme and helping all students to concretize their research projects. Second, a written supervisory agreement has been introduced. This agreement contains the expectations regarding completion time, as well as supervision time. Starting next year, students are expected to write their final fieldwork report in the field and hand it in upon their return. Students will receive additional field report instructions to enable them to work more effectively on these reports when in the field. As mentioned earlier, the *Writing Ethnography* thesis seminar will count for 3 EC. The self-evaluation report also states that when back from the field, students very often redo much work on their theoretical argumentation. They tend to forget that they have already written a fieldwork proposal containing an extensive theoretical section. Starting next year this will be addressed in the *Writing Ethnography* thesis seminar, and students will be asked to reflect on the theoretical argument made during the first phase of the master's programme. Finally, the programme considers turning the programme into a two-track programme, one with independent fieldwork, and another for more practically oriented students with an applied research project in an institution, NGO, cultural organisation, etc.

The committee concludes that the completion rates are low, mainly because of delay during the thesis period. Appropriate solutions are being implemented to reduce this delay. The committee thinks that these solutions will contribute to improvement of the completion rates. It is also of the opinion that finishing the master's 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 also using the summer months for finishing the thesis. It also recommends clear deadlines for students regarding the thesis.

2.1.4 Staff

Quantity of staff

The master's programme consists of 30 lecturers with a total amount of 2.9fte of which 0.9 fte is temporary. The committee ascertained that there is currently an acceptable staff:student ratio of 1:25 in the master's programme. In addition, it understood from students during the visit that lecturers are easily accessible and approachable.

Quality of staff

The self-evaluation report states that course lecturers meet on a regular basis to assess course and programme contents and discuss any problems encountered and eventual revisions to the curriculum. All lecturers have the basic qualification in education (Basiskwalificatie Onderwijs, BKO) or are in the process of securing one. The department earmarks 40% of their time for research for permanent staff members of the ranks of assistant, associate and full professor.

The students expressed their highly positive opinion of the lecturers in the interviews with the committee. They feel that the staff members provide good lectures. They are also satisfied with the informal atmosphere in the programme and the ease of approaching the staff.

Based on the self-evaluation report and the interviews conducted during the site visit, the committee ascertained that the staff members are committed and have the correct expertise and level. This was confirmed by the results of the evaluations shown to the committee. The committee considers it positive and significant that the professors are closely involved in the teaching of the master's programme.

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. In addition, panel discussions are organised each semester to evaluate the students' opinions about the programme. The programme manager prepares an evaluation report based on all available information each year, 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 social and 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 observed that this group of students and lecturers is very involved in the quality of the education and actively influences the optimisation of the quality.

Improvements in response to the previous site visit

The self-evaluation report describes which changes have been made based on the recommendations of the previous site visit. The current committee confirmed that a large number of the recommendations, mostly regarding the structuring of the programme, have been satisfactorily implemented. Prospective students are informed about the programme, the fieldwork and the possibilities for supervision. The assessments of the two courses are integrated and related to the research proposal. Also, the two courses are now sequential instead of concurrent. The committee concludes that the programme is paying sufficient attention to the measures for improvement suggested by the previous committee. 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 students to realise the intended learning outcomes. It notes that limited attention is paid to the labour market. It advises improving this situation, which is also a wish expressed by the students and alumni.

The committee concludes that the design and coherence of the programme are very clear. Students are well prepared for the fieldwork and thesis. However, the committee is also of the opinion that the focus on fieldwork is too strong. All courses are related to the fieldwork, as is the thesis. The committee advises the programme to review the balance between fieldwork and courses. The committee also recommends strengthening the study of (entire) monographs in the programme. The committee believes that this is an important aspect of thorough anthropological grounding and academic understanding of the field.

The programme's completion rate is low. The committee expects the measures such as interviewing each entrant into the programme, the introduction of a written supervisory agreement and the allocation of credit points to the *Writing Ethnography* thesis seminar to provide an important contribution to improving it.

The committee concludes that the staff is good, consisting of sufficient numbers of motivated lecturers. In addition, the faculty is conscious of the professionalisation of its lecturers, and lecturers are actively involved in the quality of the teaching.

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

2.3 Conclusion

Master's programme Cultural and Social Anthropology: the committee assesses Standard 2 as **satisfactory**.

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 the question is addressed 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 whether 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. It confirmed that there is an adequate system in place. The 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 final qualifications, Dublin descriptors, learning goals, methods and exams are periodically assessed. In addition, peer review (face-to-face principle) is applied when making an assessment. Written examinations usually make use of answer models. 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 programme's examination committee plays a crucial role in monitoring the quality of the programme and safeguarding the assessment policies. The examination committee has taken certain measures to guarantee the quality of the programme. For example, the master's thesis is assessed by three staff members: the supervisor and two staff members selected for their thematic or regional expertise. Second, the examination committee has introduced a list of criteria for the assessment and a standard evaluation form for grading the thesis. Third, the examination committee has set up an alumni network and a research project to evaluate the relation between the programme and the labour market.

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. 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 alignment of 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. It recommends that the examination committee periodically review a random set of research proposals and theses to increase its involvement with the quality of assessment.

Forms of assessment

The self-evaluation report states that all requirements are oriented towards the process of conducting fieldwork and writing the thesis. In the *Theory for Ethnographic Practice* course, students are assessed on (a) a first draft of the research proposal, (b) a final version of the research proposal, and (c) active participation in course meetings. In the *Designing Fieldwork* course, students are assessed on the fulfilment of short practical exercises and the development of the implementation part of the research proposal. The courses together constitute the entire proposal, which receives feedback from the lecturers in charge of both courses as well as the student's individual supervisor.

Students also have to write a final fieldwork report. According to the self-evaluation report this report often becomes incorporated into the thesis and serves the additional purpose of 'getting the student going' with the writing of the thesis.

Thesis process

As stated earlier, students are guided in writing their thesis in the *Writing Ethnography* thesis seminar. Students also receive individual supervision. The self-evaluation report states that the final assessment of the thesis takes place in a one-hour meeting between the supervisor, the student, and two additional staff members. During this meeting the student presents a ten-minute summary, followed by a question-and-answer session. Finally, the lecturers agree on a grade (in the student's absence). In 2011 a thesis evaluation form was introduced.

The programme organises a bi-annual Master Anthropology Conference, which gives students the opportunity to present their work and receive feedback from other students. The self-evaluation report states that often national and international scholars are invited to act as guest lecturers during this conference. The conference marks the symbolic conclusion of the master's programme. The requirements for the master's thesis as well as the procedure and criteria for the fieldwork are specified in the course descriptions which are available to all students.

3.1.2 Achievement of the learning outcomes

The committee assessed the achieved learning outcomes by inspecting a selection of sixteen theses from the programme, together with the associated assessment forms (see Appendix 7). 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, it 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 well-formulated problem definitions, well-chosen methodology and an adequate use of the literature and theory. Those theses given a low grade were of an adequate level but in general showed an unclear problem definition and limited use of the literature. They also evidenced a lack of

critical theoretical analysis in the conclusions. In general, the committee is of the opinion that the theses showed formal shortcomings regarding structure and spelling.

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 advises to introduce more strict supervision of the formal aspects of theses.

The committee reviewed the job positions of graduates of the master's programme and whether they were adequately prepared for them. The self-evaluation report refers to a survey among alumni. Most alumni find their first job in local or national governmental organisations. They work in very different functions, varying from consultant and project coordinator to archivist or operator. Half of the graduates found a job right after graduation, although that job did not always correspond to the level of the programme. Most graduates take a while to find an appropriate job, but ultimately 75% work in jobs that correspond to the level of the programme. Most graduates feel the programme is relevant for the work they do. They are in general very positive about the programme. During the visit this was confirmed by the alumni.

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 currently being 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 research proposals and theses. All assessments are related to the fieldwork and the thesis. When evaluating theses, a standard evaluation form is used by three examiners. On a more general level, the committee recommends to pay more attention to the formal aspects of theses (regarding structure and spelling).

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

3.3 Conclusion

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

General conclusion

The committee assesses the *master's programme Cultural and Social Anthropology* 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 Wood 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 has knowledge and understanding of the area of Cultural and Social Anthropology. After completion of the programme, the student should have:

- a) the ability to set up, conduct and compile a written and verbal report of a research project independently;
- b) a thorough understanding of the methodological and ethical aspects of social-scientific research;
- c) the ability to abstract theoretical insight into society and culture from empirical knowledge;
- d) the capacity to fully appreciate in practice how people in other societal communities and cultures live and think, and to analyse this in their own specific context;

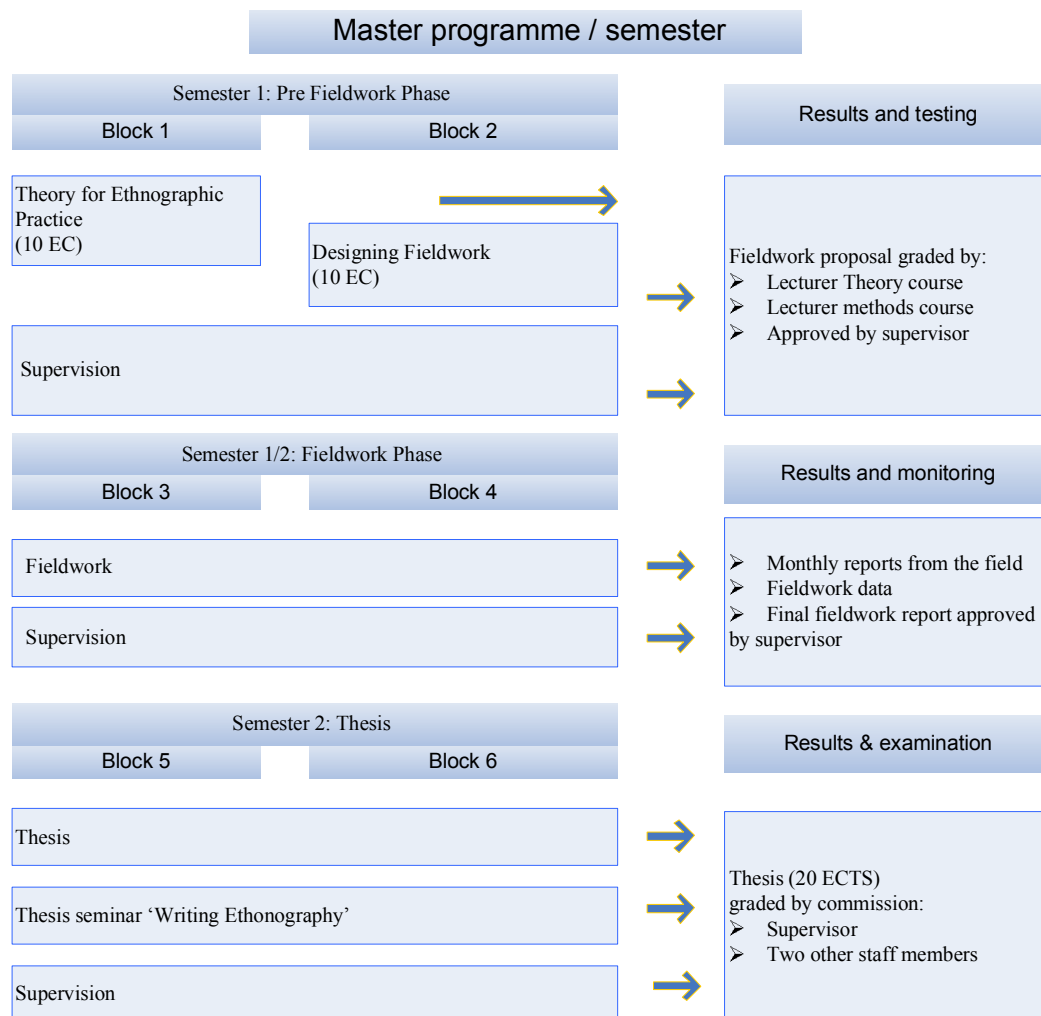
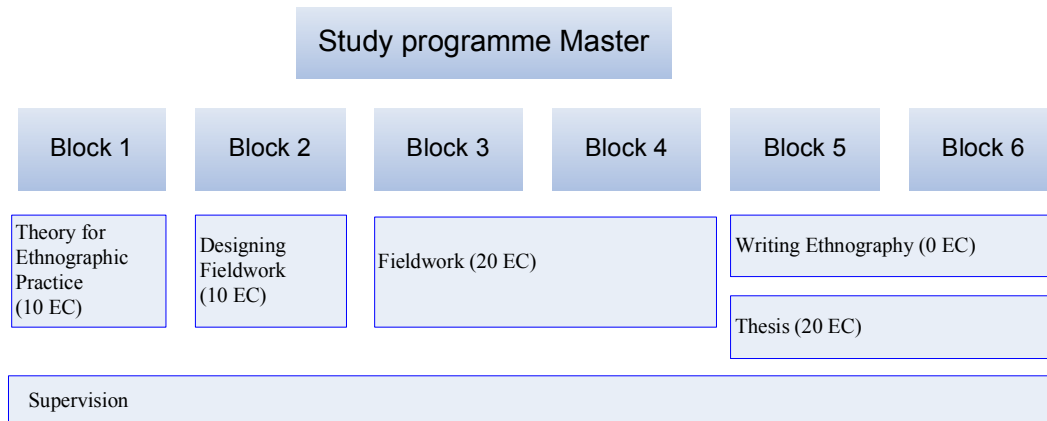
The graduated student should have acquired the following knowledge, insight and skills:

- a) advanced theoretical, ethnographic and social-historical knowledge of at least one specific societal community;
- b) ethnographic and social-historic knowledge of at least one specific region;
- c) thorough theoretical knowledge of at least one thematic specialisation within the field of anthropology;
- d) the skills needed to analyse theoretical and practical problems within the field of anthropology and to use the analysis as a basis for formulating research questions;
- e) advanced knowledge of the methods and techniques relevant to anthropological research;
- f) the skills needed to apply these methods and techniques in practice in an ethically responsible manner;
- g) the skills needed to find, process and produce a critical analysis of relevant sources of information relating to social and cultural phenomena;
- h) the skills needed to apply the acquired knowledge and insight to concrete situations;
- i) the ability to independently structure and compile a report in form of a master's thesis of the major findings of fieldwork, motivating the research in terms of contemporary anthropological issues and identifying the contribution of the research to contemporary issues;
- j) the ability to communicate selected research findings to anthropological and lay audiences;

As well as the following practical skills:

- a) a basic knowledge of IT and a good knowledge of academic English;
- b) the ability to work both independently and as part of a team.

Appendix 4: Overview of the programme



Appendix 5: Quantitative data regarding the programme

Intake

Intake per year (intake cohort), full-time/part-time, educational background (M1.1)										
Cohort	Fulltime programme				Total	Part-time programme				Total
	UvA	Other universities NL	HBO	Other higher education		UvA	Other universities NL	HBO	Other higher education	
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

Success rates

Success rates, cumulative in percentages (full-time)						
Cohort	Intake N=	Graduated within				Active after
		<=1 year %	<=2 years %	<= 3 years %	> 3 years %	(max) 3 years %
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

37591	5691079	417114	567523
455970	6325122	567485	604984
514977	601926	587583	578401
5856744	9284974	5613612	5615860

Appendix 8: Declarations of independence



ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: A.F. DROOËRS

ADRES: LARIKLAAN 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. Pijpe

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 BOVINGENOEMDE 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 characters.

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: *ALEXANDRA PILEN*

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

A handwritten signature in black ink, appearing to be a stylized name or set of initials.

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: *Haehgi 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:

~~XXXXXXXXXX~~

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)	Voltijd	31-12-2013
	M Anthropology and Development Studies (60253)	Voltijd	31-12-2013
Secretaris:	Floor Meijer		
Commissieleden	André Droogers Rik Pinxten Alexandra Argenti-Pillen Adrie Papma Reinout Meijnen		

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

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

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

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