

Military Strategic Studies
(wo-master)
**Netherlands Defence
Academy**

5 December 2012

Initial accreditation

Panel report

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1 Executive summary

The Accreditation Organisation of the Netherlands and Flanders (NVAO) received a request for an initial accreditation procedure, including programme documents, regarding a proposed master's programme Military Strategic Studies at the Netherlands Defence Academy. NVAO convened an expert panel, which studied the information available and discussed the proposed programme with representatives of the institution and the programme during a site visit.

The following considerations have played an important role in the panel's assessment.

Intended learning outcomes

The academic master's programme Military Strategic Studies is concerned with understanding, analyzing and explaining the military dimension of international security. The programme explores the relationship between politics and the many kinds of military power: from the use of terror by small, non-state groups to cyber threats and the threatened use of nuclear weapons.

According to the panel, the programme is ambitious and challenging, with a strong focus on military strategy. The programme is timely relevant and serves a niche. The panel believes it makes an interesting contribution in a rapidly changing field. It is clear to the panel that the Netherlands Defence Academy performed a thorough benchmark analysis.

Three categories of exit qualifications (intended learning outcomes) must be achieved: knowledge-related exit qualifications, skills-related exit qualifications and attitude-related exit qualifications. Four or five skills-related exit qualifications are defined for each of the three following tracks: *war studies*; *intelligence & security*; and *military management and logistics*. The panel is of the opinion that the exit qualifications which have been formulated do meet the requirements which generally apply to a programme in this field of studies. The exit qualifications are very well-articulated and clearly specified. They correspond with the general, internationally accepted description of a master's qualification (Dublin descriptors).

The institution has suggested to classify the programme in the CROHO section 'Sectoroverstijgend'. According to the panel, this is a correct choice. The panel advises the NVAO to follow this proposal.

The panel assesses standard 1 on the intended learning outcomes as satisfactory.

Learning environment

The programme consists of two compulsory core courses and track-linked courses belonging to the chosen track. At the end of the programme, students do a track-linked Graduation Work. The Graduation Work consists of a research seminar, a thesis, a summary of the thesis and a final presentation. The panel believes that the programme offers the students the possibility to obtain thorough knowledge, insight and skills in the field of military strategic studies, and in particular in one of the three master tracks.

The panel has some concerns on the coherence of the programme. In the presented curriculum, the core part of the programme is rather small (10 ECTS) and students do not have to ability to choose electives from different tracks. The panel advises the programme

to consider more flexibility in the programme and let students be able to choose electives from different tracks.

The panel is positive about the didactic concept of the programme, which is a blended-learning concept, offering a variety of working methods, both in face-to-face meetings as well as by electronic learning devices. The qualifications of the incoming students are in line with the structure and contents of the intended curriculum. However, the panel feels that there is a lack of internal consistency and overall an excessive workload in the programme. The panel discovered that the workload is not correctly measured for some courses. For example, students need to write a different amount of pages for courses of the same size. In addition, the students are asked to write and read too much. The panel doubts if the students will be able to keep up with the expectations, together with their regular work as fulltime officers.

Because of the above mentioned concerns, the panel assesses standard 6 on the feasibility of the programme as unsatisfactory. The panel assesses the other standards concerning the learning environment as satisfactory.

Staff

The panel feels that the programme has an effective staff policy in place and that the programme is well framed around the competencies of the staff. The panel thinks that the number of lecturers which is calculated for the new programme is sufficient. Therefore, the panel assesses the standards concerning the staff as satisfactory.

Facilities

The panel thinks the facilities are adequate for realising the programme. The students are accommodated in classrooms suited to the educational needs and the students have access to all Netherlands Defence Academy library facilities in Breda, Den Helder and The Hague as well as additional study facilities. In addition, the students are well informed about the programme. There is adequate staff to provide mentoring as well as information provision for students. Therefore, the panel assesses the standards concerning the facilities and the tutoring as satisfactory.

Quality assurance

The panel is of the opinion that an adequate evaluation of the core, the tracks and the graduation work will be in place. The panel is of the opinion the students will be sufficiently questioned. The programme intends to actively involve staff, students, alumni and the relevant professional field in the internal quality assurance system. Therefore, the panel assesses the standards concerning the quality assurance as satisfactory.

Assessment

The students will be assessed, by means of many different assessment forms, in an adequate way to determine whether they have achieved the intended learning outcomes of the programme or parts thereof. There is some vagueness about the proportions and the asked length of essays and papers, according to the panel. There is a need for standards across all courses, it has to be clear to students what is expected. In general, the overall quality of the assessment is good. Therefore, the panel assesses the standard on assessment as satisfactory.

Guarantees for completion

The panel trusts the applicant has taken sufficient measures to ensure that students can complete the whole programme. The panel thinks the financial provisions are sufficient to cover the initial losses within a reasonable span of time. Therefore, the panel assesses the standard on guarantees for completion as satisfactory.

Given these considerations, the panel advises NVAO to take a positive decision regarding the quality of the proposed programme master's programme Military Strategic Studies at the Netherlands Defence Academy.

The Hague, 4 December 2012.

On behalf of the Initial Accreditation panel convened to assess master's programme Military Strategic Studies at the Netherlands Defence Academy,

Prof. dr. R.V.A. Janssens
(chair)

Drs. L. van der Grijspaarde
(secretary)

2 Introduction

2.1 The procedure

NVAO received a request for an initial accreditation procedure including programme documents regarding a proposed master's programme Military Strategic Studies. The request was received on 1 July 2012 from the Netherlands Defence Academy.

An initial accreditation procedure is required when a recognised institution wants to offer a programme and award a recognised bachelor or master's degree. To a certain extent, initial accreditation demands a different approach to the accreditation procedure for programmes already being offered. Initial accreditation is in fact an *ex ante* assessment of a programme, and a programme becomes subject to the normal accreditation procedures once initial accreditation has been granted.

Because of the international orientation of the proposed master's programme Military Strategic Studies, NVAO convened an international panel of experts. The panel consisted of:

- Prof. dr. R.V.A. Janssens (Ruud), Professor of American Studies, University of Amsterdam,
- Prof. dr. J. Leysen (Jan), head of the Department of Economics, Management and Leadership and Dean of the Faculty of Social and Military Sciences,
- Prof. R.J. Aldrich (Richard), director of the Institute of Advanced Study, professor of International Security, Department of Politics and International Studies, University of Warwick,
- Prof. P. Sabin (Philip), Professor of Strategic Studies, Department of War Studies, King's College London,
- A.J.T.M. Smulders (Toine), BSc, student at Maastricht University, Master Healthcare Policy and Innovation Management.

On behalf of the NVAO, drs. I. Franssen (Irma) was responsible for the process-coordination. Drs. L. van der Grijspaarde (Linda) acted as secretary and was responsible for the drafting of the expert's report.

This composition reflects the expertise deemed necessary by NVAO. (Annex 1: Composition of the panel). All the panel members signed a statement of independence and confidentiality.

The panel has based its assessment on the standards and criteria described in the NVAO Initial Accreditation Framework (Stcrt. 2010, nr 21523).

The following procedure was undertaken. The panel members studied the programme documents (Annex 3: Documents reviewed) regarding the proposed programme. Their first impressions were sent to the secretary of NVAO, in order to outline these remarks within the accreditation framework and detect the items to be clarified during the site visit.

Based on its first findings, the panel organised a preparatory meeting the day before the site visit . The site visit took place on 29th October 2012 at the Netherlands Defence Academy (Annex 2: Schedule of the site visit).

The panel formulated its preliminary assessments per theme and standard immediately after the site visit. These are based on the findings of the site visit, and building on the assessment of the programme documents.

On 4 December 2012 , the draft version of this report was finalised taking into account the available information and relevant findings of the assessment. Where necessary the panel corrected and amended the report. The panel finalised the report on 4 December 2012.

2.2 Panel report

The first chapter of this report is the executive summary of the report, while the current chapter is the introduction.

The third chapter gives a description of the programme including its position within the Netherlands Defence Academy and within the higher education system of the Netherlands.

The panel presents its assessments in the fourth chapter. The programme is evaluated by assessing the themes and standards in the Initial Accreditation Framework. For each standard the panel presents an outline of its findings, considerations and a conclusion.

The *outline of the findings* are the objective facts as found by the panel in the programme documents, in the additional documents and during the site visit. The panel's *considerations* are the panel's subjective evaluations regarding these findings and the importance of each. The *considerations* presented by the panel logically lead to a concluding assessment.

The panel concludes the report with a table containing an overview of its assessments per standard.

3 Description of the programme

3.1 Overview

Country	The Netherlands
Institution	Netherlands Defence Academy
Programme	Military Strategic Studies
Tracks	War Studies Intelligence and Security Military Management and Logistics
Level	master
Orientation	academic (wo)
Degree	Master of Arts (MA)
Location	Breda
Mode of study	Part-time
CROHO-onderdeel	Sectoroverstijgend

3.2 Profile of the institution

The Netherlands Defence Academy unites the institutes for general officers' training, for all elements of the Defence organisation and at all levels: from initial officers' training to career courses for the middle, higher and senior management levels.

Linked to academic education, the Netherlands Defence Academy also conducts academic research for the development of knowledge, innovation and policy support. Wherever possible and useful, the Netherlands Defence Academy works together with civilian universities and institutes of higher vocational education.

3.3 Profile of the programme

The academic master's programme Military Strategic Studies is concerned with understanding, analyzing and explaining the military dimension of international security. The programme explores the relationship between politics and the many kinds of military power: from the use of terror by small, non-state groups to cyber threats and the threatened use of nuclear weapons.

While related, the programme differs from programmes such as Conflict Studies and Security Studies in that it interrogates security issues and conflicts from the military perspective. Focusing in particular on the post-modern era, overall, the programme aims to provide an understanding of the key problems and approaches concerning international security and the role military force plays in this context. It addresses the contemporary security issues, the nature of war, the changing character of war, the evolution of warfare, the evolution of ideas and debates concerning the utility of military forces, the role of war in the state system, the evolution of strategic thought concerning the employment of military force, the theory and practice of the conduct of war (the art of war) in various types of conflict, and the normative dimension of war and warfare. It aims also to provide insight into the challenges of political and military decision making in crisis and into the shaping factors of security and defence policy.

The programme (60 ECTS) is compiled in the following way:

- a. Two compulsory core courses of 5 ECTS each: 'War and Warfare in the (post)modern world' and 'Contemporary Security and Strategy'.
- b. Track-linked courses belonging to the (one out of three) chosen track; 20 ECTS within the tracks *War Studies* and *Intelligence and Security* and 25 ECTS within the track *Military Management and Logistics*.
- c. Within the tracks *War Studies* and *Intelligence and Security*, the student is free to choose one elective course of 5 ECTS. The student may choose between all electives offered in conjunction with the programme, as provided in the study guide.
- d. A track-linked Graduation Work of 25 ECTS. The Graduation Work consists of a research seminar (encompassing the Work Plan) of 5 ECTS; a thesis, a summary of the thesis and a final presentation, totalling 20 ECTS.

The programme is designed as a two year part-time taught programme. The courses are scheduled at Friday.

New programme in the Netherlands

The programme document indicates that no other institution of higher education in the Netherlands offers a programme with a similar profile.

New programme for the institution

The proposed programme can be regarded as a new Master of Arts programme to the institution.

Credits

The programme will be offered as a part-time course with a total course load of 60 ECTS.

CROHO onderdeel

The institution has suggested to classify the master's programme Military Strategic Studies in the CROHO onderdeel 'Sectoroverstijgend'. According to the panel, this is a correct choice. The panel advises the NVAO to follow this proposal.

4 Assessment per standard

This chapter presents the evaluation by the assessment panel of the sixteen standards. The panel has reproduced the criteria for each standard. For each standard the panel presents (1) a brief outline of its findings based on the programme documents and on documents provided by the institution and the site visit, (2) the considerations the panel has taken into account and (3) the conclusion of the panel.

4.1 Standard 1

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

Outline of findings

The academic master's programme Military Strategic Studies is concerned with understanding, analyzing and explaining the military dimension of international security. The programme explores the relationship between politics and the many kinds of military power: from the use of terror by small, non-state groups to cyber threats and the threatened use of nuclear weapons.

The programme provides an analysis of contemporary strategic issues, of the experiences with the use of military force in the contemporary era, of the challenges of defence planning and of ideas –strategic theory, doctrine, and academic debates - concerning the use of force in the modern world. In addition to a strong focus on the employment of military force in a variety of strategic contexts, the programme also deals with the internal dynamics of military organizations and their relationship with politics and their societal context. This involves defence planning issues and processes, peacetime preparation and maintenance of military forces, defence economics, the position of armed forces in western society, and the dynamics of military innovation.

The programme has been developed following, and in accordance with, a benchmark analysis in which the programmes of several international institutions were assessed in regards of thematic structure and focus, course content, literatures, contributing disciplines, educational philosophy, level and standards, and mode of examination and assessment.

The final attainment levels of the programme are aimed at educating students to become a Master of Arts in Military Strategic Studies, whereby three categories of exit qualifications (intended learning outcomes) must be achieved: knowledge-related exit qualifications, skills-related exit qualifications and attitude-related exit qualifications (see annex 4). Four or five skills-related exit qualifications are divined for each of the three tracks within the programme: intelligence & security; military management and logistics; and war studies.

Considerations

According to the panel, the multidisciplinary master's programme Military Strategic Studies is an ambitious and challenging programme, with a strong focus on military strategy. The programme is timely relevant and serves a niche. The panel believes it makes an interesting contribution in a rapidly changing field. The chosen focus fits with what the Netherlands

Defence Academy is able to offer. It is clear to the panel that the Academy performed a thorough benchmark analysis.

The panel is of the opinion that the exit qualifications which have been formulated do meet the requirements which generally apply to a programme in this field of studies. The exit qualifications are very well-articulated and clearly specified. They correspond with the general, internationally accepted description of a master's qualification (Dublin descriptors). However, the panel believes that the attitude-related exit qualifications do not refer to attitude-related skills. They might better be considered skills-related exit qualifications.

Four or five knowledge-related exit qualifications are described for each track. The panel feels that the exit qualifications of the Intelligence and Security Track do not give enough emphasis to the good ethics content. The panel advises to add a fifth qualification: e) knowledge (and the appliance of knowledge) of intelligence ethics and oversight.

Conclusion

The panel assesses standard 1 as satisfactory.

4.2 Standard 2

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

Outline of findings

According to the information dossier, academic skills are embedded in and trained throughout the curriculum by teaching staff involved in research themselves, to further develop students' abilities, regarding analyzing and synthesizing key issues; applying theoretical knowledge to creatively solve problems in the developing domain of Military Strategic Studies; approaching and assessing knowledge offered open-mindedly and critically as well as in the field of information processing skills. Formulating and testing hypotheses and critical thinking are abilities that underpin the analytical processes in all courses. Students are stimulated to form their own judgments, also based on incomplete or limited information, and with respect to the multidisciplinary character of the programme, to take into account societal, legal, and ethical considerations. In all courses students will strengthen their communicating skills by reporting orally and in writing about research outcomes including the essential information, considerations and motives. Finally, the programme students will acquire the skills required for a follow-on study, i.e. a Ph.D.-study.

The panel discussed the opportunities in the master's programme to learn about and practice research. The panel wondered if the research seminar at the end of the programme is the first time the staff starts teaching on research. The staff ensured that methodology will be taught in the courses, implicitly and explicitly. The research seminar is meant to bring the knowledge on methodology together and prepare the students for doing their graduation work.

Considerations

The panel considers that students will have enough opportunities in the master's programme to learn about and practice research. The panel trusts that the programme

provides enough background to gain knowledge and experience in the core and the tracks students to be able to carry out their own graduation work. The core courses are clearly interlinked with the research. The panel is enthusiastic about the research seminar: students get well prepared for their graduation work this way.

The panel holds the view that the staff can be expected to be capable of bringing current developments into the programme, wherever this is possible. The set-up of the programme leaves enough room for this. The programme is very focussed on what the students need to know for their jobs. The panel would like to emphasize this is a strong point of the programme.

The panel studied the literature that is going to be used in the core courses and the electives. In general, the level of literature is sufficient. However, the panel discovered that some courses have quite strict reading lists. The panel feels there is not a sufficient balance in these reading lists between mandatory readings and suggested literature and developing research skills of the students; the reading list has a pre-package nature with which the students might be a bit constrained. The panel likes them to give more ability to read more widely. Reflection is needed rather than reading. The panel therefore advises to include more non obligatory articles on the reading list and/or let students find sufficient readings on their own.

The panel has some concerns about the reading for irregular warfare. This seems to be outdated and in need of expansion. In addition, the panel found some Dutch literature in the list and wonders how international students, non-Dutch speakers, are going to cope with this.

Conclusion

The panel assesses standard 2 as satisfactory.

4.3 Standard 3

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

Outline of findings

For this standard, an outline of the curriculum of the programmes is given. Within the programme, three specialisations (tracks) are offered: *War Studies*; *Intelligence and Security Studies* and *Military Management and Logistics*. These tracks are described separately. Finally, the correspondence between intended learning outcomes and the curriculum has been discussed.

Outline of the programme

The master's programme Military Strategic Studies of 60 ECTS is designed as a two year part-time programme. The courses are scheduled on Friday. The programme begins with two compulsory core courses: *War and Warfare in the (post)modern world* (5 ECTS) and *Contemporary Security and Strategy* (5 ECTS).

After the compulsory courses, the students attend track-linked courses (20 ECTS within the tracks *War Studies* and *Intelligence and Security*; and 25 ECTS within the track *Military*

Management and Logistics). Within the tracks *War Studies* and *Intelligence and Security*, the student is free to choose one elective course (5 ECTS). The student may choose between all electives as provided in the study guide.

The programme ends with a track-linked Graduation Work (25 ECTS). The Graduation Work consists of a research seminar (encompassing the Work Plan, 5 ECTS); a thesis, a summary of the thesis and a final presentation (totalling 20 ECTS).

War Studies track

According to the information dossier, the War Studies track will provide a deep, sophisticated understanding concerning the contemporary experience of, and theories, doctrines and debates informing and following, the employment of the military as an instrument for coercive diplomacy, interstate warfare, humanitarian intervention, counter-insurgency and stabilization missions. Themes within this track concern the impact of technology on war and warfare and the debates concerning recent military technological developments, the impact of domestic and alliance politics on strategy, security policy, and defence policy, the nature of political and military decision making in crisis and war, the methods for, and debates concerning the formulation of security policy and defence planning in a comparative perspective, and the legal context governing the use of force in a variety of conflicts and types of missions. All courses introduce theories and academic debates and involve in-depth study and discussions of various case studies. Elective courses explore additional themes, such as cyber security & warfare.

Intelligence and Security Track

According to the information dossier, the Intelligence and Security Track offers a unique multidisciplinary approach based on the strengths of the faculty, in examining the trends that continue to shape intelligence and geo-strategic developments in the 21st Century. The track provides a framework to understand the nature and role of intelligence in its relationship to wider issues in war and international security, an understanding of the processes, practices and institutions that have characterized intelligence in the modern era, an understanding of the problems connected with intelligence collection, assessment and ability to predict events in world affairs, and an appreciation of the particular ethical concerns generated by intelligence related phenomena, together with the importance of lawfulness and robust oversight.

Military Management & Logistics Track

The Military Management & Logistics Track focuses on the internal and external dynamics of military organizations. It involves defence planning issues and processes, peacetime preparation and maintenance of military forces, topics in the field of defence economics, the position of armed forces in western society, and military innovation. Students will gain a thorough understanding of the tension between operational demands and peacetime budgetary constraints, between the need for organizational stability and efficiency on the one hand and flexibility and operational effectiveness on the other. They will also gain a keen awareness of the problems of maintaining public support. In addition the programme will home in on the issue of civil-military relations in western society. Finally, students will gain insight into the complexity of defence planning, logistics and acquisition processes.

Correspondence between intended learning outcomes and the curriculum

In the information dossier, the programme presents a matrix in which the relationship between specific courses and the exit qualifications (intended learning outcomes) becomes

clear. The exit qualifications of the programme are translated per course into specific learning objectives.

Considerations

The master's programme offers the students the possibility to obtain thorough knowledge, insight and skills in the field of military strategic studies, and in particular in one of three master tracks. The panel studied the correspondence between the intended learning outcomes and the curriculum and feels that there is a clear connection between the aims and objectives of the programme and the objectives in the courses, which are offered.

The panel examined the contents of the core and elective courses. The panel thinks these are sufficient, where the panel appreciated in particular to see a module on the track *intelligence & security* that covers cyber security and warfare. The panel suggests the consideration of a module on IT security.

The panel has some concerns on the coherence of the programme. In the presented curriculum, the core part of the programme is rather small (10 ECTS). In addition, students do not have the ability to choose electives from different tracks. The panel advises the programme to consider more flexibility in the programme, so students are able to obtain knowledge from different tracks. The programme management responded that they will allow students to compile their own programme, when approved by their demanding officer and the Board of Examiners. The panel welcomes this intended flexibility. In addition, the panel suggests to reduce the size of the Graduation Work from 25 ECTS to 20 ECTS. This creates the possibility to strengthen the core of the programme with 5 ECTS.

Conclusion

The panel assesses standard 3 as satisfactory.

4.4 Standard 4

<p><i>The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.</i></p>
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Outline of findings

The vision and teaching concept of the programme are derived from the vision of the Netherlands Defence Academy on academic education, that can be summarized as follows: 'The Netherlands Defence Academy is a learning community focused on academically developing the ambitions and the talents of military students that aspire to become officers in the Dutch Armed Forces. Within the learning community, students develop into critical, committed and responsible military officers (at the bachelor's level: Thinking Soldiers and at the master's level Officers Scholars) who are open to and aware of differing views, cultures, religions as well as bodies of (military) ethics and law. Students acquire a sound grasp of the main questions and key concepts, both within the scientific and the military domain.'

To enable the learning community in the programme, the teaching concept underpinning the programme can be characterized as a blended-learning concept, offering a variety of working methods with small groups of students, both in face-to-face meetings as well as by electronic learning devices. The working methods applied by the teaching staff encourage

students to learn actively and take responsibility for their learning processes themselves. Therefore, weekly face-to-face instruction is focused primarily on stimulating independent study. As the presentation-development model (the teacher explains and then the students should develop this further but delay doing so) is not expected to contribute to independent study, instead, the teaching concept is based on the preparation-feedback model in which students are encouraged to prepare intensively for their weekly feedback moments (hours of face-to-face instruction, tests).

As much as possible, knowledge development takes place by investigative and active learning in small groups. Students become familiar with the culture of performing research, working together and communicating. Students have access to the (research and educational) facilities that are available to researchers.

The Research Seminar is track-linked and focuses on the research methods and skills necessary to conduct independent research underpinning the master thesis. It is considered the necessary first step in the Graduation Work process. Based on the Research Seminar, students will draw up a Work Plan which at least describes: the subject, both track-linked and relevant to the military field and/or Defence related institutions, the approach to the research, including the research strategy, methods of data collection and data analysis, an overview of the literature to be studied as well as an indication of the duration, and which provides a general outline of the content of the thesis. Both the required internal (immediate) and, if applicable, the external supervision of the thesis are addressed in the work plan.

Considerations

The panel is positive about the didactic concept of the programme, which is a blended-learning concept, offering a variety of working methods, both in face-to-face meetings as well as by electronic learning devices. The panel appreciates the fact that students will often be working in small groups, on real problems and issues. The didactic concept is aiming for students to learn actively and take responsibility for their learning processes themselves and studying independently. A good exemplary of the didactic concept is provided by the approach to the Research Seminar.

Conclusion

The panel assesses standard 4 as satisfactory.

4.5 Standard 5

<i>The curriculum ties in with the qualifications of the incoming students.</i>

Outline of findings

All students possessing a certificate proving that they have successfully completed a bachelor's degree programme provided at the Faculty of Military Sciences, will be admitted to the programme.

Students who do not possess one of the degrees and/or certificates mentioned above, are required to obtain proof of admission to the programme from the Dean, who will seek the advice of the Board of Examiners on this matter.

In order to obtain proof of admission, the student must meet or possess:

- a. the general relevant criteria set by the Faculty of Military Sciences Executive Board;
- b. a certificate, together with the accompanying list of marks, proving that he/she possesses knowledge of a sufficiently high level and broad scope to successfully complete the programme within the allotted period. Generally, this would be the case regarding Dutch University bachelor's (or even master's) degrees in the disciplinary realm of the programme or, more particularly, one of its tracks.
- c. Unless their bachelor's degree is of an adequate level and quality, holders of a foreign bachelor's degree can only be admitted to the programme if they have a Grade Point Average of at least 75% of the maximum available points.

In order to participate successfully, students are required to have a sufficient command of the English language. These requirements are met by students possessing the following certificates: all certificates mentioned above; or the successful conclusion of the Test of English as a Foreign Language (TOEFL), scoring at least 550 points (paper based); or at least 213 points (computer based) or at least 79 points (internet based); or the successful conclusion of the International English Language Testing System (IELTS), scoring at least 6.0; or a Cambridge Certificate of either Advanced English, or a Cambridge Certificate of Proficiency in English, scoring at least grade C.

Students who have been admitted on the basis of a Dutch higher vocational institute bachelor's degree must, apart from the master's degree course examination programme, and dependent on the selected track, complete a subsidiary programme of 36 ECTS.

The programme management explained to the panel that there are many interested students already and that they think most of the students are mainly aged between 24 en 34. Most of the students will be bachelor graduates.

Considerations

The panel examined the admission requirements for the programme and concluded that the qualifications of the incoming students are in line with the structure and contents of the intended curriculum. However, the panel expressed some concern about the admission requirements.

Firstly, the panel recommends to be more specific about the admission requirements for civilian students and foreign students. The panel suggest to publish the flowchart with the list of all bachelor programmes that allow entrance in the programme.

According to the information dossier, the dean will decide on the admission of students. The Board of Examiners will advise the dean on this. The panel would like to stress that this is not the correct procedure. The Board of Examiners needs to be taking these decisions. The panel asks the programme management to change their regulations on this issue.

Secondly, the panel feels that the requirements for the command of the English language might be too low. For example, the panel suggest to increase the required score on the IELTS from at least 6.0 to at least 7.0.

Conclusion

The panel assesses standard 5 as satisfactory.

4.6 Standard 6

The curriculum is feasible.

Outline of findings

Tests and other work to be assessed are spread across the year. As much as possible, tests are not scheduled too close together and do not coincide with the deadlines for submitting written work and other assignments to avoid competing for the study time of students. The programme is compiled in such a way that regular students –i.e., without exemptions or deficiencies to repair- can be expected to complete 30 ECTS of study load within one year and earn their master's degree in two years.

As most students in the part-time programme are also employed by the Ministry of Defence (often in full-time jobs), the scheduling of the academic year requires close coordination. Face-to-face instruction (compulsory core, track-linked courses and the research seminars) is scheduled weekly on Fridays, during 42 weeks annually, allowing students to plan their activities in working life on the remaining days of the week. Besides the eight weekly hours of face-to-face instruction, students are expected to devote approximately twelve hours each week to study.

All courses/components –except for the thesis work- consist of 5 ECTS, and are offered in blocks of 10 ECTS at a given period. The programme is organized in three distinct stages: the compulsory core; track-linked courses and the Graduation Work (research seminar and thesis work). In between these parts, the flexibility of the programme allows for students to, for instance, deploy on operations.

All students, upon commencing their the programme degree programme are placed in mentoring groups headed by faculty staff, that pays attention to the integration and study progress of the students.

Considerations

The panel assessed whether the curriculum can be successfully completed within the time nominally set. The panel has concerns on this; the panel feels that there is a lack of internal consistency and overall an excessive workload.

Firstly, the panel discovered that the workload is not equal for all courses. For example, students need to write a different amount of pages for courses that are of equal weight in the program (i.e., 5 EC). In addition, this problem occurs also with the assessment of courses. For example, participation as a proportion of the mark of the course is not harmonised between courses. For some courses (for example Cyber Security), this is unusually high (45%), while for other courses it is not more than 10%. When harmonizing the assessment of participation in courses, the panel advised to let the proportion of the mark not to be higher than 15%. Another issue is the required number of words in papers. For some courses, a paper consisting of 5,000 words will be 50% of the assessment, while for other courses twice as many words is required. The panel advises the programme management that when they are harmonising the programme, they in particular have a thorough look at the assessment.

Secondly, the panel feels the workload is excessive. The students are asked to write and read too much. The panel doubts if the students will be able to keep up with the expectations, together with their regular work as fulltime officers. In addition, the amount of assessment seems to be the cause of an excessive workload for some courses. The panel feels that in these courses too many assessment forms are used and/or the amount of work asked of the students is too much. The panel advises the applicant to reconsider the assessment for these courses. The panel suggests the programme to benchmark against similar programmes.

The panel trusts that the programme management takes the panel's concern on board and will make effort to monitor the workload closely, provide sufficient guidance and inform students upfront well about what this programme will take.

Conclusion

The panel assesses standard 6 as unsatisfactory.

4.7 Standard 7

The programme meets statutory requirements regarding the scope and duration of the curriculum.

Outline of findings

The curriculum of the master's programme comprises 60 ECTS and complies with the formal requirements with respect to the size of the curriculum.

Considerations

The panel has reviewed the intended curriculum and concluded that the programme meets this requirement.

Conclusion

The panel assesses standard 7 as satisfactory.

4.8 Standard 8

The programme has an effective staff policy in place.

Outline of findings

According to the information dossier, it is vital that all teaching staff possess sufficient academic and educational qualities to guarantee a certain base level. Also, qualified teaching staff continues to develop as professionals, both within their own area of expertise and within education as a discipline.

Considerations

The panel feels that the programme has an effective staff policy in place. The policy of the Netherlands Defence Academy on personnel shows how the level and spread of expertise

is guaranteed by means of staff planning and allocation of both research and education duties, recruitment and appointment, on-the-job training, professional development and annual interviews.

Conclusion

The panel assesses standard 8 as satisfactory.

4.9 Standard 9

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

Outline of findings

According to the information dossier, the teaching staff possesses subject-related and educational expertise for the degree programmes and the underlying didactic concept. In addition, teaching staff aims to continually further the development of their subject-related expertise; insight into the main problems and questions characterizing the military debate relevant to the subjects taught, as well as their educational qualities. Faculty staff involved in the Netherlands Defence Academy degree programmes is active researchers, as demonstrated by their PhD degrees and their publications in the field of military sciences. Faculty staff is responsible for their own development in terms of their subject expertise, including its relevance to the military and educational skills.

The Netherlands Defence Academy has adopted the national Basic Teaching Qualification (BKO). This qualification can be seen as a teaching certificate for university teaching staff. All new teaching staff is required to obtain this basic qualification. In addition to the BKO, at degree's programme level teaching staff can be supported, for instance, by pairing up junior teachers with more senior members of staff who provide a coaching role. Also, the Section Education has at its disposal educational specialists willing to support new teaching staff.

Considerations

The curriculum vitae show that they are qualified to provide the programme. The panel feels that the programme is well framed around the competencies of the staff. The panel has noticed that the teaching staff, interviewed during the site visit, is very dedicated to the new programme.

The panel asked about the educational requirements for the staff to teach in the programme. The panel was told that the staff needed to have a PhD. The panel thought it was a good idea that military officers with operational experience, even if they did not have a PhD necessarily, would give guest lectures in the programme.

At the moment, there is a vacancy for a staff member in the field of intelligence. The panel trusts that in short time this vacancy will be filled.

Conclusion

The panel assesses standard 9 as satisfactory.

4.10 Standard 10

The size of the staff is sufficient for the realisation of the curriculum.

Outline of findings

To develop, carry out, evaluate and update the curriculum of the programme, the Netherlands Defence Academy will provide from 4 up to 7 full-time equivalents teaching staff, in keeping with the intended staff-student ratio of 1:10.

Considerations

The panel thinks that the number of lecturers which is calculated for the new programme is sufficient. However, the panel had some concerns on the workload for staff members who are teaching in different institutions. The staff members assured the panel that the different appointments fit well together.

The panel feels that the supervision of students doing their graduation work takes a lot of time, especially because this is all squeezed in on Friday. The panel thinks that the amount of planned supervision is sufficient, but needs attention so it can be extended if needed.

The panel pointed out that although the program is based on a planning of sixty students a year, the number of students can actually increase. The expectation of the staff and the working field is that a number of students will take longer than two years to finish the program, due to the missions they are sent on. Consequently, a backlog in students will exist and might even expand over the years. The panel expressed concern that a possible backlog would add to the workload of the staff, and would translate in more than sixty students a year that would be studying in the program.

Conclusion

The panel assesses standard 10 as satisfactory.

4.11 Standard 11

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

Outline of findings

According to the information dossier, students are accommodated in classrooms suited to the educational needs. In addition, the students have unlimited access to all Netherlands Defence Academy library facilities in Breda, Den Helder and The Hague as well as additional study facilities.

Because of the part-time nature of the programme, the Netherlands Defence Academy guarantees on-line facilities with regard to enrolment and registration, study progress information, electronic learning environment and the digital research environment.

Considerations

The panel thinks the facilities are adequate for realising the programme. The panel was shown around the library and was impressed by the degree to which the library resources were now available online rather than just in hard copy.

The panel is satisfied with the electric learning environment. The programme uses a rather basic, but sufficient environment, accessible from anywhere in the world. However, the panel has some concerns on the ability of students to log in the electric learning environment when abroad, because of possible fire walls.

Conclusion

The panel assesses standard 11 as satisfactory.

4.12 Standard 12

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

Outline of findings

Study guidance and counselling aim at getting students to study successfully, that is to say: to study within the official timeframe. Study guidance and counselling are intensive, promoting the study culture by strengthening the academic ambitions of students that are educated to become officers in the Dutch Armed Forces. For students who have fallen behind schedule in completing their coursework, study guidance and counselling focus on returning them to the norm.

The Netherlands Defence Academy contacts future bachelor's and master's students via the Netherlands Defence Academy website, brochures, information days, e-mail, study programme information fairs, etc.

The Faculty of Military Sciences mentors (teaching staff) act both as study advisor and counsellor. They are responsible for study guidance, counselling and study advice to all students within their mentorship. They are supported by an educational specialist and the Boards of the Degree Programs. As the mentor is a member of the programme's teaching staff, he/she is in a good position to provide information on the programme, the relevant military field and about future education opportunities. Teaching staff volunteers for mentorship. The Faculty Board determines the maximum number of students for each mentorship; these numbers have never been over ten students per group.

The mentor meets the students at the start of the programme. During the programme, subsequent meetings take place at the student's request. The mentor informs his/her students about procedures regarding the repair of deficiencies and exemptions; about track-related issues, electives, the Graduation Work, additional courses and about the Faculty of Military Sciences and its regulations.

For questions about their military career, students can turn to their military commander.

Considerations

The panel thinks the programme management has taken enough effort to ensure that the students are supported adequately during the programme. Right from the beginning the students are well informed about the programme. There is adequate staff to provide mentoring as well as information provision for students.

Conclusion

The panel assesses standard 12 as satisfactory.

4.13 Standard 13

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

Outline of findings

The evaluation of courses and study programmes involves the systematic collection of data to gain insight into the current quality of the education provided and in to the need to improve that quality. The purpose of evaluation is to enhance the quality of education. Evaluation therefore has a cyclical character: the actual measurement of the quality of education (quality assurance and control) is followed up with measures to improve the quality wherever necessary.

When it becomes clear that the objectives are not being achieved (“check”), measures must be taken (“adjust”). Dependent on the results and recommendations from the evaluation, either the Faculty Board, Degree’s Programme Boards and/or the departmental heads involved, will take these measures. Examples of such measures include: consultation with fellow teachers/departmental heads about the design and delivery of the education; oral or written instructions or recommendations (e.g., Bekendmaking [Announcement]) given by the Education Portfolio Holder or the Dean to the teaching staff; peer supervision (feedback between teachers on each other’s performance); promotion of the educational professionalization of teaching staff (e.g., by following courses); rewriting or revision of educational material (varying from syllabuses to exam questions), possibly with support from an educational expert; reconsideration/revision of the applied testing methods; adjustments to the education timetables.

Considerations

The panel is of the opinion that an adequate evaluation of the core, the tracks and the graduation work will be in place. The panel would like to stress the importance of a yearly evaluation of every course, especially in the first years after the programme starts. According to the information dossier, there will be an evaluation every three years. However, the Education Committee ensured the panel that they will provide for a thorough evaluation every year, at least in the first couple of years.

The panel was surprised that they did not find information on the questionnaires in the information dossier. During the site visit, they got insight in the way students are questioned by the questionnaires. The panel is of the opinion the students will be sufficiently questioned, but recommends to make the intended way of evaluating more explicit by putting it in the documentation.

Conclusion

The panel assesses standard 13 as satisfactory.

4.14 Standard 14

Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.

Outline of findings

Various parties are involved in the evaluation of the education. The primary day-to-day responsibility for the evaluation rests with the Boards of the Degree's Programs, whereas the final responsibility rests with the Faculty Board. Other involved parties, depending on the scope of the evaluations, are the Faculty Office, the Programme Committee, Departmental Heads, Teaching staff, Students, Alumni/Military professional Field and the Section Education.

The Programme Committee consists of three student members and three staff members. The committee monitors the quality and feasibility of the programme. In meetings, the members of this committee discuss the evaluations and give recommendations to the faculty board or to the programme board. Annually the committee looks at teaching regulations.

Other parties who may have a task in the education evaluation process are the teaching coordinator, the departmental head or the teacher. In addition, the Section Education, particularly the educational specialist added to the Boards of the Degree's Programs play an important role, in terms of organization and implementation.

Considerations

The panel believes that the programme intends to actively involve staff, students, alumni and the relevant professional field in the internal quality assurance system. The staff and members of the relevant professional field that the panel spoke to were very committed, and emphasized that the mixture of options of specific training and a broad orientation of the students in the program was ideal for the present and future working environment of the students.

The programme committee will regularly meet to evaluate the overall quality, coherence and organization of the programme and to assess whether the teaching and learning objectives and quality targets have been attained.

Conclusion

The panel assesses standard 14 as satisfactory.

4.15 Standard 15

The programme has an adequate assessment system in place.

Outline of findings

In the study guide of the programme, for every course the assessment forms are described. According to the information provided in the study guide, students will be assessed by several assessment forms like essays, research paper, presentations, reviews of literature, quality of class participation and written exams.

According to the information dossier, skills are tested in the form of a product: a thesis, a paper, or a presentation. The central question in assessing the product is: does the product prove that the student knows how to do it? Teaching staff is recommended to always provide opportunities for feedback and not give assignments that cannot be corrected. When students assess each other, this only serves a diagnostic purpose (or is part of the actual learning process). The teacher always remains fully responsible for the assessment. This point is particularly important in case of group assignments. In addition, teaching staff is asked to limit the number of assessment criteria.

Testing attitudes will necessarily focus mainly on the cognitive and behavioural aspects: i.e., does the student know 'the right way' to behave. The affective component, which is the most essential aspect of attitudes, is elusive and mostly remains outside the scope of testing and assessing.

In the chapter 'Testing and assessing' in the Education Quality Manual, information is given on how to assure the quality of the assessments. Recommendations are given for teaching staff on how to develop assessments and how to assess. For example, teaching staff is recommended to use a specification table or test matrix for developing tests.

Considerations

According to the panel, the students are assessed, by means of many different assessment forms, in an adequate way to determine whether they have achieved the intended learning outcomes of the programme or parts thereof. However, the panel has some recommendations about assessing in an adequate way.

The panel is positive about the extended recommendations for teaching staff on testing, assessing and assessing theses in the Education Quality Manual. However, many of these recommendations need to be part of common assessment policy to assure assessment quality. For example, the panel feels it should be mandatory to provide for a specification table per assessment. Therefore, the panel advises to reform some of the recommendations into regulations.

Regarding the assessment of the courses, there is some vagueness about the proportions and the required length of essays and papers, according to the panel. Some are quite specific, others are not. There is a need for standards across the courses, it has to be clear to students what is expected. In addition, to create more transparency and overview on the assessment, the panel suggests creating a grid in which the assessment of all courses is sorted out.

Conclusion

The panel assesses standard 15 'Assessment' as satisfactory.

4.16 Standard 16

The institution guarantees students that they can complete the entire curriculum and makes sufficient financial provisions available.

Outline of findings

According to the information dossier:

- the Executive Board guarantees students they can complete the entire curriculum;
- provided investments suffice to both develop the programme as well provide for the necessary support and infrastructure;
- the financial resources are adequate.

The programme is governed by the same legal body (Executive Board of the Foundation for Scientific Education and Research at the Netherlands Defence Academy *SWOON+) that also governs the Faculty of Military Sciences Netherlands Defence Academy 's bachelor's degree programmes . All degree programmes are 'non-government funded'. The Executive Board guarantees all students of all Faculty of Military Sciences Netherlands Defence Academy degree programmes they will be able to complete the entire curriculum, and upon completion obtain the academic degree. To this effect, the Ministry of Defence will provide the Executive Board with all necessary personnel, materiel and financial resources.

Considerations

The panel trusts the applicant has taken sufficient measures to ensure that students can complete the whole programme. The panel thinks the financial provisions are sufficient to cover the initial losses within a reasonable span of time.

The panel suggests that the programme makes agreements with other similar programmes, on taking students of each other, in the unlikely event of being unable to let students finish the programme.

Conclusion

The panel assesses standard 16 as satisfactory.

5 Overview of the assessments

The panel presents its assessments per standard, as outlined in chapter 4, in the following table.

Standard	Assessment
<i>1. The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements</i>	Satisfactory
<i>2. The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.</i>	Satisfactory
<i>3. The contents of the curriculum enable students to achieve the intended learning outcomes.</i>	Satisfactory
<i>4. The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.</i>	Satisfactory
<i>5. The curriculum ties in with the qualifications of the incoming students</i>	Satisfactory
<i>6. The curriculum is feasible.</i>	Unsatisfactory
<i>7. The programme meets statutory requirements regarding the scope and duration of the curriculum.</i>	Satisfactory
<i>8. The programme has an effective staff policy in place.</i>	Satisfactory
<i>9. The staff is qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.</i>	Satisfactory
<i>10. The size of the staff is sufficient for the realisation of the curriculum.</i>	Satisfactory
<i>11. The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.</i>	Satisfactory

<i>12. Tutoring and student information provision bolster students' progress and tie in with the needs of students.</i>	Satisfactory
<i>13. The programme is evaluated on a regular basis, partly on the basis of assessable targets.</i>	Satisfactory
<i>14. Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.</i>	Satisfactory
<i>15. The institution guarantees students that they can complete the entire curriculum and makes sufficient financial provisions available.</i>	Satisfactory
<i>16. The institution guarantees students that they can complete the entire curriculum and makes sufficient financial provisions available.</i>	Satisfactory
Conclusion	Satisfactory

Annex 1: Composition of the panel

Chair

Prof. Dr. R.V.A. (Ruud) Janssens

Since July 2002, Ruud Janssens is full professor of American Studies at the University of Amsterdam. Janssens studied Modern Asian History and Modern and Theoretical History at the University of Amsterdam. Additionally, he obtained an American Studies Diploma at Smith College, Northampton, Massachusetts. From 1991 to 1995, Janssens was graduate student at the Amerika Instituut at the University of Amsterdam, where he received his PhD cum laude for his dissertation *What Future for Japan. U.S. Wartime Planning for the Postwar Era, 1942-1945*. In 1993 he was an American Council of Learned Societies Fellow in American Studies and guest researcher at the History Department at Harvard University. In 1995 he was Advanced Research Fellow in the Program on US-Japan Relations, also at Harvard University. Next he was guest lecturer at the University of Calgary and the Amerika Instituut at the University of Amsterdam and he did research for the Social Science Research Council in New York. In 1997 he worked for the Asian Studies program at the University, while a year later he became assistant professor in International Relations at the Royal Netherlands Naval College in Den Helder. In 2007, Janssens was Erasmus Lecturer at Harvard University. In 2004 he published *Of Mice and Men: American Imperialism and American Studies and Post-Cold War Europe, Post-Cold War America* (edited volume with Rob Kroes). In 2005 Kate Delaney and Janssens edited the liber amicorum *Over (T)here: Transatlantic Essays in Honor of Rob Kroes*. In 2008-2009 Janssens led a research group on "the relations between superpowers" for the Future Planning Project of the Dutch Department of Defence, whose reports were published in 2010.

Member

Prof. R.J. (Richard) Aldrich

Richard Aldrich is director of the Institute of Advanced Study. He is professor of International Security, Department of Politics and International Studies, University of Warwick.

Member

Prof. J. (Jan) Leysen

Jan Leysen is a Civil Engineer in Telecommunications and Construction (Polytechnic Division, Royal Military Academy, Brussels - 1982) and got his PhD in Applied Sciences at the Katholieke Universiteit Leuven (1991). After management studies at the KUL he became professor of management at the Royal Military Academy in Brussels where he is the head of the Department of Economics, Management and Leadership and (since 2007) Dean of the Faculty of Social and Military Sciences.

Jan Leysen has at several occasions been an internal consultant to the Belgian Ministry of Defence in the domain of strategic and performance management. He also conducted researched and consulted several Belgian public administrations in these domains.

During his career Jan Leysen occupied several positions within the Belgian Society for the Advancement of Scientific Methods within Management (BVWB), in particular as the editor of their scientific journal (JORBEL).

Jan Leysen is author and co-author of reports, articles and communications, mainly in the field of performance management in defence and in the public sector, on decision making methods and on defence-economics. He also directs the Research Group on Risk-, Crisis- and Disaster management at the Royal Military Academy.

Member

Prof. P. (Philip) Sabin

Prof. P. (Philip) Sabin

Philip Sabin has taught at King's College since 1985. He previously held research fellowships at the Kennedy School in Harvard University and at the International Institute for Strategic Studies. He holds an MA from Cambridge (where he studied History and Natural Sciences), and a PhD from the Department of War Studies itself.

Philip Sabin served for many years as Vice Chairman of the Council of Military Education Committees in the UK, and he also played a leading role in establishing King's College London's academic partnerships with the Joint Services Command and Staff College and the Royal College of Defence Studies. He has been a long-standing member of the Chief of the Air Staff's Academic Workshop, and has contributed to most of its publications (most recently in 2009 on 'The Strategic Impact of Unmanned Aerial Vehicles'). Since then, he has published articles on the future of air power in the RUSI Journal (Oct 2009), the RAF Air Power Review (Autumn 2010) and the JAPCC Journal (Summer 2012). He also frequently lectures and makes TV and radio appearances on air power and other issues in the UK and overseas.

Philip Sabin researches and teaches a wide range of military topics including air power, and he has written or edited 14 books and monographs and several dozen articles. His current specialism is the analytical modelling of conflict, especially through the medium of simulation and gaming. His previous book, *Lost Battles* (Hambledon Continuum, 2007) applied this technique to the land engagements of the Greek and Roman world. His latest book, *Simulating War* (Continuum, 2012) helps readers to design tailored simulations of any chosen conflict. He has given several recent keynote addresses on this topic in London and Washington DC, and he is closely involved with wargaming initiatives within the UK armed forces.

Student member

A.J.T.M. (Toine)Smulders, BSc

Toine Smulders is currently finishing the Master programme of Healthcare Policy and Innovation Management at the Faculty of Health, Medicine and Life Sciences at Maastricht University. He has had a Bachelors degree in Health Sciences, and successfully completed the Honours Programme in Medical Education. Toine is an active student representative, he has completed terms in the educational committee and board of examiners of his faculty, has been chairman of the student council for over one year and a half, and served two terms as student advisor to the board of educational directors as well as two terms of student advisor to the executive board of the Maastricht University Medical Centre. Next to this he participated in many other committees and taskforces, such as the faculty complaint committee, student-capacity taskforce and the jury for the annual Maastricht University-employee award, amongst many others. Toine currently works as PA for the chairman of the NFU and of the Executive Board of the MUMC+, and he is policy and strategy advisor of the MUMC+.

Secretaries

On behalf of the NVAO, drs. I. Franssen (Irma) was responsible for the process-coordination. Drs. L. van der Grijspaarde (Linda) acted as secretary and was responsible for the drafting of the expert's report.

Annex 2: Schedule of the site visit

The panel undertook a site visit on Monday October 29th 2012 as part of the external assessment procedure regarding the master's programme Military Strategic Studies at the Netherlands Defence Academy.

Agenda:

08.15 – 09.15 Closed meeting panel

09.15 – 09.45 Session 1 – meeting with institutional management and programme management

- Lt-gen b.d. D. Starink, Chair Executive Board (Foundation for Scientific Education and Research NLDA)
- Ing. A.H. Lundqvist, member of the Executive Board
- Genmaj T.W.B. Vleugels, commandant NLDA also Member of the Executive Board
- Dr. M.T.I.B. Bollen, dean a.i. FMS/ director of Education
- CDRE prof. dr. F.P.B. Osinga, chair Degree's Programme Board the master's programme Military Strategic Studies
- Prof. dr. H. Rudolph, dean FMS (from November 1st 2012)

09.45 – 10.00 Break

10.00 – 10.45 Session 2 – meeting with developers programme

- Prof. dr. H. Amersfoort
- Prof. dr. T. D. Gill
- CDRE prof. dr. F.P.B. Osinga, developers Compulsory Courses and track Warstudies
- Prof. dr. B.G.J. de Graaff, developer track Intelligence and Security
- Prof. dr. J.M.L.M. Soeters
- Dr. P.C. van Fenema, developers track Military Management & Logistics

10.45 - 11.00 Break

- 11.00 - 11.45 Session 3 – meeting with representatives work field
- SBN P.J. Bindt, Director Military Intelligence and Security Agency (MIVD)
 - Kol b.d. A. de Munnik, Projectofficer MIVD
 - LKol drs. A.C.W. van Kampen, Head of the centre for knowledge and expertise Logistics
 - Genmaj. G.J. Broeks, Coordinating Projectofficer MoD
- 11.45 - 12.30 Tour of the facilities (de la Reijweg; ELO facilities and Castle of Breda; library)
- 12.30 - 13.15 Lunch
- 13.15 - 14.00 Session 4— meeting with (prospective) lecturers, (prospective) members of examination board and (prospective) educational committee
- Dr. F.H. Baudet, Lecturer Warstudies also member of the examination board the master's programme Military Strategic Studies
 - Dr. J.E. Noll, Lecturer Warstudies
 - Dr. P.H.J. Olsthoorn, Lecturer Military Management & Logistics
 - Prof. dr. D.E.M. Verweij, Chair educational committee and lecturer Military Management & Log
 - Dr. R. Lindelauf, Member educational committee and lecturer Intelligence & Security
 - Kol. mr. dr. P.A.L. Ducheine, Chair examination board and lecturer Warstudies
 - Dr. R.J.M. Beeres, Member examination board and lecturer Military Management & Log.
- 14.00-16.00 Final and closed meeting of the panel
- 17.00-17.15 Presentation of initial findings

Annex 3: Documents reviewed

Programme documents presented by the institution

- Information dossier Master Military Strategic Studies, 29 June 2012
- Annual Research Plan 2012. Faculty of Military Sciences (FMS), Netherlands Defence Academy (NLDA), June 2012
- Graduation work: Guide for Work Plan & master's Thesis 2012-2013. Faculty of Military Sciences (FMS), Netherlands Defence Academy (NLDA)
- Study Guide Master Military Strategic Studies (the master's programme Military Strategic Studies), 22 June 2012
- Teaching and Examination Regulations 2012-2013, Master of Arts Military Strategic Studies (the master's programme Military Strategic Studies). Faculty of Military Sciences, Netherlands Defence Academy

Documents made available during the site visit

- Education Quality Manual 2012-2013. Faculty of Military Sciences (FMS), Netherlands Defence Academy (NLDA)
- Student Charter 2013-2014. Netherlands Defence Academy, Faculty of Military Sciences

Annex 4: Intended learning outcomes

Knowledge-related exit qualifications

The course provides knowledge of and insight into military strategic issues. This means that the graduate is able to analyse and apply such issues based on theoretical concepts; is able to take a critical stance towards knowledge offered and solutions chosen for problems in theory and practice, and is able to develop alternative and well-founded solutions. As regards substantive knowledge, a level is required which makes the student a specialist in the field of military strategic studies, more specifically, regarding the tracks military management and logistics, war studies or intelligence and security. Detailed knowledge at a high academic level is combined with practical examples and applications in the military domain, thus contributing to insight.

Having successfully completed the master's programme Military Strategic Studies programme, and regardless of any specific track, all students will have gained knowledge and understanding of, can explain, analyze and research:

- Key issues, debates, approaches and developments concerning contemporary international security;
- The nature of war, why war is studied and the epistemological challenges associated with its study;
- The characteristics of various types of conflict;
- The evolution of war and warfare as an historical and societal phenomenon;
- The main western strategic theories, military doctrines and academic debates informing the question of logic and utility of military force in various types of wars;
- The role of strategy at the interface between political and military activity;
- the dynamics of military innovation in the past two decades;
- The main legal principles governing the employment of military force;
- The specific nature of modern land, air, maritime and joint warfare in various types of conflict;
- The motives, (il)logic, conduct, effects, and impact of recent complex military operations.

Moreover, dependent on their selection of one –or more- graduation tracks, students will have gained knowledge one of the following graduation tracks:

Intelligence and Security

- a) knowledge (and the appliance of knowledge) of intelligence and its environment;
- b) knowledge (and the appliance of knowledge) of intelligence organizations and their cultures;
- c) knowledge (and the appliance of knowledge) of methodologies of intelligence analysis;
- d) knowledge (and the appliance of knowledge) of the practice of military intelligence.

Military management and Logistics

- a) knowledge (and the appliance of knowledge) of defence economics and performance management;
- b) knowledge (and the appliance of knowledge) of the military as a public and deploying organisation;
- c) knowledge (and the appliance of knowledge) of strategic military asset management;
- d) knowledge (and the appliance of knowledge) of military leadership and human resource management;
- e) knowledge (and the appliance of knowledge) of defence information and innovation.

War Studies

- a) knowledge (and the appliance of knowledge) of the military in interventions and state-building;
- b) knowledge (and the appliance of knowledge) of insurgency and counterinsurgency;
- c) knowledge (and the appliance of knowledge) of coercive diplomacy, sanctions, blockades and deterrence;
- d) knowledge (and the appliance of knowledge) of International Law of military operations.

Skills-related exit qualifications

- a) the ability to conduct research with an abstract, academic character, including the formulation and testing of hypotheses; the seeking out of the necessary sources and analyzing, summarizing the data (all tracks);
- b) the ability to report clearly and concisely (i.e., effectively communicating), both orally and in writing, about research at an academic level;
- c) the ability to analyse key issues from the field within the chosen graduation tracks, to form their own judgments, to assess knowledge offered critically, and to creatively resolve associated problems.

Attitude-related exit qualifications

- a) insight into the strategic, legal, ethical, historical, organisational, logistical, economic, social, political, intelligence and security related aspects of military practice and Defence related institutions;
- b) the ability to both function independently and to cooperate constructively within a team;
- c) an understanding of the social and political context within which military strategic studies are being practiced and to be able to reflect on their own and others' assumptions regarding the social and political context in which the master's programme Military Strategic Studies is practiced.

Based on the above the master's programme Military Strategic Studies master's graduates, in concordance with the *officer-scholarship*, will:

1. be capable of being analytical in their work, on the basis of a broad and deep scientific knowledge;
2. be able to synthesise knowledge and to solve problems in a creative way when dealing with complex issues in the military field;

3. possess the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional, and more specifically, military and Defence related environments;
4. be able to assume leading roles, including management roles, in defence organisations and related institutions, and be able to contribute to innovation;
5. be able to work in an international environment, helped by their social and cultural sensitivity and language and communication abilities, partly acquired through experience of team work, operational experiences, officers competencies and/or any study periods abroad;
6. possess an awareness of possible ethical, social, political, legal and economic implications of their work and the insight to act accordingly;
7. possess an awareness of and the responsibility to the need to update their knowledge and skills.

In addition, the master's programme Military Strategic Studies master's graduates are to possess the following kinds of competencies:

1. required core knowledge and understanding in the field of military strategic studies;
2. knowledge of research methods and practice in their graduation track;
3. training in theoretical knowledge and methods;
4. advanced knowledge of specific areas in their field of study, dependent on the graduation track;
5. awareness of connections with other disciplines and ability to engage in interdisciplinary work.

Annex 5: Recommendations

1. *Flexibility*

The programme provides little flexibility, because of the prescribed courses per track (characterised as 'stove pipes' by the panel). The panel advises the programme to consider more flexibility in the programme, so students are able to obtain knowledge from different tracks.
2. *Workload students*

In general, the student workload is too high. The workload should be less demanding. For some courses, the amount of assessment seems to be the cause of an excessive workload. For other courses, students are asked to read too much. The panel suggests the programme to benchmark against similar programmes.
3. *Consistency and clearness on workload and assessment*

There is lack of specificity about the workload and the assessment per course. The workload is not correctly measured for some courses. The panel advises to be more consistent and to be more specific on the workload and the assessment of the courses. The panel advises the programme management that when they are harmonising the programme, they in particular have a thorough look at the assessment.
4. *Workload staff*

In the future, with growing amounts of students, the workload of the staff might become too high. The workload of the staff needs to be monitored closely and if necessary, more staff needs to be employed.

The panel report has been ordered by NVAO for the initial accreditation of the master's programme Military Strategic Studies of the Netherlands Defence Academy.

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