

Assessment report
Limited Framework Programme Assessment
Master Environment and Resource Management
Vrije Universiteit

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1. Executive summary

In this executive summary, the panel presents the main considerations which led to the assessment of the quality of the Master Environment and Resource Management programme of Vrije Universiteit in Amsterdam. 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 panel considers the programme objectives to be sound and relevant. The programme distinguishes itself by educating students to address environment and sustainability challenges from integrative socio-environmental perspectives and to apply governance approaches, policy instruments and institutional solutions to solve these challenges. The panel acknowledges the interdisciplinary nature of the programme, placing the programme profile, however, more in the social and economics sciences domain than in the natural sciences domain. The panel regards the programme to have a position of its own among the academic programmes in Environment and Sustainability Sciences in the Netherlands. The panel appreciates the programme objectives to train students for the professional field, educating them to become leading experts in this domain.

The programme objectives have been well translated into the programme intended learning outcomes. The intended learning outcomes include knowledge and understanding of concepts, theories and methodologies, research skills and academic skills. Although concepts, theories and methodologies have been mentioned, the panel proposes to add specification to these components. The panel feels students' skills, such as critical thinking abilities, problem-solving skills, communication skills and management skills have been well-phrased. The intended learning outcomes conform to the master level.

The programme objectives are within the boundaries of the domain-specific reference framework for academic programmes in Environment and Sustainability Sciences. The panel is very positive about the effort by the joint academic programmes in Environment and Sustainability Sciences in the Netherlands to draft this framework and regards this to be a sound and up-to-date description of this domain.

The panel regards the organisation of the programme to be appropriate.

The panel is very positive about the contents and the coherence of the curriculum. The curriculum meets the intended learning outcomes of the programme and is coherent. The programme succeeds in bringing all students, irrespective of their backgrounds, to the required level in terms of knowledge of social sciences and economics and in terms of academic skills. The panel proposes, however, to make the skills development of students more explicitly visible in the curriculum. Current research is appropriately introduced in the courses. The methodological knowledge offered to the students is regarded by the panel to be adequate.

The lecturers in the programme are experienced by the panel as being very motivated and enthusiastic. The IVM, Institute for Environmental Studies is regarded by the panel as a strong research institute, ensuring the research qualities of the lecturers. Their educational capabilities are very much up to standard, as the proportions of BKO-certified and SKO-certified lecturers show. The panel noted the high appreciation of the students for their lecturers.

The number of incoming students is adequate. The panel noted the student group being very diversified, in terms of nationalities, level of experience and disciplinary backgrounds. The programme manages to attract very motivated students, which is greeted by the panel. Students are well-informed about the programme, although programme management could stress the favourable properties of the programme more elaborately. The panel approves of the admission requirements and procedures of the programme and also appreciates the pre-master programme. The panel proposes to introduce online courses, opening additional ways to students to remedy deficiencies they may have.

The educational concept and study methods of the programme are solid and innovative, supporting the course contents, adding to the training of academic skills and promoting student-activating learning. The number of hours of face-to-face education is adequate. The study guidance is appropriate. The student success rates are very favourable.

The panel approves of the examinations and assessment rules and regulations of the programme, these being in line with Faculty guidelines. The panel is positive about the responsibilities and activities of the Faculty Examination Board, the Examination Sub-Committee for this programme and the Faculty Review Committee. The examination methods are appropriately diversified and correspond to the course contents and course objectives. The scheduling, supervision and assessment of the Master research project are well organised. The panel is positive about the measures taken by programme management and the Examination Board to ensure the quality of the examinations and assessments. The measures promote the validity, reliability and transparency of the examinations and assessments.

The course examinations, which the panel reviewed were up to standard.

The Master theses the panel studied, definitely match the intended learning outcomes. The problem statements and research questions in the theses were well-phrased and to-the-point. The theses as a whole are well-structured and have been very well-elaborated. The panel wholeheartedly agrees to the grades given by the programme examiners. In two cases, the panel considers the grades as somewhat too high, but these are exceptions, not exemplary of the sample of theses reviewed by the panel.

The panel applauds the programme for preparing the students very well for the professional field, this to be deduced from the positions the programme graduates have managed to achieve in the professional field.

The panel that conducted the assessment of the Master Environment and Resource Management programme of Vrije Universiteit 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 good. Therefore, the panel recommends NVAO to accredit this programme.

Rotterdam, 6 September 2018

Prof. dr. W.A. Hafkamp
(panel chair)

drs. W. Vercouteren
(panel secretary)

2. Assessment process

The evaluation agency Certiked VBI received the request by Vrije Universiteit in Amsterdam to support the limited framework programme assessment process for the Master Environment and Resource Management 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 Environment and Sustainability Sciences convened to discuss the composition of the assessment panel and to draft the list of candidates.

Having conferred with management of the Master Environment and Resource Management programme of Vrije Universiteit, Certiked invited candidate panel members to sit on the assessment panel. The panel members agreed to do so. The panel composition was as follows:

- Prof. dr. W.A. Hafkamp, full professor of Environmental Sciences, Erasmus University Rotterdam (panel chair);
- Prof. dr. M.C.E. van Dam-Mieras, emeritus professor Sustainable Development and Educational Innovation, Leiden University (panel member);
- Prof. dr. A. Verbruggen, emeritus professor, Department Engineering Management, University of Antwerp (panel member);
- Ph. van Langevelde BSc, student Master Chemistry, Leiden University (student member).

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

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

To prepare the assessment process, the process coordinator convened with management of the programme to discuss the outline of the self-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 Certiked 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 last two complete years. Acting on behalf of the assessment panel, the process coordinator selected 15 final projects from this list. The grade distribution in the selection was ensured to conform to the grade distribution in the list, sent by programme management.

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. In this meeting, the profile of panel chairs of NVAO was discussed as well. The panel chair was informed about the competencies, listed in the profile. Documents pertaining to a number of these competencies were presented to the panel chair. The meeting between the panel chair and the process coordinator served as the briefing for panel chairs, as meant in the NVAO profile of panel chairs.

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

On 1 June 2018, the panel conducted the site visit on the Vrije Universiteit campus. The site visit schedule was in accordance with the schedule as planned. In a number of separate sessions, the panel was given the opportunity to meet with Faculty Board representatives, programme management, Examination Board representatives, lecturers and final projects examiners, and students and alumni.

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

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

The assessment draft report was finalised by the secretary, having taken into account the findings and considerations of the panel. The draft report was sent to the panel members, who studied it and made a number of changes. Thereupon, the secretary edited the final report. This report was presented to programme management to be corrected for factual inaccuracies. Programme management 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: M Environment and Resource Management
Orientation, level programme: Academic Master
Grade: MSc
Number of credits: 60 EC
Specialisations: Energy and Climate
Water and Society
Ecosystems Services and Biodiversity
Environmental Studies
Location: Amsterdam
Mode of study: Full-time (language of instruction: English)
Registration in CROHO: 21PL-60045
Name of institution: Vrije Universiteit
Status of institution: Government-funded University
Institution's quality assurance: Approved

4. Findings, considerations and assessments per standard

4.1 Standard 1: Intended learning outcomes

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

Findings

The Master Environment and Resource Management of Vrije Universiteit is a one-year (60 EC), research-based, interdisciplinary Master programme in the Environment and Sustainability Sciences domain. Vrije University intends to offer, in addition, the two-year Research Master programme in this domain from September 2018 onwards.

The programme objectives are to educate students to be able to address societal challenges, related to natural resources and the environment and to find science-informed solutions for these challenges. The programme goals are to introduce students to human-environmental interactions and to teach them governance approaches to solve sustainability challenges, arising out of these interactions. The programme aims to train students in integrative inter- and multidisciplinary socio-environmental approaches to sustainability problems, emphasising knowledge and understanding of policy instruments and institutional solutions.

The programme offers four specialisations, being Energy and Climate, Water and Society, Ecosystems and Biodiversity and Environmental Studies. These specialisations are derived from the research themes of IVM, the Institute for Environmental Studies of Vrije Universiteit, to which the programme is closely linked. The last mentioned specialisation differs from the others in allowing students to select their own combination of specialisation courses.

The programme objectives have been translated into the programme intended learning outcomes. These include knowledge about key theories, concepts and methodologies in the programme domain, in-depth knowledge of theories and methodologies in the students' specialisations, integration of knowledge of various disciplines, understanding interrelations in sustainable development processes, research skills, balancing different stakeholders' perspectives, problem-solving skills, communication skills, working in multidisciplinary teams, critical thinking capabilities and self-reflective attitude.

Programme management drafted a table from which the matching of the intended learning outcomes to the Dublin descriptors for Master programmes may be inferred.

The objectives of the programme conform to the domain-specific reference framework for academic programmes in Environment and Sustainability Sciences, which has been drafted by the joint programmes in the Netherlands. In this domain-specific reference framework, reference has been made to international frameworks and benchmark statements. This Vrije Universiteit programme may be regarded to be positioned in the *Social Systems Emphasis* part of the Environment and Sustainability Sciences domain.

The Employers Advisory Committee discusses regularly the programme from the professional field perspective. Programme management wants to educate students to become leading experts in the professional field, more than wanting to prepare students for PhD-trajectories. The programme, therefore, intends to train students more for the professional field than for the academic world.

Considerations

The panel considers the programme objectives to be sound and relevant. The programme distinguishes itself by educating students to address environment and sustainability challenges from integrative socio-environmental perspectives and to apply governance approaches, policy instruments and institutional solutions to solve these challenges and problems. The panel acknowledges the interdisciplinary nature of the programme, placing the programme profile, however, more in the social and economics sciences domain than in the natural sciences domain. The panel regards the programme profile to be relevant, the programme having a position of its own among the academic programmes in Environment and Sustainability Sciences in the Netherlands.

The programme objectives have been well translated into the programme intended learning outcomes. The intended learning outcomes include knowledge and understanding of concepts, theories and methodologies, research skills and academic skills. Although concepts, theories and methodologies have been mentioned, they are not specified well. The panel, therefore, proposes to add specification to these components. The panel feels students' skills, such as critical thinking abilities, problem-solving skills, communication skills and management skills have been well-phrased. The panel has established the intended learning outcomes to conform to the master level. This is exemplified by the Dublin descriptors criteria for master level programmes matching the intended learning outcomes.

The programme objectives are within the boundaries of the domain-specific reference framework for academic programmes in Environment and Sustainability Sciences, this programme having a clear profile within this framework. The panel is very positive about the effort by the joint academic programmes in Environment and Sustainability Sciences in the Netherlands to draft this framework and regards this to be a sound and up-to-date description of this domain.

The panel appreciates the programme objectives to train students for the professional field, educating them to become leading experts in this domain.

Assessment of this standard

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

4.2 Standard 2: Teaching-learning environment

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

Findings

The programme is one of the Master programmes of the Faculty of Science of Vrije Universiteit. The programme director is responsible for the day-to-day management of the programme. He is assisted by the programme coordinator. The Programme Committee, being composed of lecturers and students, advises programme management on the quality of the programme. The Faculty Examination Board has the authority to ensure the quality of the examinations and assessments of this programme and the other programmes of the Faculty. On behalf of the Board, the Examination Sub-Committee in effect monitors the examination and assessment processes of the programme.

The number of students entering the programme remained rather stable over the past six years, being on average 67 students per year and ranging from 51 to 84 students per year. The student population is quite diverse. Over the years, about 50 % of the students are from the Netherlands and about 50 % of the students come from abroad, representing a wide range of countries within or outside of Europe. The proportion of foreign students increases over the years. The number of students from vocational universities is very limited. A sizeable part of the incoming students already completed Master programmes and may even have been employed.

Programme management presented a table to show the alignment of the intended learning outcomes and the curriculum. This consists of one year or a total of 60 EC. The curriculum starts with three core courses, which are mandatory for all students and which lay the theoretical foundation of the programme (18 EC). The *Causes and Consequences of Environmental Change* course introduces them to the main concepts and theories of this domain and is intended to bring them all on the same page. The other two courses are *Environmental Economics*, acquainting students with economic mechanism underlying environmental problems and *Environmental Policy*, teaching students environmental governance subjects and the roles of important stakeholders. At the beginning of the academic year, student are informed about the specialisations of the programme they may take. Students select their specialisation (Energy and Climate, Water and Society or Ecosystems and Biodiversity) and take two courses (12 EC) to gain in-depth knowledge and understanding of the specialisation. The Environmental Studies track allows students considerable leeway in arranging their curriculum. In the *Methods of Environment and Resource Management* course (6 EC), students are taught research skills and academic writing skills. In the course *Research Workshops* (6 EC), students draft the research proposal for the *Master Research Project*. In these courses, they are introduced to the methodology tailored to the Research Project. Students may be introduced to other research methods, but they are more specifically trained to find suitable research methods to analyse problems arising. Employability skills are addressed in the curriculum. At the end of the curriculum, students design and write their Master research project (18 EC). About 50 % of the students combine the project with an internship.

A total number of 19 lecturers are involved in the programme. Nearly all of them have PhDs and are active researchers at IVM, Institute for Environmental Studies of Vrije Universiteit. They cite their research in their classes. About 89 % of the lecturers obtained the BKO-certificate, whereas 16 % of them acquired the SKO-certificate. The teaching workload of the lecturers is quite demanding. Lecturers are assisted by teaching assistants, being PhD-students, who may give lectures. Lecturers meet three times per year to discuss the programme. Lecturers may teach in each other's courses. Students are very positive about the lecturers, experiencing them to be knowledgeable and to be contacted easily.

Students are admitted to the programme, if they have completed their bachelor programme in either the social sciences or the natural sciences, and come from well-respected universities. There are no restrictions in terms of disciplinary backgrounds. Incoming students should report a grade point average of 7 out of 10 in their bachelor and should be proficient in English. They should also report their affinity with environment and sustainability subjects, to be demonstrated in their curriculum vitae or in a motivation letter. All applications are reviewed by the Admission Committee (programme director and programme coordinator). The Examination Board decides on admittance. Students who have completed bachelor programmes at vocational universities, must first take the 30 EC pre-master programme before being admitted.

Teaching in the programme is governed by a number of educational principles. Group work prevails in the first part of the curriculum, evolving into individual assignments in the second part. Students are trained in team skills. Knowledge acquisition dominates the first part of the curriculum, changing to skills development in the second part. Study guidance by lecturers is rather intensive in the first part of the curriculum, whereas students are expected to take the learning processes more in their own hands in the second part. Students proceed from multidisciplinary to interdisciplinary perspectives on the subjects taught. Lecturers have adopted a range of study methods, such as lectures, study groups and seminars. In addition, innovative and interactive study methods are being used, such as debates, presentations with fellow-student feedback, simulations and role plays. The number of hours of face-to-face education are on average about 16 hours per week. The student success rates for this programme are about 76 % after one year and 88 % after two years (average figures for the last four to five cohorts). The drop-out rates are very small.

Considerations

The panel regards the organisation of the programme to be appropriate.

The number of incoming students is adequate. The panel noted the student group being very diversified, in terms of nationalities, level of experience and disciplinary backgrounds.

The panel is very positive about the contents and the coherence of the curriculum. The curriculum meets the intended learning outcomes of the programme and is coherent. The programme succeeds in bringing all students, irrespective of their backgrounds, to the required level in terms of knowledge of social sciences and economics and in terms of academic skills. The panel proposes, however, to make the skills development of students more explicitly visible in the curriculum. Current research is appropriately introduced in the courses. The methodological knowledge offered to the students is regarded by the panel to be adequate.

The lecturers in the programme are experienced by the panel as being very motivated and enthusiastic. The IVM, Institute for Environmental Studies is regarded by the panel as a strong research institute, ensuring the research qualities of the lecturers. Their educational capabilities are very much up to standard, as the proportions of BKO-certified and SKO-certified lecturers show. The panel noted the high appreciation of the students for their lecturers.

Students are well-informed about the programme, although programme management could stress the favourable properties of the programme more elaborately. The panel approves of the entry requirements and admission procedures of the programme. The screening of applications by the Admission Committee is welcomed by the panel. The programme manages to attract very motivated students, which is greeted by the panel. The panel appreciates the pre-master programme, offering students opportunities to remedy deficiencies, before entering the programme. The panel proposes to introduce online courses, opening additional ways to students to remedy deficiencies they may have.

The educational concept and study methods of the programme are solid and innovative, supporting the course contents, adding to the training of critical thinking, communication and problem solving skills and promoting student-activating learning. The number of hours of face-to-face education is adequate. The study guidance is appropriate. The student success rates are very favourable.

Assessment of this standard

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

4.3 Standard 3: Student assessment

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

The programme examination and assessment rules are derived from the Faculty of Science of Vrije Universiteit rules and regulations. Principles and procedures for the programme examinations and assessments have been laid down in the programme assessment plan. As has been indicated, the Faculty Examination Board has the authority to monitor the quality of examination and assessment processes and products of all Faculty programmes. On behalf of the Board, the Examination Sub-Committee for this programme ensures the examinations and assessments quality of the programme.

For each of the courses, course assessment plans have been drafted, specifying the relations between the programme intended learning outcomes, course objectives and examination methods. In nearly all courses, multiple examination methods have been adopted. Examination methods include written examinations, being predominantly open questions examinations, papers, assignments, simulations and presentations. The methods are selected in line with the nature of the course goals to be assessed. Individual examinations constitute at least 50 % of the total grade of courses.

The Master research project procedures are laid down in the Research Project Syllabus, being derived from Faculty Master thesis guidelines. In the Master research project, students are to demonstrate being able to complete research projects on an individual basis. Early in the academic year, students are informed about thesis subjects offered. Students are allowed to propose their own subject. Preceding the project itself, is the *Research Workshops* course. The completion of this course takes the form of the research proposal for the Master thesis. The proposal, including the research questions, literature review, data collection method and project planning, must be approved for students to be allowed to start the research project itself. Most projects are done at external organisations. Students may carry out the project in the Netherlands or abroad. Students are entitled to individual supervision by the University supervisor. In case of internships, students are equally entitled to guidance by company supervisors. The assessments of Master research projects are in the hands of the supervisor and the second reader, assessing the execution of the project (10 % of the grade), the written report (80 %) and the oral defence (10 %). The second reader does not assess the project execution. The company supervisor may advise on the project execution. The University supervisor and the second reader grade the written report separately, using the Master thesis scoring form with a number of assessment categories. When their opinions differ more than two points, a third examiner will be asked to assess the thesis. The final grade will be the mean value of the three grades.

Programme management and the Examination Board have taken measures to promote the validity, reliability and transparency of examinations and assessments. The Examination Board appoints the examiners. As has been said, course examinations are linked to course objectives by means of course assessment plans. Course examinations are peer-reviewed by fellow examiners in the courses. Samples of course examinations are reviewed by the Faculty Review Committee, acting on behalf of the Examination Board. The Examination Sub-Committee on a regular basis reviews samples of theses. Thesis' assessments are discussed among examiners in so-called calibration meetings. The Examination Sub-Committee deals with individual cases about grades, fraud or plagiarism. Students are presented examples of examination questions, are informed about the grading scheme and may inspect their graded examinations.

Considerations

The panel approves of the examinations and assessment rules and regulations of the programme, these being in line with Faculty guidelines. The panel is positive about the responsibilities and activities of the Faculty Examination Board, the Examination Sub-Committee for this programme and the Faculty Review Committee.

The examination methods are appropriately diversified and correspond to the course contents and course objectives.

The panel is positive about the scheduling, supervision and assessment procedures for the Master research project. The supervision is appropriate and the assessments are conducted in a reliable way, involving two examiners and well-structured assessment forms with relevant assessment criteria. The assessment forms are filled out conscientiously, also in terms of examiners adding written comments.

The panel is positive about the measures programme management and the Examination Board have taken to ensure the quality of the examinations and assessments. The measures promote the validity, reliability and transparency of the examinations and assessments.

Assessment of this standard

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

4.4 Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

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

In addition, the panel reviewed fifteen Master theses of the last two complete years. The average grade for these Master theses was 7.5.

Management of the joint academic programmes in Environment and Sustainability Sciences in the Netherlands very recently conducted a survey among employers of graduates of these programmes. This survey shows graduates of academic programmes in this domain to have at present appropriate job opportunities and career prospects. The survey explains students will continue to have favourable positions on the labour market in the foreseeable future. The survey also shows academic programmes in this domain to adequately prepare students for the professional field in this domain.

The results of the National Alumni Survey 2017 show graduates of this Vrije Universiteit programme to find positions within four months after graduation. About 34 % of the graduates find jobs with private companies, about 23 % are employed by consultancies, about 15 % work in public sector organisations and another 15 % found jobs with civil society organisations, including NGOs. The proportion of graduates findings positions in the private sector, tends to increase over the years. Although it is not the main focus of the programme, about 10 % of the programme graduates continue their careers as PhD students.

Considerations

The course examinations, which the panel reviewed were up to standard.

The Master theses the panel studied, definitely match the intended learning outcomes. The problem statements and research questions in the theses were well-phrased and to-the-point. The theses as a whole are well-structured and have been very well-elaborated. The panel wholeheartedly agrees to the grades given by the programme examiners. In two cases, the panel considers the grades as somewhat too high, but these are exceptions, not exemplary of the sample of theses reviewed by the panel.

The panel applauds the programme for preparing the students very well for the professional field, this to be deduced from the positions the programme graduates have managed to achieve in the professional field.

Assessment of this standard

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

5. Overview of assessments

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

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.

- To add specifications to the concepts, theories and methodologies, as phrased in the intended learning outcomes.
- To stress the favourable properties of the programme more elaborately to prospective students.
- To introduce online courses, opening additional ways to students to remedy deficiencies before entering the programme.
- To articulate the skills development by students in the curriculum more clearly.