

Assessment report
Limited Framework Programme Assessment

Master Sociology

University of Amsterdam

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1. Executive summary

In this executive summary, the panel presents the main considerations which led to the assessment of the quality of the Master Sociology programme of University of Amsterdam, which has been assessed according to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, as published on 20 December 2016.

The programme objectives are sound and relevant. The programme profile is clear to educate students broadly in sociological theory and methodology. The panel considers the programme to be strongly research-based. The panel welcomes the programme aiming to prepare students for their future careers in the professional field. The wide range of specialisations presented to the students is appreciated by the panel, offering students the opportunities to specialise in their preferred field. The benchmark of the programme against programmes both in the Netherlands and abroad clarified the programme profile. The panel approves of the students being primarily educated to enter the labour market in this domain.

The panel appreciates the Domain-specific Framework for Sociology, which has been drafted by the joint programmes in the Netherlands in this field of study. The panel considers this framework to be a sound and up-to-date description of the Sociology domain and of the attainment levels of Bachelor and Master Sociology programmes. The panel regards the objectives of this programme to be clearly aligned with the reference framework.

The panel considers the intended learning outcomes to be comprehensive, to match the programme objectives and to meet the master level.

The admission requirements and procedures of the programme are up to standard. The panel is positive about the pre-master programme and supports the intentions of the programme to open this programme to foreign students as well.

The curriculum matches the intended learning outcomes. The panel appreciates the programme having adopted the constructive alignment principle, leading to the strict correspondence of the programme intended learning outcomes, the course goals, and the study methods and examination methods in the courses. The panel appreciates the contents of the curriculum and regards the courses to address theory and methodology at appropriate levels. The panel considers the curriculum coherence to be up to standard, and theory and methodology to be well-integrated. The curriculum reflects the specialisations adequately. The curriculum is strongly research-oriented.

The panel considers the lecturers to be dedicated and motivated, constituting a coherent team. The panel is very positive about the expertise and research track records of the lecturers in the programme. The panel suggests to monitor the workload of the lecturers, and to take action, if this workload is too demanding.

The educational concept and study methods of the programme are aligned to the main features of the programme and the student body. The number of hours of face-to-face education is adequate. The

students-to-staff ratio is appropriate. The study guidance is up to standard. The panel notes international students being welcomed and being well-guided in the programme. The panel encourages the programme to continue to do this. The panel advises to intensify the feedback given to students, both in terms of contents and in terms of time allotted, in preparation of their examination. The drop-out rates and student success rates are very favourable.

The panel regards the examination and assessment policies to be well-organised. The Examinations Board monitors the examination and assessment processes appropriately. The panel is positive about the examination methods adopted in the programme, these being consistent with the goals and contents of the courses. The panel welcomes the measures, which have been taken to counter the effects of free-riding.

The supervision and assessment processes for the Master Thesis projects are appropriate. Students are provided with well-organised supervision. Although the assessment procedures are adequate, the panel suggests to clarify in the assessment procedures both examiners arriving independently at their assessments. The thesis assessment scoring forms are comprehensive and include relevant criteria. Next to the form, students receive detailed oral feedback during the thesis defence. The panel advises, however, to add more elaborate written comments to substantiate the assessments.

The panel considers the measures ensuring the validity, reliability and transparency of examinations and assessments to be up to standard. The scheduling of the yearly assessment days is perceived as positive by the panel.

The Master theses the panel studied, match the intended learning outcomes. The theses are regarded by the panel to be up to standard. The panel fully agrees to the grades given by the programme examiners. The panel suggests to ensure ethical and judicial (legal privacy rules) screening of the Master Thesis projects, in case of primary data collection.

The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer suitable preparation for the labour market in the programme domain. The labour market figures for programmes graduates give evidence of graduates' knowledge and skills.

The panel advises to strengthen the professional components in the programme, and students' reflection upon and preparation for the professional field.

The panel which conducted the assessment of the Master Sociology programme of University of Amsterdam assesses this programme to meet the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, judging the programme to be satisfactory. Therefore, the panel advises NVAO to accredit the programme.

Rotterdam, 12 April 2019

Prof. dr. A. Need
(panel chair)

drs. W. Vercouteren
(panel secretary)

2. Assessment process

The evaluation agency Certiked VBI received the request by University of Amsterdam to coordinate the limited framework programme assessment process for the Master Sociology programme of this University. This objective of the programme assessment process was to assess whether the programme would conform to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, published on 20 December 2016 (Staatscourant nr. 69458).

Management of the programmes in the assessment cluster Sociology convened to discuss the composition of the assessment panel and to draft the list of candidates.

Having conferred with management of the University of Amsterdam programme, Certiked invited candidate panel members to sit on the assessment panel. The panel members agreed to do so. The panel composition was as follows:

- Prof. dr. A. Need, professor Sociology and Public Policy, School of Behavioural, Management and Social Sciences, University of Twente (panel chair);
- Prof. dr. I. Glorieux, professor, Department Sociology, Research Group TOR, Vrije Universiteit Brussel (panel member);
- Prof. dr. P. Dekker, professor Civil Society, Department Sociology, Tilburg University, programme leader Waarden en Zingeving, Netherlands Institute for Social Research, SCP (panel member);
- K. Wilts, student Bachelor Sociology, University of Groningen (student member).

On behalf of Certiked, drs. W. Vercouteren served as the process coordinator and secretary in the assessment process.

All panel members and the secretary confirmed in writing being impartial with regard to the programme to be assessed and observing the rules of confidentiality. Having obtained the authorisation by the University, Certiked requested the approval of NVAO of the proposed panel to conduct the assessment. NVAO have given their approval.

To prepare the assessment process, the process coordinator convened with management of the programme to discuss the outline of the self-evaluation report, the subjects to be addressed in this report and the site visit schedule. In addition, the planning of the activities in preparation of the site visit were discussed. In the course of the process preparing for the site visit, programme management and the process coordinator regularly had contact to fine-tune the process. The activities prior to the site visit have been performed as planned. Programme management approved of the site visit schedule.

Well in advance of the site visit date, programme management sent the list of final projects of graduates of the programme of the most recent years. Acting on behalf of the assessment panel, the process coordinator selected fifteen final projects. The grade distribution in the selection was ensured to conform to the grade distribution in the list, sent by programme management. In this selection, the programme specialisations were taken into account.

The panel chair and the panel members were sent the self-evaluation report of the programme, including appendices. In the self-evaluation report, the student chapter was included. In addition, the expert panel members were forwarded a number of final projects of the programme graduates, these final projects being part of the selection made by the process coordinator. Two weeks prior to the site visit, panel members received access to the digital learning environment of the programme and a selection of detailed course dossiers.

A number of weeks before the site visit date, the assessment panel chair and the process coordinator met to discuss the self-evaluation report provided by programme management, the procedures regarding the assessment process and the site visit schedule. In this meeting, the profile of panel chairs of NVAO was discussed as well. The panel chair was informed about the competencies, listed in the profile. Documents pertaining to a number of these competencies were presented to the panel chair. The meeting between the panel chair and the process coordinator served as the briefing for panel chairs, as meant in the NVAO profile of panel chairs.

Prior to the date of the site visit, all panel members sent in their preliminary findings, based on the self-evaluation report and the final projects studied, and a number of questions to be put to the programme representatives on the day of the site visit. The panel secretary summarised this information, compiling a list of questions, which served as a starting point for the discussions with the programme representatives during the site visit.

Shortly before the site visit date, the complete panel met to go over the preliminary findings concerning the quality of the programme. During this preliminary meeting, the preliminary findings of the panel members, including those about the final projects were discussed. The procedures to be adopted during the site visit, including the questions to be put to the programme representatives on the basis of the list compiled, were discussed as well.

On 25 January 2019, the panel conducted a site visit on the University of Amsterdam campus. The site visit schedule was in accordance with the schedule as planned. In a number of separate sessions, panel members were given the opportunity to meet with Faculty representatives, programme management, Examinations Board representatives, lecturers and final projects examiners, and students and alumni.

In a closed session at the end of the site visit, the panel considered every one of the findings, weighed the considerations and arrived at conclusions with regard to the quality of the programme. At the end of the site visit, the panel chair presented a broad outline of the considerations and conclusions to programme representatives.

Clearly separated from the process of the programme assessment, the assessment panel members and programme representatives met to conduct the development dialogue, with the objective to discuss future developments of the programme.

The assessment draft report was finalised by the secretary, having taken into account the findings and considerations of the panel. The draft report was sent to the panel members, who studied it and made a number of changes. Thereupon, the secretary edited the final report. This report was presented to programme management to be corrected for factual inaccuracies. Programme management was given two weeks to respond. Having been corrected for these factual inaccuracies, the Certiked bureau sent the report to the University Board to accompany their request for re-accreditation of this programme.

3. Programme administrative information

Name programme in CROHO: M Sociology
Orientation, level programme: Academic Master
Grade: MSc
Number of credits: 60 EC
Specialisations: Comparative Organisation and Labour Studies
Cultural Sociology
Gender, Sexuality and Society
Migration and Ethnic Studies
Social Problems and Social Policy
Sociology
Urban Sociology
Location: Amsterdam
Mode of study: Full-time (instruction language Dutch/English)
Registration in CROHO: 66601
Name of institution: University of Amsterdam
Status of institution: Government-funded University
Institution's quality assurance: Approved

4. Findings, considerations and assessments per standard

4.1 Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

The Master Sociology programme is one of the programmes of the Graduate School of Social Sciences of the Faculty of Social and Behavioural Sciences of University of Amsterdam. The Graduate School is the home of the Master programmes Sociology, Anthropology, Medical Anthropology and Sociology, Political Science, Conflict Resolution and Governance, Human Geography, Urban and Regional Planning, International Development Studies, Research Master programmes, and PhD education. The Dean of the Faculty has the responsibility for all programmes of the Faculty. Assisted by the programme coordinator and the specialisation or track coordinators, the director of the programme is responsible for the delivery and quality of this programme. The Programme Committee for both the Bachelor Sociology and Master Sociology programmes, being composed of equal numbers of lecturers and students, advises programme management on quality issues regarding these programmes. The Examinations Board for both the Bachelor Sociology and Master Sociology programmes has the authority to monitor the quality of examinations and assessments of these programmes.

The objectives of the programme are to educate students in understanding how human experience, action and consciousness both shape and are shaped by surrounding cultural and social structures and to provide students with deeper, more illuminating and challenging insights into social life. Students may choose from a broad range of theoretical and methodological approaches. They can also include insights from other disciplines, such as anthropology or political science. Students are educated in theory, methods, sociology in practice, and are offered the choice out of seven specialisations. Theory presents students with the complete spectrum of sociological theory. Methods include advanced qualitative and quantitative research methods and techniques, with the aim to address contemporary social problems. Sociology in practice is meant to prepare students for their future careers in the professional field. The specialisations offer students the opportunities to specialise in the field of their preference. The general specialisation *Sociology* allows students to design their own curriculum. These specialisations are aligned to programme staff expertise and research interests.

The programme objectives match the requirements of the Domain-specific Framework for Sociology which was completed in 2018. This domain-specific framework has been drafted by the joint Sociology programmes in the Netherlands. In this framework, the general objectives and final attainment levels for Bachelor and Master Sociology programmes have been outlined.

Students are prepared to enter the labour market. They are educated for diverse positions in the private or public sector, including research positions inside and outside academia.

The programme was benchmarked against programmes in the Netherlands and abroad. In comparison to programmes in the Netherlands, this programme is comprehensive, offers unique specialisations, and is international in its outlook. The programme may be said to have considerable similarities to programmes of reputed universities abroad. In some respects, this programme differs in terms of contents or structure.

The objectives of the programme have been translated into the programme intended learning outcomes. These intended learning outcomes specify, as the main points, knowledge and understanding of current theories and debates in sociology; knowledge and understanding of theory and methodology of one or more sub-disciplines of sociology; knowledge of advanced social sciences research methods and techniques; skills to conduct research in this domain; knowledge to address societal issues and to design policies; oral and written communication skills in Dutch and/or English; and critical reflection on sociological research and the sociological profession.

Programme management compared the intended learning outcomes to the Dublin descriptors for master programmes, to demonstrate these to meet master level requirements.

Considerations

The panel regards the programme objectives to be sound and relevant. The panel welcomes the clear profile of the programme to educate students broadly in sociological theory and methodology. The programme covers a wide spectrum of theories and methodologies. The panel considers the programme to be strongly research-based. The panel welcomes the programme aiming to prepare students for their future careers in the professional field. The panel is positive about the wide range of specialisations presented to the students, offering them the opportunities to specialise in their preferred field.

The panel appreciates the Domain-specific Framework for Sociology, which has been drafted by the joint programmes in the Netherlands in this field of study. The panel considers this framework to be a sound and up-to-date description of the Sociology domain and of the attainment levels of Bachelor and Master Sociology programmes. The panel regards the objectives of this programme to be clearly aligned with the reference framework.

The panel welcomes the benchmark of the programme against programmes both in the Netherlands and abroad, as the benchmark leads to further clarification of the programme profile.

The panel approves of the students being primarily educated to enter the labour market in this domain.

The panel considers the intended learning outcomes to be comprehensive, to match the programme objectives and to meet the master level.

Assessment of this standard

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

4.2 Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

The student influx between 2011 and 2016 was on average 150 to 160 incoming students to decrease to about 115 students in 2017 and in 2018. The distribution of incoming students over the specialisations is rather even, the Sociology and Gender, Sexuality and Society specialisations attracting most students. Some specialisations attract few students. The admission criteria for the programme are an academic bachelor degree in a related field with at least 60 EC of courses in sociology, to be divided evenly over sociological theory and social sciences research methodology. In addition, students have to have taken at least 6 EC of courses in their specialisation. Applicants must have completed their academic bachelor programme. Students with deficiencies or students having completed higher professional education (hbo) bachelor programmes are to take the at maximum 60 EC pre-master programme. The programme considers to offer the pre-master programme for foreign students as well. All applications are screened by the programme Admissions Committee, being composed of the track coordinators and the Graduate School admissions officer.

The programme takes one year to complete and carries 60 EC of study load. For the programme, the intended learning outcomes have been mapped to the curriculum components to show the curriculum meeting the programme intended learning outcomes. The curriculum and courses have been designed in line with the constructive alignment principle, meaning correspondence of programme intended learning outcomes, course goals, study methods and examination methods. All courses in the curriculum are part of one or more of the programme learning paths, being Theory, Methods, Sociology in Practice or Specialisation, mirroring the programme objectives. Although the specialisations differ in contents, the curriculum structure of the specialisations is identical. The first semester is composed of the common course *Sociological Perspectives* (6 EC), introducing students to classical and contemporary sociological theory. In addition, students take two courses in their specialisation (12 EC). At the end of the first semester, the *Methods Winter School* is scheduled (6 EC), allowing students to select one out of four methodological courses and preparing them for the research to be done in the Master Thesis project. At the beginning of the second semester, students take the *Master Thesis Seminar* (6 EC). In small groups and guided by their supervisor, students work on the research plan, research questions and research design for the Master Thesis project. Over the whole of the curriculum, students take two electives, one elective (6 EC) being specialisation-specific and the other elective (6 EC) being free to choose. Instead of the second elective, students may do the *Internship* (6 EC). The Internship has been introduced to improve students' employability. In addition, students take the *Labour Market Orientation* course (1 EC), being meant to train transferable skills and to meet with potential employers. The Graduate School of Social Sciences regularly schedules extra-curricular career events. The subjects addressed in the courses in the curriculum are research-led. Lecturers being researchers in the programme domain lecture in these courses and relate subjects taught to current research.

A total number of 30 staff members lecture in the programme, 4 of whom are full professors. Many lecturers come from abroad. All staff members are employed at the Department of Sociology of the Faculty of Social and Behavioural Sciences. They are all researchers in research groups of the Amsterdam Institute for Social Science Research. The lecturers' research is highly valued. About 93 % of them have PhD degrees. Of the total number of staff about 70 % are BKO-certified and another 23 % are in the process of acquiring the certificate. Lecturers meet regularly in staff meetings to discuss the programme. They experience their workload to be quite demanding. The Faculty is taking measures to alleviate the workload.

The educational concept of the programme comprises student-activating teaching, research-led education and the international classroom. Students are encouraged to engage actively in the learning processes. As has been said, education is strongly research-led. In the international classroom, students work together with students from other backgrounds. The students-to-staff ratio for the programme is 25/1. The number of hours of face-to-face education is about 8 hours per week in the first semester and about 6 hours per week in the second semester, excluding individual supervision. The study methods adopted in the courses are, among others, lectures, seminars, workgroups, discussions, weekly assignments and in-class participation. Study guidance in the programme is offered by the track coordinators, the internship coordinator, and the study advisor. International students are welcomed and assisted upon their arrival. The study advisor meets students at least three times during the academic year to inform and guide them in making choices within the curriculum. The track coordinators assist students in academic matters. Students experience the study load to be challenging. The average number of study hours spent by students are about 31 to 32 hours per week. The programme drop-out rates are stable over the years and amount to about 10 %. The student success rates of the programme are on average about 70 % after one year and about 90 % after two years.

Considerations

The panel considers the admission requirements and admission procedures of the programme to be up to standard. The panel is positive about the pre-master programme and supports the intentions of the programme to open this programme to foreign students as well.

The curriculum matches the intended learning outcomes. The panel appreciates the programme having adopted the constructive alignment principle, leading to the strict correspondence of the programme intended learning outcomes, the course goals, and the study methods and examination methods in the courses. The panel appreciates the contents of the curriculum and regards the courses to address theory and methodology at appropriate levels. The panel considers the curriculum coherence to be up to standard, and theory and methodology to be well-integrated. The curriculum reflects the specialisations adequately. The curriculum is strongly research-oriented.

The panel considers the lecturers to be dedicated and motivated, constituting a coherent team. The panel is very positive about the expertise and research track records of the lecturers in the programme. The panel suggests to monitor the workload of the lecturers, and to take action, if this workload is too demanding.

The panel regards the educational concept and the study methods of the programme to be aligned to the main features of the programme and the student body. The number of hours of face-to-face education is adequate. The students-to-staff ratio is appropriate. The study guidance is up to standard. The panel notes international students being welcomed and being well-guided in the programme. The panel encourages the programme to continue to do this. The panel advises to intensify the feedback given to students, both in terms of contents and in terms of time allotted, in preparation of their examination. The drop-out rates and student success rates are very favourable.

Assessment of this standard

These considerations have led the assessment panel to assess standard 2, Teaching-learning environment, to be satisfactory.

4.3 Standard 3: Student assessment

The programme has an adequate system of student assessment in place.

Findings

The programme examination and assessment rules and regulations are in line with the University of Amsterdam and the Social Sciences assessment policies.

As has been said, the Examinations Board has the authority to monitor the quality of examination and assessment processes and products of both the Bachelor Sociology and the Master Sociology programmes.

The examination methods for the courses are selected to conform to the courses' contents, in line with the constructive alignment principle. In nearly all courses, multiple examinations are scheduled. The examination methods in the programme include written examinations, written assignments, reports, papers and essays, oral presentations and in-class participation. Written assignments, papers and presentations dominate. Written examinations are relatively few. To ensure the assessment of students' individual performances, group assignments carry limited weight within the total of the course examinations.

The rules and regulations for the Master Thesis project are laid down in the project manual. The projects are individual research projects. Students prepare their projects in small groups, being supervised by lecturers in the programme. Groups are divided along specialisation lines. At completion of the Master Thesis Seminar, students are to submit the research plan, including the research questions and the research design. The research plans are assessed by both the supervisor and the second reader. The Master Thesis projects themselves are also assessed by the supervisor and the second reader independently who in mutual consultation arrive at the common assessment. Part of the assessment is the oral defence by students. For the assessment, assessment scoring forms are adopted. These scoring forms include relevant assessment criteria. The examiners give oral feedback to the students on the written report and on the oral defence. In case examiners do not succeed in reaching consensus on the grade, the Examinations Board invites a third examiner to grade the project.

Programme management and the Examinations Board have taken a number of measures to promote the validity, reliability and transparency of examinations and assessments. The Examinations Board appoints examiners, being permanent BKO-certified staff members or staff members in the process of acquiring the BKO-certificate. For all courses, course dossiers have been compiled. These include, among others, course goals, examination methods adopted, assessment criteria and grading rules. Examinations, assignments and answer models are drafted by teams of examiners. On the yearly assessment day, examiners and the Examinations Board meet to discuss and calibrate assessments of examinations and theses. On behalf of the Examinations Board, the Assessment Committee on a regular basis reviews samples of Master Thesis projects. Rules and regulations to prevent fraud and plagiarism are in force. Students and examiners are informed. The Board of Examiners handles cases of suspected plagiarism. Only few cases are reported. The programme feels fraud and plagiarism are effectively prevented.

Considerations

The panel approves of the examinations and assessment rules and regulations of the programme, these being in line with University of Amsterdam and Social Sciences assessment policies. The Examinations Board monitors the examination and assessment processes appropriately. The panel regards the examination and assessment policies to be well-organised.

The panel is positive about the examination methods adopted in the programme, these being consistent with the goals and contents of the courses. The panel welcomes the measures, which have been taken to counter the effects of free-riding.

The supervision and assessment processes for the Master Thesis projects are appropriate. Students are provided with well-organised supervision. The first provisional thesis assessment at the end of the project is done independently by the supervisor and the second reader. Those are compared and discussed before the final meeting with the student, resulting in a consensual grade after the thesis defence. Although the assessment procedures are adequate, the panel suggests to clarify in the assessment procedures both examiners arriving independently at their assessments. The thesis assessment scoring forms are comprehensive and include relevant criteria. Next to the form, students receive detailed oral feedback during the thesis defence. The panel advises, however, to add more elaborate written comments to substantiate the assessments.

The panel considers the measures ensuring the validity, reliability and transparency of examinations and assessments to be up to standard. The scheduling of the yearly assessment days is perceived as positive by the panel.

Assessment of this standard

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

4.4 Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.
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Findings

Master Thesis projects are individual research projects on the basis of either qualitative or quantitative data analyses.

The panel studied fifteen Master theses of graduates of the programme of the most recent years. The average grades for the Master Thesis projects was 7.4 for the years from 2015 to 2017. The average proportion of cum laude in the programme is about 15 % in the last three years.

The programme surveyed the graduates' careers. Most of the programme graduates find positions in this domain within six months after their graduation. Of the students who graduated in the years 2012 to 2017, about 50 % are employed by private companies, about 22 % found work in education, and about 16 % obtained positions at public sector organisations. About 7 % of all alumni surveyed were unemployed. Programme graduates found positions as consultants, project managers, human resource advisors, policy advisors, researchers or lecturers. Most of the graduates are very content about the programme, be it that discrepancies between the programme and the labour market remain.

The Social Sciences Advisory Board, consisting of professional field representatives, regards the programme to be aligned with professional field requirements. Programme graduates whom the panel met, were more critical.

Considerations

The Master theses the panel studied, match the intended learning outcomes. The theses are regarded by the panel to be up to standard. The panel fully agrees to the grades given by the programme examiners. The panel suggests to ensure ethical and judicial (legal privacy rules) screening of the Master Thesis projects, in case of primary data collection.

The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer suitable preparation for the labour market in the programme domain. The labour market figures for programmes graduates give evidence of graduates' knowledge and skills.

The panel advises to strengthen the professional components in the programme, and students' reflection upon and preparation for the professional field, for instance by presentations by alumni.

Assessment of this standard

The considerations have led the assessment panel to assess standard 4, Achieved learning outcomes, to be satisfactory.

5. Overview of assessments

Standard	Assessment
Standard 1. Intended learning outcomes	Satisfactory
Standard 2: Teaching-learning environment	Satisfactory
Standard 3: Student assessment	Satisfactory
Standard 4: Achieved learning outcomes	Satisfactory
Programme	Satisfactory

6. Recommendations

In this report, a number of recommendations by the panel have been listed. For the sake of clarity, these have been brought together below. These panel recommendations are the following.

- To continue welcoming and guiding international students.
- To monitor the workload of the lecturers, and to take action, if this workload is too demanding.
- To intensify the feedback given to students, both in terms of contents and in terms of time allotted, in preparation of their examination.
- To clarify in the assessment procedures of the Master Thesis projects both examiners arriving independently at their assessments.
- To add more elaborate written comments on the assessment forms to substantiate the assessments of the Master Thesis projects.
- To ensure ethical and judicial (legal privacy rules) screening of the Master Thesis projects, in case of primary data collection.
- To strengthen the professional components in the programme, and students' reflection upon and preparation for the professional field, for instance by presentations by alumni.