

Assessment report
Limited Framework Programme Assessment

Bachelor International Development Studies

Wageningen University

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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 Bachelor International Development Studies programme of Wageningen University. The programme was 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 (Staatscourant nr. 69458).

The objectives of the programme are very sound and relevant. The programme has a clear focus, being intended to study livelihoods, agro-food networks and the environment from the disciplinary-based perspectives sociology, economics or governance and communication studies. The panel welcomes students being introduced to inclusion and exclusion processes, equity and unequal access to resources.

The programme objectives are firmly placed within the domain-specific framework of reference, drafted by the European Association of Development Research and Training Institutes, and therefore match the international requirements for the development studies domain. The panel appreciates the programme objectives to prepare students to continue their studies at master level and agrees not to educate students primarily for positions on the labour market. Judging by the objectives as formulated, the programme trains students very well for continuing their studies at master level.

The programme intended learning outcomes meet the objectives, are well-structured and comprehensive, addressing disciplinary knowledge, multidisciplinary understanding, research skills and academic skills. The intended learning outcomes conform to the bachelor level, as exemplified by the Dublin descriptors.

The involvement of the representatives of the development studies professional field in the programme is regarded by the panel as positive.

The panel considers the programme to be managed conscientiously.

The curriculum of the programme complies with the intended learning outcomes and is regarded by the panel to be well-structured and coherent. Students are educated in a number of disciplines, such as economics, sociology, governance and communication, are subsequently trained in multidisciplinary themes and in the third year, are offered majors on different dimensions of development. Both qualitative and quantitative research skills and academic capabilities, such as communication skills and collaboration skills are adequately addressed. The panel finds the *Communication, Technology and Policy* major less coherent and recommends to give this major a clearer focus and a more coherent structure. The panel advises also to address the subject of de-colonisation more explicitly, in line with the intended learning outcomes.

The lecturers are regarded by the panel to be engaged in the programme. The expertise, research track records and educational skills of the lecturers to be up to standard. The proportions of UTQ-certified lecturers and lectures being trained for the certificate are satisfactory. The lecturers are much appreciated by the students, which is regarded by the panel as very positive. The panel recognises the discussions among lecturers on diversity issues, but advises to strengthen the diversity and internationalisation of the staff and to promote the opportunities for foreign staff to enter into tenured tracks.

The programme admission requirements and procedures are adequate. The panel is positive about the required prior knowledge of mathematics. The panel welcomes students being offered remedial classes in economics and other disciplines. The programme exemptions policy and regulations are appropriate.

The educational concept and study methods meet the contents of the programme and promote students participating actively in class. The panel regards the number of hours of face-to-face education and the students-to-staff ratio to be more than adequate. The panel appreciates the students being given the opportunity to proceed gradually from Dutch to English. The weekly assignments in the courses are welcomed by the panel. The programme is challenging, but lecturers and study advisors assist students appropriately.

The examination and assessment policies for the programme are adequate. The position and authority of the Examining Board for this programme are appropriate as well, the Board being in control of the examination and assessment processes in the programme.

The panel approves of the examination methods adopted in the programme, as these are suited to test the goals and the contents of the courses. The measures taken to ensure the validity and transparency of examinations and reliability of assessments are adequate. The panel appreciates the Examining Board inspecting the quality of the examinations and assessments of the chair groups and thereby monitoring the examination and assessment processes quite scrupulously. The fraud and plagiarism formalities are up to standard.

The supervision and assessment procedures of the Bachelor Thesis are adequate. Students are offered appropriate supervision. The assessment processes involve two examiners, using elaborate scoring forms. The panel advises to add more extensive written comments, in addition to the oral feedback students are given.

The panel assesses the course examinations to be up to standard and some to be challenging. None of the Bachelor Theses reviewed were assessed by the panel to be unsatisfactory. The grades of the theses were generally found to be consistent with the grades the panel would have given. The theses were satisfactory on research questions, conceptual frameworks and policy analyses, a number of them being more than satisfactory.

In the panel's opinion, the programme succeeds in preparing the programme's graduates appropriately for a wide range of master programmes, both disciplinary and multidisciplinary programmes.

The panel that conducted the assessment of the Bachelor International Development Studies programme of Wageningen University 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 recommends NVAO to accredit this programme.

Rotterdam, 16 April 2018

Prof. dr. D.A.N.M. Kruijt
(panel chair)

drs. W. Vercouteren
(panel secretary)

2. Assessment process

The evaluation agency Certiked VBI received the request by Wageningen University to support the limited framework programme assessment process for the Bachelor International Development Studies programme of this University. The 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 Development Studies convened to discuss the composition of the assessment panel and to draft the list of candidates.

The panel composition was as follows:

- Prof. dr. D.A.N.M. Kruijt, emeritus professor Development Studies, Utrecht University, Netherlands (panel chair);
- Prof. dr. M.J. Spierenburg, professor Development Studies, Radboud University Nijmegen, Netherlands (panel member);
- Prof. dr. D.C. Mitlin, professor Global Urbanism, Manchester University, United Kingdom (panel member);
- Prof. dr. B. Kebede, professor Behavioural Development Economics, University of East Anglia, United Kingdom (panel member);
- M. Speelberg BA, student Master International Development Studies, Utrecht University, Netherlands (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.

To prepare the assessment process, the process coordinator convened with management of the programme to discuss the outline of the self-assessment 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 15 final projects. The grade distribution in the selection was ensured to conform to the grade distribution in the list, sent by programme management. The majors students graduated in have been taken into account.

The panel chair and the panel members were sent the self-assessment report of the programme, including appendices. In the self-assessment 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.

A number of weeks before the site visit date, the assessment panel chair and the process coordinator met to discuss the self-assessment report provided by programme management, the procedures regarding the assessment process and the site visit schedule. 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-assessment 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 panel met to speak about the preliminary findings on the quality of the programme. During this meeting, the preliminary findings of 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 17 and 18 January 2018, the panel conducted the site visit on the Wageningen University 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 the Programme Board representatives, programme management, Examining Board representatives and study advisors, lecturers and final projects examiners, and students and alumni.

In a closed session at the end of the site visit, the panel considered in detail 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 were 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: B Internationale Ontwikkelingsstudies
(B International Development Studies)

Orientation, level programme: Academic Bachelor

Grade: BSc

Number of credits: 180 EC

Majors: Sociology of Development
Economics of Development
Communication, Technology and Policy

Location: Wageningen

Mode of study: Full-time (language of instruction: Dutch/English)

Registration in CROHO: 56837

Name of institution: Wageningen University

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 objectives of the Bachelor International Development Studies programme are to introduce students to social transformation processes with respect to livelihoods, agro-food networks and the environment and to study these processes in a contextual manner, at local, regional, national and international levels, and in comparative perspective. More specifically, students are educated to study individuals and groups shaping their livelihoods, dealing with the context in which they live, the relations and interdependencies within agro-food networks, and individuals and groups dealing with the environment, meaning natural resources and the effects on their wellbeing. The programme highlights inclusion and exclusion processes, equity and unequal access to resources.

Programme management showed the programme objectives to meet the domain-specific framework of reference, being the international Revised Definition of the field of Development Studies of October 2015 of the European Association of Development Research and Training Institutes (EADI). The framework defines development studies as the multi- or interdisciplinary field of study, seeking to understand social, economic, political, technological, ecological, gender and cultural aspects of societal change at local, national, regional and global levels and their interplay, the field being context-sensitive and being characterised by normative and policy concerns. The programme is a social sciences-based multidisciplinary programme. The common part allows students to lay the disciplinary basis. The majors give students the opportunity to specialise in *Sociology of Development* or *Economics of Development* or *Communication, Technology and Policy*.

Programme management translated the objectives into a series of intended learning outcomes. These specify, among others, students to acquire multidisciplinary knowledge and disciplinary knowledge in one of the majors, to examine policies and intervention strategies in this field, to obtain research skills and academic skills, such as critical thinking, research ethics awareness, communication skills and learning skills. Programme management presented a table to show the intended learning outcomes to correspond to the Dublin descriptors for bachelor level programmes.

The programme is meant to train students to continue their studies in this field or adjacent fields at master level and not so much to prepare students for positions on the labour market.

For the programme, an External Advisory Committee has been installed. This Committee, on which representatives from the development studies field from universities, government, NGOs and private companies sit, discusses regularly the dimensions of the programme with programme management. In general, the Committee members are in agreement with programme management on the objectives of the programme.

Considerations

The panel values the objectives of the programme as very sound and relevant. The programme has a clear focus, being intended to study livelihoods, agro-food networks and the environment from the disciplinary-based perspectives sociology, economics or governance and communication studies. The panel notes these subjects meeting Wageningen University profile. The panel welcomes students being introduced to inclusion and exclusion processes, equity and unequal access to resources.

The programme objectives are firmly placed within the domain-specific framework of reference, drafted by the European Association of Development Research and Training Institutes, and therefore match the international requirements for the development studies domain.

The intended learning outcomes of the programme meet the programme objectives and are well-structured, addressing disciplinary knowledge, multidisciplinary understanding, research skills and academic skills. The intended learning outcomes are comprehensive, covering the relevant knowledge, understanding and skills.

The intended learning outcomes conform to the bachelor level, as exemplified by the Dublin descriptors.

The panel appreciates the programme objectives to prepare students to continue their studies at master level and agrees with their intention not to educate students primarily for positions on the labour market. Judging by the objectives as formulated, the programme trains students very well for continuing their studies at master level.

The panel is positive about the involvement of the representatives of the development studies professional field in the programme.

Assessment of this standard

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

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

Wageningen University is a one-faculty University. The Rector is assisted by the Dean of Research and the Dean of Education. The Dean of Education is the chair of the Programme Board. This Board, being composed of four professors and four students, is legally responsible for all programmes of the Faculty. The Dean of Education is also the head of the Department of Education and Student Affairs, being in this capacity responsible for facilitating education within the University. For this programme as for all other programmes of the Faculty, the Programme Committee is responsible for the contents and the quality of the programme. The Programme Committee is composed of an equal number of staff members and students. This responsibility is subject to the approval of the Programme Board. For each of the programmes, the Programme Director is responsible for the day-to-day management and support activities of the programme. Courses within the programme are part of the programme curriculum, but all of the courses are taught by chair groups within the University. Chair groups are part of one of the five Science Groups of the University. In chair groups, expertise on specific subjects is clustered. The Programme Director maintains contacts with chair groups regarding design, contents and quality of the courses they deliver. The learning goals, contents, teaching methods and assessment methods are subject to the approval of the Programme Committee and the Programme Board. Each year, in the Education Modification Cycle, these are discussed. For all of the programmes of the University, four Examining Boards are in place. For the Bachelor International Development Studies and the Master International Development Studies, the Examining Board of the Social Sciences Group has the authority to ensure the quality of examinations and examination procedures.

Programme management presented a detailed schedule to demonstrate the curriculum meeting the intended learning outcomes of the programme. The curriculum has a total study load of 180 EC and takes three years to complete. In the first and second year, students are offered foundational, disciplinary courses (36 EC), introducing them to the economic, social, political, cultural and environmental aspects of development. In addition, students take methodological courses on mathematics, statistics and qualitative and quantitative research methods (33 EC). To complete these courses, student conduct an individual research project abroad at the end of the second year. Building on the disciplinary courses, students take thematic courses (45 EC), addressing subjects and problems from multiple disciplinary perspectives. Skills training is interwoven in the courses. These skills include presentation skills, writing skills, collaboration skills and information collecting skills. In the third year, students select their major (36 EC) from the three majors offered, *Sociology of Development*, *Economics of Development* and *Communication, Technology and Policy*. At the end of their major and in line with their major specialisation, students do their Bachelor Thesis. Students are offered an introductory meeting and workshops on report writing to prepare them for the thesis. In the courses, students are introduced to temporal and spatial dimensions of subjects and trends and policy implications. In the curriculum, 30 EC of free choice are available. Students may take one of the minors offered at the University or may take courses outside of the University. About 60 % of the students spent the semester at foreign universities, whereas 20 % took courses at other Dutch universities.

As has been indicated, courses are offered by chair groups. Lecturers in the programme are researchers doing research within their chair group. In addition, most of the lecturers are fellows of the Wageningen School of Social Sciences, this School promoting research in his field. About 44 lecturers are involved in the programme. They are experts in the disciplines they teach. All but one have a doctorate or PhD. The proportion of lecturers being UTQ-certified is 30 % (UTQ is Dutch University Teaching Qualification), whereas 7 % of the lecturers have equivalent qualifications. About 30 % are in the process of obtaining their UTQ, whereas 34 % are not UTQ-certified but have extensive teaching experience. From the results of surveys and from the opinions voiced in meetings with the assessment panel, it may be derived that students are generally very appreciative of the lecturers and their teaching qualities.

The number of incoming students in the programme remained rather stable over the past years, being on average about 88 students per year for the cohorts 2010 – 2016. The entry requirements are secondary school for higher education (vwo) diploma, with sufficient knowledge of mathematics. Non-Dutch students should report equivalent entry levels, in addition commanding the Dutch language. Students having less knowledge of economics, are offered additional classes. Students may apply for exemptions. Requests for exemptions are handled by the Examining Board.

In the first year, the teaching is in Dutch, in the second year it is partly Dutch and partly English and in the third year the teaching is mainly in English. The programme educational concept is to promote active learning on the part of the students. The study methods adopted in the programme are selected in line with this concept and include lectures, small-group (10 to 15 students) tutorials and practical training sessions, group work and excursions. In the courses, lecturers from different chair groups may lecture, offering students multiple perspectives. In many courses, students submit assignments or essays weekly which are all graded. This is appreciated by students, even if it means a challenging study load. The average number of hours of face-to-face education per week is 17.1 hours in the first year, 14.9 hours in the second year and 12.8 hours in the third year. The students-to-staff ratio is 21 : 1. Students regard the programme to be feasible. In the first year, students have to report 36 EC. If they do not succeed, they will have to leave the programme. Students are guided through the programme by the study advisor, who meets with them individually or in small groups. The study advisor monitors the students' study progress and advises them on the choices to be made in the programme. The Examining Board approves the individual study programmes of students, being advised by the study advisor. The student success rates are about 43 % for students completing the programme after three years and 74 % for students completing the programme in four years (average figures for last three to four cohorts of students reregistering for the second year). The figures are on par the Wageningen University average figures and the success rates in four years of the last two cohorts (79% and 78% for the 2011 and 2012 cohorts respectively) are above the target (75%) set in an agreement with the Ministry of Education and Sciences.

Considerations

The panel considers the programme to be managed conscientiously.

The curriculum of the programme complies with the intended learning outcomes and is regarded by the panel to be well-structured and coherent. The panel welcomes students being educated in a number of disciplines, such as economics, sociology, governance and communication, subsequently being trained in multidisciplinary themes and at the end of the curriculum, being offered majors on different dimensions of development. The panel welcomes students being trained in both qualitative and quantitative research skills. General academic capabilities, such as communication skills and collaboration skills are adequately addressed in the curriculum. The panel finds the *Communication, Technology and Policy* major less coherent and recommends to give this major a more clear focus and a more coherent structure.

The panel advises to address subjects on de-colonisation more explicitly, to align the curriculum in this respect with the intended learning outcomes.

The lecturers are regarded by the panel to be engaged in the programme. The expertise, research track records and educational skills of the lecturers to be up to standard. The proportions of UTQ-certified lecturers and lectures being trained for the certificate are satisfactory. The lecturers are much appreciated by the students, which is regarded by the panel as very positive. The panel appreciates the discussions among lecturers on diversity issues, but advises to strengthen the diversity and internationalisation of the staff and to promote the opportunities for foreign staff to enter into tenured tracks.

The admission requirements and procedures of the programme are regarded by the panel to be adequate. The panel is positive about the required prior knowledge of mathematics, this allowing students to proceed through the programme. In addition, the panel welcomes students being offered deficiency classes in economics and other disciplines. The programme exemptions policy and regulations are appropriate.

The educational concept and study methods meet the contents of the programme and promote students participating actively in class. The panel regards the number of hours of face-to-face education and the students-to-staff ratio to be more than adequate. The panel appreciates the students being given the opportunity to proceed gradually from Dutch to English. The weekly assignments in the courses are welcomed by the panel. The programme is challenging, but lecturers and study advisors assist students appropriately.

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 examinations and assessments in the programme are governed by the Education and Examination Regulations of Wageningen University and the Rules and Regulations of the Examining Boards of the University. As has been indicated, the Social Sciences Group Examining Board has the authority to ensure the quality of examinations and assessments and to monitor the corresponding procedures. One of the members of the Examining Board is an external member.

Examination methods in the programme include multiple-choice and open-ended written examinations, individual and group assignments, papers and essays, presentations and participation in course work. In all of the courses, multiple examinations are scheduled, assessing students in various ways. Examination methods are selected to conform to the course goals. Group work does not exceed 40 % of the final grade of the course, to counter free-riding effects.

In the programme, measures are taken to ensure the validity, reliability and transparency of examinations and assessments. The Examining Board appoints examiners, who have to be involved in the courses as lecturer or coordinator and who have to be UTQ-certified. Every four years, the Examining Board checks the examinations and assessments of each of the chair groups, which participate in the programme. The Board checks example examinations for the students being available and students being informed about the type of examination and about the specification of assignments. In addition, the Board inspects the alignment of course goals and examinations contents, specification tables for examinations, answer keys for correcting written examinations and methods and scoring models for the assessments of assignments. In these inspections, the results of peer reviews by colleagues of other universities are taken into account. The Examining Board noted the elements inspected to conform to the requirements.

The study load of the Bachelor Thesis is 12 EC. The thesis is a literature study and no empirical study. Students may choose their own subject, but are offered a list of topics by chair groups to choose from. In the thesis process, students are guided by their supervisor. The thesis is assessed by the supervisor and the second reader, using a scoring form (rubrics) and adding comments in writing. The assessment includes research competencies (30 % to 40 %), the written report (50 % to 65 %) and the oral defence by the student (5 %). In 2017, the Examining Board invited external examiners to review theses. Only minor differences in grading surfaced. The Board intends to schedule these external assessments on a regular basis.

The Examining Board handles cases of fraud or plagiarism. These are very rare and mostly not intentional. The first time, students are warned. Thus far, there were no second time cases.

Considerations

The panel considers the examination and assessment policies for the programme to be appropriate, these being in line with the Wageningen University rules and regulations. The position and authority of the Examining Board for this programme are appropriate, the Board being in control of the examination and assessment processes in the programme.

The panel approves of the examination methods adopted in the programme, as these are suited to test the goals and the contents of the courses.

The measures taken to ensure the validity and transparency of examinations and reliability of assessments are adequate. The panel especially appreciates the Examining Board inspecting the quality of the examinations and assessments of the chair groups and thereby monitoring the examination and assessment processes quite scrupulously. The fraud and plagiarism formalities are up to standard.

The supervision and assessment procedures of the Bachelor Thesis are adequate. Students are offered appropriate supervision. The assessment processes are up to standard, involving two examiners and being conducted using elaborate scoring forms. The panel advises to add more extensive written comments, despite the oral feedback students are given.

Assessment of this standard

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

4.4 Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel studied the examinations of a number of courses of the programme.

The panel reviewed a total number of fifteen theses of graduates of the programme, the grades of which ranged from satisfactory to very good. The average grade of the Bachelor Theses over the last two years was 7.5 (Dutch grading scale, going from 1.0 to 10.0). In the theses, students have to show being able to formulate a research question and conduct a literature study in line with scientific standards, to critically analyse the subject chosen, to carry out the work in the time set, to write about the subject in clear terms and to orally defend the work.

Students are admitted to many social sciences master programmes, both multidisciplinary and disciplinary programmes. Students have been admitted to master programmes in Economics and in Anthropology. Most students continue their studies at the Master International Development Studies of Wageningen University (40 %) or other master programmes of the University (17 %). About 21 % of the graduates continued their master studies at other Dutch universities (21 %). The other graduates join a Master abroad (11 %) or enter the labour market (7 %). For graduates continuing their studies at Wageningen University, the grade point average is known, which is very favourable (7.8).

Considerations

Having studied the examinations of a number of courses of the programme, the panel assesses these examinations to be up to standard and some to be challenging.

None of the Bachelor Theses reviewed were assessed by the panel to be unsatisfactory. The grades of the theses were generally found to be consistent with the grades the panel would have given. The theses were satisfactory on research questions, conceptual frameworks and policy analyses, a number of them being more than satisfactory.

In the panel's opinion, the programme succeeds in preparing the programme's graduates appropriately for a wide range of master programmes, both disciplinary and multidisciplinary programmes.

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	Good
Standard 2: Teaching-learning environment	Satisfactory
Standard 3: Student assessment	Good
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 give the *Communication, Technology and Policy* major a clearer focus and a more coherent structure.
- To strengthen subjects on de-colonisation in the curriculum, to align the curriculum with the corresponding intended learning outcomes in this respect.
- To strengthen the diversity and internationalisation among the staff.
- To promote the opportunities for foreign staff to enter into tenured tracks.
- To add more extensive written comments on the Bachelor Thesis scoring forms, in addition to the oral feedback students are given.