

Assessment report
Limited Framework Programme Assessment

Bachelor Informatiekunde

University of Amsterdam

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1. Executive summary

In this executive summary, the panel presents the main considerations which led to the assessment of the quality of the Bachelor Informatiekunde of the University of 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.

The panel regards the organisation of the programme to be appropriate. Programme management is considered by the panel to be skilled and engaged.

Programme management adequately responded to the recommendations of the previous external assessment panel.

The panel considers the programme objectives to be valid and sound, appreciating the programme offering the three, constituent fields of information studies, being technology/data science, human factors, and business administration/organisation studies. The programme objectives have been adequately translated into the programme intended learning outcomes, which are up-to-date and meet the bachelor level requirements. The programme meets international standards as well as the Dutch Croho description for the information studies domain. The panel encourages management of this and other programmes in this domain to elaborate a national, Dutch framework.

The panel appreciates the programme offering students the options to proceed to master programmes in this field.

The number of students entering the programme is appropriate. The admission requirements are in line with Dutch regulations for bachelor programmes and are adequate. Incoming students are well informed about the programme.

The panel regards the curriculum to be solid and to mirror the intended learning outcomes. The panel especially finds the courses being very up-to-date. Although the curriculum coherence is appropriate, the panel sees some imbalance. The business administration/organisation and human factors fields are adequately represented in the curriculum, but the research base of these is less solid. Therefore, the panel advises to reinforce the research base of these fields and link the course contents more intimately to research done in these fields. The research skills, design and modelling skills, and academic skills are appropriately represented in the curriculum.

The lecturers are experts in the subjects addressed in the programme. Their educational capabilities are up to standard as well, as proven by the very high proportion of BKO-certified lecturers. Although the lecturing team as a whole is sufficiently involved in research in the programme domain, the panel advises to raise the research time available for docents. The panel regards the educational work load of the lecturers as being high. The panel, therefore strongly advises to recruit more lecturers and to raise the appreciation for education for the lecturers' career opportunities. In

recruiting lecturers, the panel suggests to take the background and gender diversity of the teaching staff into account.

The educational concept and teaching methods of the programme match the programme contents. The panel welcomes the number of hours of face-to-face education to have been raised. The panel considers the information provision for and the study guidance of students to be up to standard. The panel in particular praises the student tutor system. The study load is appropriate. The drop-out rates and student success rates are adequate. The panel is pleased with the planned relocation of the programme to the new, larger building.

The panel approves of the examinations and assessment rules and regulations of the programme, these being in line with University and Faculty guidelines. The measures taken by programme management and the Board of Examiners promote the validity, reliability and transparency of the examinations and assessments. The position and the responsibilities of the Board of Examiners are up to standard. The panel welcomes the Boards' intensive inspection of course examinations and final projects.

The examination methods for the courses correspond to the course contents and show appropriate diversity. The measures to counter free-riding by students in group projects are up to standard. The panel regards fraud and plagiarism regulations to be adequate.

The supervision procedures for the Bachelor final project are appropriate. The final project assessments are conducted in a reliable way, involving two examiners and assessment forms with relevant criteria. The panel proposes to have the two examiners complete assessment forms separately and to have them add more elaborate written explanations to the assessments given.

The course examinations which the panel reviewed are up to standard. The Bachelor final projects which the panel studied match the intended learning outcomes. The panel did not assess any of the final projects to be unsatisfactory. The grades awarded reflect the projects' quality.

The panel welcomes the programme preparing students for master programmes in this domain. Students are well informed in the programme about the professional field.

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

Rotterdam, 17 April 2020

Prof. dr. T. Bosse
(panel chair)

Drs. W. Vercouteren
(panel secretary)

2. Programme administrative information

Name programme in CROHO: Bachelor Informatiekunde
Orientation, level programme: Academic Bachelor
Grade: BSc
Number of credits: 180 EC
Specialisations: No specialisations
Location: Amsterdam
Mode of study: Full-time (language of instruction: Dutch)
Registration in CROHO: 21PK-56842

Name of institution: University of Amsterdam
Status of institution: Government-funded University
Institution's quality assurance: Approved

3. Findings, considerations and assessments per standard

3.1 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 Bachelor Informatiekunde of the University of Amsterdam is a three-year (180 EC) academic bachelor programme in the information studies domain.

The programme is one of the bachelor programmes of the Faculty of Science of the University of Amsterdam. The programme is part of the College of Science of the Faculty, in which nine bachelor programmes of the Faculty have been brought together. The Faculty Board, chaired by the Dean, is ultimately responsible for this and the other programmes of the Faculty. The director of the College of Science is responsible for the quality of this and the other eight bachelor programmes. The programme director, assisted by the programme coordinator, the tutor/skills coordinator and the study advisor, is responsible for the day-to-day management of the programme. Programme quality is evaluated regularly through written surveys or panel sessions. The Programme Committee, being composed of lecturers and students, processes the results of these evaluations and advises programme management about the quality of the programme. The Board of Examiners for the Exact Sciences and Information Sciences operates Faculty-wide and sets out the rules and regulations for the examinations of all Faculty programmes. The sub-Board of Examiners for this programme specifically monitors the examinations and assessments of this programme.

Information studies is the study of the processes of organising, processing and communicating information and the role of information and communication technology in these processes. The processes are studied from cognitive, social and business perspectives. Information studies is an interdisciplinary field of study, drawing on and integrating insights from social sciences, economics and computer science. In this Bachelor programme, students are, specifically, trained in three fields, being technology/data science, human factors, and business administration/organisation studies. Students are also educated to do research at bachelor level, which means doing academic research under supervision. They are trained to draft research questions, gather data, analyse data and address the research questions posed.

The panel was informed about the recommendations regarding the programme by the previous external assessment panel, six year ago, as well as about the steps programme management has taken to follow up on these recommendations. In particular, the hours of face-to-face education have been raised and the research skills and project management skills in the curriculum have been strengthened.

The programme objectives are in alignment with the international model curricula Information Systems and Information Technology of ACM/AIS. In line with these curricula, mono-disciplinary

courses, academic skills courses, courses on computer design and modelling, and integration courses are offered. The programme also conforms to the international Data Science model curriculum of the European Union Edison Project. As data science is becoming increasingly important, the programme prepares students in this field by offering them advanced statistical methods and techniques. The programme conforms to the Croho description of the field of information studies.

Students are prepared to enter master programmes in this field. They are not primarily trained to enter the labour market.

The programme objectives have been translated into the programme's intended learning outcomes. These include, as the main elements, knowledge and understanding of information studies major theories, knowledge of and skills in designing, modelling, developing, evaluating and maintaining interactive information systems, knowledge of and skills in academic research in the programme domain, awareness of societal, academic and ethical dimensions of information studies, skills to communicate with various audiences, and being capable of self-directed learning.

Programme management explained the relation between the intended learning outcomes and the Dublin descriptors for bachelor programmes. From this explanation, the bachelor level of the intended learning outcomes may be inferred.

The name of the programme is in Dutch and the language of instruction of the programme is also Dutch. Some courses are in English, as lecturers of these courses are non-Dutch.

Considerations

The panel regards the organisation of the programme to be appropriate. Programme management is considered by the panel to be skilled and engaged.

The panel notes programme management adequately responded to the recommendations of the previous external assessment panel.

The panel considers the programme objectives to be valid and sound. The panel appreciates the programme offering the three, constituent fields of information studies, being technology/data science, human factors, and business administration/organisation studies.

The panel welcomes the programme objectives to be aligned with the main domain-specific frameworks, such as the AIS/ACM model curricula. The programme, therefore, meets the international requirements of the information studies domain. In addition, the programme meets the Dutch Croho description. The panel encourages management of this and other programmes in this field to elaborate a dedicated national, Dutch framework.

The panel appreciates the programme offering students the options to proceed to master programmes in this field.

The programme objectives have been adequately translated into the programme intended learning outcomes. The intended learning outcomes of the programme correspond to the Dublin descriptors for bachelor programmes and, therefore, meet the bachelor level requirements. The panel notes the intended learning outcomes to be up-to-date.

Assessment of this standard

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

3.2 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 number of students entering the programme gradually rose over the years from 81 students in 2013 to 99 students in 2018. The entry requirements for applicants are the Dutch secondary school diploma (vwo), irrespective of the courses taken. Applicants having taken Mathematics A and Mathematics B in their prior education are both admitted to the programme. Their results in the programme show no significant differences. As is common for bachelor programmes in the Netherlands, students interested in the programme are invited to attend the programme matching day. On this day, they are informed about the programme and, among others, take lectures, write an essay and take part in one of the examinations. In the introduction week, incoming students are informed about practical issues and meet their tutors.

Programme management presented the programme assessment matrix, demonstrating all of the intended learning outcomes of the programme being addressed in the programme curriculum. The study load of the programme is 180 EC and takes three years to complete. Some courses are offered for students of this programme and other programmes. In these courses, assignments may be tailored to students of this programme. The curriculum has been organised in five teaching-learning trajectories. These trajectories are Data Science (formerly called Technology), Human Factors, Business and Organisation, Academic Skills, and Integration. In the first year of the curriculum, disciplinary courses on Data Science and Human Factors are offered to introduce students to these fields. In addition, some courses are integration courses, integrating the three fields and giving students comprehensive views on the information studies domain. At the end of the first year, students do an interdisciplinary project, integrating the three fields. In the second year, all courses address one of the three fields within the information studies domain. At the end of this year, students study literature on interdisciplinary information studies themes. In the third year, students take minor courses and complete the Bachelor final project. In all three years of the curriculum, courses on academic research methods and techniques have been scheduled. In addition, design and modelling skills and academic skills are taught in the curriculum. Academic skills include presentation skills, academic writing skills, analytical skills, and project management skills. In a number of courses, ethical and diversity issues are addressed. Talented students may take additional 30 EC of courses of the honours programme. These courses allow students to deepen or broaden their knowledge.

The number of staff members lecturing in the programme is 13 persons or 3.4 fte (figures for the most recent academic year). Lecturers are full professors, associate professors, assistant professors or docents. In addition, super teaching assistants (super TAs) participate in the programme. They support teaching assistants, guide students in tutorials or practical sessions and are involved in updating course material. The deployment of teaching assistants amounts to 2.5 fte. Guest lecturers are also involved in the programme (0.6 fte). Lecturers cover the subjects taught in the programme.

All staff members are BKO-certified. Nearly 30 % of them are SKO-certified or have equivalent credentials. Little over 70 % of the staff members have PhDs. Staff members with PhDs are mostly researchers at the Informatics Institute of the University of Amsterdam and are engaged in research in their fields. Docents, who may not have PhDs, only have 20 % research appointments. The proportion of docents is about 50 %. Every four to six weeks, programme management and lecturers in the programme meet to discuss the programme and to solve any problems. In addition, workshops are scheduled to go into specific subjects about the programme. Students appreciate the lecturers for their teaching and for their accessibility.

The educational concept of the programme aims for students to become reflective practitioners, linking academic understanding and practical application. Students are trained to actively engage in the learning processes and to become self-directed learners. The students-to-staff ratio of the programme is about 30/1. The teaching methods adopted are lectures, tutorials, practical (computer) lab sessions, academic skills practical sessions, projects, and self-study. The number of hours of face-to-face education have been raised in the last few years and are now 15 hours per week in the first year, and 10 hours per week in the second and in the third year. Students regard the study load of the programme to be satisfactory. In the first two years of the programme, student tutors, who are elder students, guide students and try to improve the community feeling among students. Student tutors have been selected and have been trained for this position. Weekly meetings are scheduled to instruct and guide the student tutors. Students in the programme may turn to the study advisor for issues regarding study planning and for study-related problems. The study advisor monitors students' study progress. Students must obtain 42 EC out of 60 EC in the first year. If they fail, they have to leave the programme. Little over 10 % of the students in fact have to leave. The student success rates are satisfactory. For the last three years, on average 38 % of the students completed the programme within three years, whereas on average 70 % did so within four years. The drop-out rates in the programme are about 20 %. The Faculty building in which the programme is housed, is becoming too small to offer adequate teaching and learning facilities. This is the consequence of rising student numbers in the Faculty. In the coming years, the programme will relocate to a new and more spacious building.

Considerations

The panel notes the number of students entering the programme to be appropriate and moderately rising. The admission requirements are in line with Dutch regulations for bachelor programmes and are appropriate for this programme. The panel endorses all vwo students being admitted. Incoming students are well informed about the programme.

The programme intended learning outcomes are covered in the programme curriculum. The panel considers the curriculum to be solid and to adequately mirror the intended learning outcomes. The panel especially regards the courses being very up-to-date and offering students insights into current concepts and trends. The coherence of the curriculum is appropriate as well, students being taught the three fields in the information studies domain and the integration of the fields. The panel sees, however, some imbalance in the curriculum. Although the human factors and the business administration/organisation fields are adequately represented in the curriculum, the research base of these is less solid. Therefore, the panel advises to reinforce the research base of these fields and

link the course contents more intimately to research done in these fields. The panel regards the research skills, design and modelling skills, and academic skills to be appropriately represented in the curriculum.

The lecturers in the programme are regarded by the panel to be experts in the fields and subjects taught in the programme. Their educational capabilities are up to standard as well, as proven by the very high proportion of BKO-certified lecturers. Although the lecturing team as a whole is sufficiently involved in research in the programme domain, the panel advises to raise the research time available for docents. The panel regards the educational work load of the lecturers as being high. The panel therefore strongly advises to recruit more lecturers and to raise the appreciation for education for the lecturers' career opportunities. In recruiting lecturers, the panel suggests to take the background and gender diversity of the teaching staff into account.

The educational concept and teaching methods of the programme match the programme contents and are, therefore, appropriate for this programme. The panel welcomes the number of hours of face-to-face education to have been raised. The panel considers the information provision for and the study guidance of students to be up to standard. The panel in particular praises the student tutor system. The study load is appropriate. The drop-out rates and student success rates are adequate, the drop-out rates having improved considerably. The panel is pleased with the planned relocation of the programme to the new, larger building.

Assessment of this standard

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

3.3 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 and regulations conform to the University of Amsterdam assessment policy framework and the Faculty of Science assessment policy. The rules and regulations have been documented in the assessment plan for the programme.

As has been indicated, the Board of Examiners for the Exact Sciences and Information Sciences has the authority to monitor the quality of examination and assessment processes and products of this programme. The sub-Board of Examiners meets monthly to discuss issues pertaining to the quality of the examinations and assessments of this programme.

In all courses, multiple examinations are scheduled. The final grade is determined by the weighted outcomes of the grades for the constituent examinations. Examination methods adopted in courses are written examinations, practical assignments, reports, and presentations. Some of the examinations are group assignments. Both individual and group examinations within courses should be completed with satisfactory grades. In addition, students have to submit their individual reflection on the group result. This counts for 5 % to 10 % in the final grade of the project. All practical assignments and written reports are checked for fraud or plagiarism.

Students are presented a list of Bachelor final project topics from which they may choose the topic for their project. Students draft the research question, and submit and present the proposal for the final project. In the course of the project, students come together with other students to discuss common issues. A methods and techniques course is scheduled in parallel to the Bachelor project to allow students to select and apply the methodology required in their final project. The final projects are assessed by the supervisor and the second, independent examiner. In case of significant differences in judgement between the examiners, a third examiner is asked to assess the thesis. Some Bachelor final projects are done by students at organisations outside of university. Company supervisors are not examiners. Bachelor final projects are checked for fraud or plagiarism.

Programme management and the Board of Examiners have taken measures to promote the validity, reliability and transparency of examinations and assessments. As has been indicated, programme management drafted the programme assessment plan, in which the quality assurance measures for the programme have been listed. Assessment dossiers are in place for courses, containing course guides, examinations, answer models, and examinations' peer reviews. Examinations are drafted by examiners and peer reviewed by their fellow examiners. Through the course guides, students are informed about the course goals and contents, examination methods applied and grading schemes. The Board of Examiners inspects yearly the examinations of five selected courses and six to nine Bachelor final projects. Examinations with deviant grade distributions are inspected as well by the Board.

Considerations

The panel approves of the examinations and assessment rules and regulations of the programme, these being in line with University and Faculty policy guidelines. The formal position and the responsibilities of the Board of Examiners are up to standard.

The examination methods for the courses correspond to the course contents and show appropriate diversity. The measures to counter free-riding by students in group projects are up to standard, as individual examinations within courses have to have satisfactory results and individual reflection in case of group projects is required. The panel regards fraud and plagiarism regulations to be adequate.

The supervision and assessment procedures for the Bachelor final project are regarded by the panel to be appropriate. The final project assessments are conducted in a reliable way, involving two examiners and assessment forms with relevant criteria. The panel proposes to have the two examiners complete assessments forms separately. In addition, the panel recommends to add more elaborate written explanations to the assessments given.

The measures taken by programme management and the Board of Examiners to ensure the quality of the examinations and assessments are adequate and promote the validity, reliability and transparency of the examinations and assessments. The panel appreciates the draft examinations being peer reviewed. The panel welcomes the intensive inspection of course examinations and final projects by the Board of Examiners.

Assessment of this standard

These considerations have led the assessment panel to assess the programme to meet standard 3, Student assessment.

3.4 Standard 4: Achieved learning outcomes

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

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

In addition, the panel reviewed fifteen Bachelor final projects of programme graduates of the last two years. In their final project, students are to show being able, among others, to draft research questions, to theoretically underpin the analysis, to use literature, to adopt research methods and techniques and to draw clear conclusions. In addition, they are to demonstrate being able to write academically sound texts and to present their findings before an audience.

As has been said above, programme graduates are trained to proceed to master programmes in this domain. Most students do so. Other graduates go on to study, among others, interaction design, science journalism, entrepreneurship or high school teaching. Some graduates enter the labour market.

Although programme graduates are not primarily trained to qualify for positions in the labour market, programme management regards it important to acquaint students with the professional field and their future career perspectives. In the programme, organisations from the professional field provide design or modelling assignments, are represented by guest lecturers or offer topics for Bachelor final projects. An increasing number of students do their Bachelor final project with external organisations. Students may also participate in the Blue Student Lab, in which they may work on final projects proposed by external organisations. Every six months, programme management of this and the other Faculty information sciences programmes discuss trends in the professional field with the Professional Advisory Board Information Sciences.

Considerations

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

The Bachelor final projects which the panel studied match the intended learning outcomes. The panel did not assess any of the final projects to be unsatisfactory. The grades awarded by the programme examiners reflect the projects' quality.

The panel welcomes the programme preparing students for master programmes in this domain. The efforts taken by programme management to inform students about the professional field are up to standard.

Assessment of this standard

These considerations have led the assessment panel to assess the programme to meet standard 4, Achieved learning outcomes.

4. Overview of assessments

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

5. 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 reinforce the research base for the business administration/organisation field and the human factors field and link the contents of the courses in these fields more intimately with the research done in these fields.
- To raise the research time available for docents.
- To recruit more lecturers, taking the background and gender diversity of the teaching staff into account and to raise the appreciation for education for the lecturers' career opportunities.
- To have the two examiners of the Bachelor final projects complete assessments forms separately.
- To supplement the assessments of the Bachelor final projects with more elaborate written comments and explanations.

Appendix: Assessment process

The evaluation agency Certiked VBI received the request by the University of Amsterdam to support the limited framework programme assessment process for the Bachelor Informatiekunde 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 of September 2018 (officially published in Stcrt. 2019 no. 3198, on 29 January 2019).

Having conferred with management of the Bachelor Informatiekunde programme of the University of Amsterdam, 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. T. Bosse, Full Professor of Artificial Intelligence and Communication Science, Faculty of Social Sciences, Radboud University Nijmegen, the Netherlands (panel chair);
- Prof. dr. G. Poels, Full Professor Management Information Systems, director Business Informatics research unit, Department of Business Informatics and Operations Management, Ghent University, Belgium (panel member);
- Dr. F. Wiering, Associate Professor Information and Computing Sciences, Utrecht University, the Netherlands (panel member);
- Drs. M. Stikker, Chair of Board/Director of Waag Society Foundation, research institute for creative technology and social innovation, the Netherlands (panel member);
- S.C. Jongerius BSc, student Master Applied and Industrial Mathematics, Eindhoven University of Technology, the 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 as well as 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 and management of the programme met 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 of preparing for the site visit, programme management and the Certiked process coordinator had contact to fine-tune the process. The activities prior to the site visit were performed as planned. Programme management approved of the site visit schedule.

Well in advance of the site visit date, programme management sent the list of final projects of graduates of the programme of the most recent years. Acting on behalf of the assessment panel, the process coordinator selected fifteen final projects 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. The self-assessment report addressed the standards of the NVAO Assessment framework. In this report, the student chapter was included. The appendices to the self-assessment report comprised, among others, the domain-specific framework of reference, intended learning outcomes, curriculum overview, course descriptions, Teaching and Examination Regulations, final project manual, staff overview, assessment plan, educational concept, and student survey outcomes. 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. The panel members were also sent the Trained Eye document of the Certiked evaluation agency, this document being the elaboration of the NVAO Assessment framework.

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. 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 submitted 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 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 9 and 10 January 2020, the site visit took place on the University of Amsterdam campus. The Bachelor Informatiekunde and the Master Information Studies were both assessed in the course of this joint site visit. The site visit schedule was in accordance with the planned schedule. The schedule was as follows.

Thursday, 9 January 2020

17.30 – 18.15 Faculty Board representatives and programme directors (both programmes)

18.15 – 19.15 Chair and members Board of Examiners (both programmes)

Friday, 10 January 2020

09.00 – 09.45 Programme management (Bachelor)

09.45 – 10.30 Lecturers and final project examiners (Bachelor)

10.40 – 11.20 Students, Programme Committee student member (Bachelor)

11.20 – 11.45 Open office hours (both programmes)

11.45 – 12.45 Deliberations panel, including lunch (closed session)

- 12.45 – 13.30 Programme management (Master)
- 13.30 – 14.15 Lecturers and final project examiners (Master)
- 14.20 – 14.50 Students, Programme Committee student member (Master)
- 14.50 – 15.20 Alumni and Professional Board members (Master)
- 15.20 – 16.45 Deliberations panel (closed session)
- 16.45 – 17.00 Main findings presented by chair to programme representatives (both programmes)
- 17.00 – 17.40 Development dialogue of panel and programme management (both programmes)

Open office hours were communicated two weeks prior to the site visit by programme management to employees, lecturers and students. No persons presented themselves during these open office hours. On the day of the site visit, the panel members were given the opportunity to study course material and examinations of courses, additional information about the curriculum structure, list of research interests of staff, Programme Committee minutes, and Board of Examiners annual reports.

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 findings, considerations, assessments and recommendations to programme representatives.

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

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