

Assessment report  
Limited Framework Programme Assessment  
**Master Globalisation and Development Studies**  
Maastricht University

K.P. van der Mandelelaan 41a  
Postbus 701, 3000 AS Rotterdam  
T 010 - 201 42 43  
E [info@certiked-vbi.nl](mailto:info@certiked-vbi.nl)  
[www.certiked-vbi.nl](http://www.certiked-vbi.nl)

*Contents of the report*

1. Executive summary .....	2
2. Assessment process .....	4
3. Programme administrative information .....	6
4. Findings, considerations and assessments per standard.....	7
4.1 Standard 1: Intended learning outcomes.....	7
4.2 Standard 2: Teaching-learning environment.....	9
4.3 Standard 3: Student assessment.....	12
4.4 Standard 4: Achieved learning outcomes .....	14
5. Overview of assessments.....	15
6. Recommendations.....	16

## 1. Executive summary

In this executive summary, the panel presents the main considerations which led to the assessment of the quality of the Master Globalisation and Development Studies programme of Maastricht 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 regarded by the panel to be very sound and relevant. They take globalisation themes as the main focus area, are strongly directed towards subjects in the Global South and engage in the de-colonisation debate. The panel considers these objectives to be complementary to other Development Studies programmes in the Netherlands, offering students this opportunity. The objectives include historical reflections on development and globalisation and critical reflections on methodology and pay adequately attention to research ethics. The programme is clearly multidisciplinary and strives to integrate disciplinary perspectives. Programme management reflects well on the objectives and the programme, and are joined by the Faculty Board in this sense. The objectives are well-positioned within the domain-specific framework of reference, and therefore match the international requirements for the development studies domain. The objectives prepare students for positions on the labour market.

The intended learning outcomes of the programme are in line with the programme objectives and are well-structured, addressing among others, knowledge and understanding of theories and concepts of globalisation and development studies, application of theories and concepts, research ethics sensitivity, research skills, and critical and independent thinking. The intended learning outcomes conform to the master level, as exemplified by the Dublin descriptors.

The involvement of representatives of the professional field in the programme is appreciated by the panel.

The panel considers the programme to be managed appropriately.

The curriculum of the programme complies with the intended learning outcomes and is well-structured and coherent. The panel observes the curriculum starting rather broadly and having focused subfield-related outcomes at completion. The panel is positive about the two subfields being offered and the third one being introduced, as they are linked to ongoing research. Although the three options at the end of the curriculum are appropriate, the panel suggests raising the number of credits for the Desk Study Thesis to allow students to deepen their analyses. The panel notes programme management is continuously looking for improvements of the curriculum.

The panel regards the lecturers to be very dedicated and self-reflective. They display a strong team spirit, and reflect appropriately the diversity in the development studies field. Their expertise, research track records and educational skills are up to standard. The proportions of PhDs and of UTQ-certified lecturers are very good. The lecturers are appreciated by the students, which is regarded by the panel as positive. The panel advises to be attentive to the strains on staff recruitment, if the programme would grow.

The admission prerequisites and procedures of the programme are adequate. The pre-master programme is appreciated by the panel. The student population is rather diversified in terms of nationality.

The programme exemptions policy and regulations are appropriate.

The educational concept and study methods are adequate, meeting the contents of the programme and promoting students to participate actively in class. The panel regards the number of hours of face-to-face education and the students-to-staff ratio to be appropriate. Students are guided and supervised appropriately. The programme is demanding, but feasible. The panel supports programme management's plans to look into the student success rates after two years. The panel proposes to allow students more time to finish their thesis, as foreign students, who have to adapt to the programme, may need more time. The panel also advises for students to maintain the right to *cum laude*, when they finish in August.

The panel considers the examination and assessment policies for the programme to be appropriate, these being in line with the Faculty rules and regulations. The position and authority of the Board of Examiners for this programme are very adequate, 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 up to standard. The panel appreciates very much the assessment afternoons for staff on examination and assessment quality. The fraud and plagiarism formalities are up to standard.

The assessment procedures of the theses are up to standard, involving two examiners and being conducted using elaborate assessment forms. The calibration sessions of examiners on the theses assessments and the Board of Examiners inspections of the quality of the theses are welcomed by the panel.

The panel assesses the examinations of the courses to be up to standard. The theses reviewed were up to standard as well, being so on research questions, data collection, analysis and reflection on methodology and research ethics. None of the theses are unsatisfactory. The grades of the theses were generally found to be consistent with the grades the panel would have given. Some of the grades could have been higher.

The programme succeeds in preparing the programme's graduates for positions on the labour market.

The panel that conducted the assessment of the Master Globalisation and Development Studies programme of Maastricht 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, 18 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 Maastricht University to support the limited framework programme assessment process for the Master Globalisation and 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 Globalisation and Development Studies, Utrecht University, Netherlands (student member).

On behalf of Certiked, drs. W. Vercooteren 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 19 January 2018, the panel conducted the site visit on the Maastricht 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 Faculty Board representatives, programme management, Board of Examiners representatives, 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: M Globalisation and Development Studies  
Orientation, level programme: Academic Master  
Grade: MA  
Number of credits: 60 EC  
Specialisations: N.A.  
Location: Maastricht  
Mode of study: Full-time (language of instruction: English)  
Registration in CROHO: 60465

Name of institution: Maastricht 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 Master Globalisation and Development Studies programme are to educate students in understanding the processes of globalisation and development and in understanding the effects of globalisation and development processes on relations between different parts of the world and on, among others, everyday lives of families, indigenous communities, small firms, grassroots organisations, NGOs and policy makers, particularly in the Global South. In the programme, the concept of development is broadened by addressing the old and new dynamics of inequalities, poverties and vulnerabilities. The programme is multidisciplinary, addressing themes and subjects from disciplinary perspectives in the social sciences and humanities, such as sociology, anthropology, geography, history or political economy.

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. Within this framework, the programme is directed towards educating generalists in the globalisation and development field and towards the understanding of practical real-world problems. The programme focuses on the fields of transnational migration and science and technology studies, both being studied from anthropological and sociological perspectives. The programme, increasingly, also draws attention to the role of emerging countries in development.

Programme management translated the programme objectives into a series of intended learning outcomes. These specify, among others, knowledge and understanding of theories and concepts of globalisation and development studies and the subfields mentioned, and of the application of these theories and concepts to real-life problems, research ethics sensitivity, research skills, communication skills, skills to work in multidisciplinary teams and critical and independent thinking.

Programme management presented a detailed schedule to demonstrate the correspondence between the intended learning outcomes and the Dublin descriptors for master level programmes.

The programme is meant to prepare students for positions on the labour market.

Lecturers in the programme stay in touch with relevant academic and professional trends in this field. For the programme, the External Advisory Board has been installed. This Board, on which sit representatives from the development studies field, discusses the programme regularly with programme management.

#### *Considerations*

The objectives of the programme are regarded by the panel to be very sound and relevant. They take globalisation themes as the main focus area, are strongly directed towards subjects in the Global South

and engage in the de-colonisation debate. The panel considers these objectives to be complementary to other Development Studies programmes in the Netherlands, offering students this opportunity. The objectives include historical reflections on development and globalisation and critical reflections on methodology and pay adequate attention to research ethics. The programme is clearly multidisciplinary and strives to integrate disciplinary perspectives. Programme management reflects well on the objectives and the programme, and are joined by the Faculty Board in this sense.

The programme objectives are well-positioned 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 are in line with the programme objectives and are well-structured, addressing among others, knowledge and understanding of theories and concepts of globalisation and development studies, application of theories and concepts, research ethics sensitivity, research skills, and critical and independent thinking.

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

The panel appreciates the programme objectives to prepare students for positions on the labour market.

The involvement of representatives of the professional field in the programme is greeted by the panel.

#### *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*

The Master Globalisation and Development Studies programme is a programme of the Faculty of Arts and Social Sciences of Maastricht University. The Dean of the Faculty and the Associate Dean of Education are responsible for the programme quality. Programme management is composed of the programme director manages the programme on the day-to-day basis. The programme committee, consisting of an equal number of lecturers and students, advise programme management regarding the programme quality. The Board of Examiners has been given the authority to monitor the examination processes and the quality of the examinations and assessments of this programme and the other programmes of the Faculty.

Programme management presented the programme Education Plan, specifying the relations between the intended learning outcomes of the programme, the course goals, the teaching and learning activities and the assessment methods. This plan is the result of the so-called constructive alignment process. The curriculum has a total study load of 60 EC, takes one year to complete, and has been divided in six periods, spread over two semesters. In the two courses of the first period, all students are introduced to theories and research methods of globalisation and development (12 EC). In the second period, all students take a course highlighting empirical study on the interrelations between globalisation and poverty (6 EC). Parallel to that course in the second period, students opt for either the *Transnational Migrant Networks and Flows* or the *Science and Technology Studies for Development in a Global Context* course (both 6 EC), focussing on the main research themes in the programme. In the third period, students are offered the course *Research in Practice* (6 EC), preparing them for one of the thesis options in the second semester and allowing them to formulate the research question, to conduct the literature review, to set up the methodological framework and to write the research proposal. In the research methods courses, both quantitative and qualitative research methods and techniques are addressed. In these courses, students are also acquainted with research ethics. In the second semester (fourth, fifth and sixth period) students select one of three options. The options are the following.

- Internship option, consisting of the Internship, including the Thesis (15 EC), two additional courses (12 EC), the Internship Evaluation Report (2 EC) and the Thesis Writing and Presenting (1 EC). One of the courses may be substituted for one of the courses, offered in the University. Although students take the internship, they are required to do scientific research. The Thesis should have 14,000 words and the Internship Evaluation Report should have 2,000 words.
- Desk Study option, being composed of the Desk Study Thesis (11 EC), three courses (18 EC) and Thesis Writing and Presenting (1 EC). One of the courses may be substituted for one of the courses, offered within the University. The Thesis ought to have 9,000 words.
- Fieldwork option, consisting of Fieldwork, including the Thesis (29 EC) and Thesis Writing and Presenting (1 EC). The size of the Thesis should be 26,000 words.

The Internship option requires students to do research in practical or applied contexts. The Desk Study option offers students the opportunities to do research on mainly secondary data. The Fieldwork option is meant for students to do research on primary data.

A total number of 16 lecturers are involved in the programme. Lecturers come from various countries and have different disciplinary backgrounds. Lecturers have PhDs and are active researchers, being employed at disciplinary departments and participating in the multidisciplinary Science, Technology and Social

Studies or Globalisation, Transnationalism and Development research programmes. All of the lecturers are UTQ-certified (UTQ is the Dutch University Teaching Qualification). Lecturers coordinate the courses in the programme or lecture in these courses and meet regularly to discuss the programme. To be gathered from student survey outcomes and from views expressed in the meetings with the assessment panel, it may be derived that students appreciate the lecturers and their teaching qualities.

The number of incoming students in the programme rose from 20 students in 2011 to 44 students in 2017. The last five years, the influx of students was around 40 students. Programme management wants to raise these figures further and has taken measures to market the programme. On average, 20 % of the incoming students are Dutch, 60 % are from other European countries and 20 % are from African, Asian or Latin American countries. All applications are screened by the Board of Admissions, being composed of the programme director and two core lecturers. The admission prerequisites are Bachelor diploma in relevant social sciences disciplines, such as sociology, economics, anthropology, geography or international relations. In addition, applicants should report being acquainted with the field of development and globalisation and social science research methods, having achieved the grade point average of 7.0 in their previous education, being fluent in the English language and being motivated to enrol in the programme. Students who do not meet the entry prerequisites may take the pre-master programme of 60 EC. Having completed this programme, they are admitted to the Master programme.

Students may apply for exemptions for at most 20 EC, the Master Thesis being excluded. Requests for exemptions are handled by the Board of Examiners.

The programme educational concept is problem-based learning, this being in line with the educational philosophy of Maastricht University. The problem-based learning concept implies classes being chaired by one or two students and members of the teaching staff being present as tutors, but not in directive ways. Education is small-scale, collaborative and contextual. Within the problem-based learning concept, students are largely responsible for their learning processes and therefore are to play very active roles in class. The study methods adopted in the programme are selected in line with this concept and include lectures, tutorials, group discussions, assignments, debates and presentations. The average number of hours of face-to-face education is about 12 hours per week in the first, second and fourth periods, when two courses are scheduled in parallel. The students-to-staff ratio is 18.4 : 1. In lectures, 30 – 45 students tend to be in class, depending on the size of the cohort. In tutorials, about 15 students are in class. The number of hours of teaching in lectures is about 25 % of the total number, whereas the number of hours of teaching in tutorials is about 60 % of the total number of teaching hours.

Study guidance is mainly provided by the programme director and the study advisor. They monitor the students' progress and assist student, when needed. Students expressed when meeting with the assessment panel to experience the programme as very interesting but equally challenging. Students may turn to lecturers in the programme for study or career advice. At Faculty level, students may consult student advisors in case of problems. The Thesis process is organised by the programme thesis coordinator, who, together with the programme director, will also appoint the thesis supervisors. Students meet regularly with their supervisor in the different thesis phases. Students choosing the Internship option, are offered a list of organisations, where they may do their internship. Students selecting the Fieldwork option, are provided with a list of sites where they may do their fieldwork. These sites mainly are sites where staff members are doing research. Programme management monitors the choice of students for the thesis options and discourages choices, when students may have less chance to succeed (e.g. in the case of fieldwork). When students miss the first deadline for the thesis in June, they are withheld the right to *cum laude* (distinction).

The student success rates are about 60 % for students completing the programme after one year and about 87 % for students completing the programme in two years (average figures for last four to five cohorts). The student success rates after one year have declined from nearly 80 % for the cohorts 2012 and 2013. Programme management monitors the success rates with the purpose to raise them.

### *Considerations*

The panel considers the programme to be managed appropriately.

The panel considers the curriculum of the programme to comply with the intended learning outcomes and to be well-structured and coherent. The panel observes the curriculum starting rather broadly and having focused subfield-related outcomes at completion. The panel is positive about the two subfields being offered and the third one being introduced, as they are linked to ongoing research. Although the three options at the end of the curriculum are appropriate, the panel suggests raising the number of credits for the Desk Study Thesis to allow students to deepen their analyses. The panel notes programme management is continuously looking for improvements of the curriculum.

The panel regards the lecturers to be very dedicated and self-reflective. The team of lecturers displays a strong team spirit, and reflects appropriately the diversity in the development studies field. The expertise, research track records and educational skills of the lecturers to be up to standard. The proportion of PhDs among lectures and the proportion of UTQ-certified lecturers are very good. The lecturers are appreciated by the students, which is regarded by the panel as positive. The panel advises to be attentive to the strains on staff recruitment, if the programme would grow.

The admission prerequisites and procedures of the programme are adequate. The pre-master programme is appreciated by the panel. The student population is rather diversified in terms of nationality.

The programme exemptions policy and regulations are adequate.

The educational concept and study methods are adequate, meeting the contents of the programme and promoting students to participate actively in class. The panel regards the number of hours of face-to-face education and the students-to-staff ratio to be appropriate. Students are guided and supervised appropriately. The programme is demanding, but feasible. The panel supports programme management's plans to look into the student success rates after two years. The panel proposes to allow students more time to finish their thesis, as foreign students, who have to adapt to the programme, may need more time. The panel also advises for students to maintain the right to *cum laude*, when they finish in August.

### *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 procedures in the programme are governed by the Faculty of Arts and Social Sciences Assessment Policy, which was updated in July 2017. As has been indicated, the Faculty Board of Examiners has the authority to ensure the examinations and assessments quality and to monitor the corresponding procedures of this programme. One of the members of the Board of Examiners is an external member and assessment expert. As has been indicated, programme management drafted the Education Plan, linking the intended learning outcomes of the programme, course goals, teaching and learning activities and assessment methods. This plan is yearly screened by the Board of Examiners.

Examination methods in the programme include written examinations, take-home examinations, papers, assignments, essays, presentations and participation in class. In all of the courses but one, multiple examinations are scheduled, assessing students in various ways.

In the programme, measures are taken to ensure the validity, reliability and transparency of examinations and assessments. The course coordinator is responsible for the design and grading of the examinations in the course. The Board of Examiners appoints examiners. Programme management schedules assessment afternoons to inform lecturers and examiners about examination and assessment quality. The Board of Examiners inspects course examinations with deviant grade distributions and started reviewing course examinations.

In weekly meetings in the *Research in Practice* course, students, tutors and supervisors review and discuss research questions, literature reviews, methodological frameworks and research proposals for the thesis of the students. The expectations and the assessment forms for the three different thesis options are the same. The theses are assessed by the supervisor and the second grader, the second grader being responsible for the assessment and grading. The two examiners discuss the assessment and the grade. Thesis examiners meet regularly in so-called calibration sessions to discuss the theses' assessments and grades, in order to align these. The Board of Examiners reviews on a regular basis the theses. The Board generally is in agreement with the grades given.

All written assignments are checked for plagiarism. The Board of Examiners handles cases of fraud and plagiarism. Since the start of the programme in 2011, six cases were detected and measures were taken.

#### *Considerations*

The panel considers the examination and assessment policies for the programme to be appropriate, these being in line with the Faculty rules and regulations. The position and authority of the Board of Examiners for this programme are very adequate, 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 up to standard. The panel appreciates very much the assessment afternoons for staff on examination and assessment quality. The fraud and plagiarism formalities are up to standard.

The assessment procedures of the theses are up to standard, involving two examiners and being conducted using elaborate assessment forms. These forms are very appropriately completed and include extensive comments. The calibration sessions of examiners on the theses assessments and the Board of Examiners inspections of the quality of the theses are welcomed by the panel.

*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. In the theses, students have to demonstrate being able to independently do research in this field and to master the required scholarly level in this field.

From the outcomes of the recent survey among programme graduates, it could be derived about 82 % of them being employed. About 2 % of the programme graduates succeeded in obtaining PhD positions. The outcomes of the survey among employers of programme graduates show them being generally satisfied with the knowledge and skills of the graduates. Programme alumni with whom the assessment panel met, stated feeling well-prepared for the labour market.

##### *Considerations*

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

None of the Master 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. Some of the grades could have been higher. The theses were up to standard on research questions, data collection, analysis and reflection on methodology and research ethics.

In the panel's view, the programme succeeds in preparing the programme's graduates for positions on the labour market.

##### *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 raise the number of credits for the Desk Study Thesis to allow students to deepen their analyses in this thesis.
- To be attentive to the strains on staff recruitment, if the programme would grow.
- To allow students more time to finish their thesis, as foreign students, who have to adapt to the programme, may need more time.
- To maintain the right to *cum laude* for students, when they finish in August.