



M Crisis and Security Management
Leiden University

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Summary

Standard 1. Intended learning outcomes

The panel finds that the CSM programme has a unique profile with a clear and distinct focus on crisis and security and that it takes a multi-disciplinary, multi-actor, and multi-level approach. The panel appreciates the multi-disciplinary approach in the programme with the contribution of various disciplines, which are adequately embedded in the specialization tracks. The programme's learning outcomes are well formulated, clearly demonstrate an academic master's level, and align with academic and professional expectations.

Standard 2. Teaching-learning environment

The CSM programme curriculum has a clear structure, featuring main courses, four specialization courses, and a portfolio. Students enjoy the opportunity to design their own learning trajectories by opting for one of six specializations. The panel cites the education of both academic professionals and professional academics as a strength of the programme, providing a solid foundation and balance in both professional and academic skills. The panel is positive regarding the learning environment and values the fact that working in small groups is prioritized alongside the use of various activating teaching methods. A remark of the panel is that a relatively large part of the teaching methods consists of lectures. The panel advises continued monitoring of whether lectures are the most suitable teaching method or whether another teaching method could be more appropriate. Additionally, the panel advises the programme management to organize a counter-voice within the programme to reflect on, debate, and analyse the suitable number of enrolled students and act accordingly.

The panel is enthusiastic about the portfolio and values it as a useful and constructive way of developing students' learning outcomes. Moreover, the panel suggests introducing a portfolio guidance system to help students navigate the portfolio process to ensure that they make the most of the reflection part in terms of reflective quality. Next to that, the panel recommends the programme to further finetune the composition of the portfolio in terms of academic quality and keep ensuring the level of academic depth of the portfolio.

Students are well-supported and the curriculum is feasible, bolstered by an adequate admission procedure and producing a 64% graduation rate within one year. The programme is taught in English, which aligns with its international orientation and the professional and academic fields to which it contributes. The programme has sufficient teaching staff who are suitably qualified and able to connect their teaching to state-of-the-art research and developments in the professional field.

Standard 3. Student assessment

The panel is impressed with the clear and transparent assessment policies and practices of this master's programme. It considers assessment to be done in a clear, transparent, and accessible way that supports the student learning process and aids teachers in making well-founded assessment decisions. The panel examined the portfolio assessment procedure and concluded that it is transparent and robust. However, the panel advises programme management to explore whether more than 1 EC could be allocated to the portfolio to do justice to it as the capstone of the CSM programme. The programme has a proactive and well-functioning BoE that understands its tasks and responsibilities and is accountable for them.

Standard 4. Achieved learning outcomes

According to the panel, the portfolio and alumni of the programme demonstrate that the learning outcomes are achieved. The portfolios are of sufficient quality and the panel values their multidisciplinary approach. According to the panel, the quality of the portfolios and the feedback from the programme's alumni clearly

demonstrate that the learning outcomes are achieved. The portfolios are generally of good quality and take a multi-disciplinary approach. Most alumni find a suitable job after the master's programme, and they look back on their studies with appreciation.

Score table

The panel assesses the programme as follows:

Programme

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Prof. dr. Esther Versluis
Date: 27 January 2024

Drs. Jessica van Rossum

Introduction

Procedure

Assessment

On 2 and 3 November 2023, the master's programme Crisis and Security Management of Leiden University was assessed by an independent peer review panel. The assessment consisted of the bachelor's programme Security Studies and the master programme Crisis and Security Management of Leiden University. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (September 2018).

Quality assurance agency Academion coordinated the assessment upon request of Leiden University. Fiona Schouten acted as coordinator and Jessica van Rossum acted as secretary in the cluster assessment. They have been certified and registered by the NVAO.

Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the member. On 28 August 2023, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on her role in the site visit according to the Panel chair profile (NVAO 2016).

The programme composed a site visit schedule in consultation with the coordinator (see appendix 3). The programme selected representative partners for the various interviews. It also determined that the development dialogue would be made part of the site visit. A separate development report was made based on this dialogue.

The programme provided the secretary with a list of graduates over the period September 2022 – August 2023. In consultation with the secretary, the panel chair selected 15 portfolios. She took the diversity of final grades and examiners into account, as well as the various tracks. Prior to the site visit, the programme provided the panel with the portfolios and the accompanying assessment forms. It also provided the panel with the self-evaluation report and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the secretary. The secretary collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary meeting, the panel discussed the initial findings on the self-evaluation report and the theses, as well as the division of tasks during the site visit. The panel was also informed on the assessment framework, the working method and the planning of the site visits and reports.

Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. No consultation was requested. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

Report

The secretary wrote a draft report based on the panel's findings and submitted it to the coordinator for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this

feedback, the secretary sent the draft report to the programme in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalised the report, and the coordinator sent it to the Faculty of Governance and Global Affairs, Leiden University.

Panel

The panel assessing the master programme Crisis and Security Management at Leiden University consisted of the following members:

- Prof. dr. E. (Esther) Versluis, professor of European Regulatory Governance, Maastricht University - chair
- Prof. dr. M. (Magnus) Ekengren, professor of Political Science and director of the Programme for European Security Research, Swedish Defence University
- Prof. dr. M.B. (Marcel) Veenswijk, professor of Organizational Sciences, Vrije Universiteit Amsterdam
- Drs. S. (Sander) Dekker, board member, Maasstad Ziekenhuis
- E. (Eline) Pothoven BSc., alumna bachelor programme Educational Sciences, Utrecht University, and student master programme Ethics of Education: Philosophy, History and Law, Rijksuniversiteit Groningen – student member

Information on the programme

Name of the institution:	Leiden University
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	Crisis and Security Management
CROHO number:	60417
Level:	Master
Orientation:	Academic
Number of credits:	60 EC
Specializations or tracks:	Governance of Crisis Governance of Radicalism, Extremism and Terrorism Cybersecurity Governance Intelligence and National Security War and Peace Studies Governance of Violence
Location:	The Hague
Educational minor:	Not applicable
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 May 2024

Description of the assessment

Previous accreditation panel's recommendations

The documentation includes an overview of how the programme management has followed up on the recommendations provided during the initial accreditation process (2017). Several recommendations and their follow-up actions were discussed with the programme management during a site visit. The panel concludes that the programme management has genuinely acted upon the recommendations. The panel is content with the improvement measures and recognizes that these have raised the quality of the programme.

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

Profile

The master's programme Crisis and Security Management (CSM) is offered by the Institute of Security and Global Affairs (ISGA) at the Faculty Governance and Global Affairs (FGGA) of Leiden University. The faculty is located in The Hague. The master's programme is aligned with ISGA's bachelor's programme Security Studies. The programme educates students on the complex problems in the field of crisis and security management from a multi-disciplinary perspective, taking multiple levels of governance, and a multi-actor approach into account. The master's in CSM is a scientifically oriented programme that incorporates real-life cases that are relevant to the current state of the field of crisis and security governance. The field is dispersed across disciplines, sectors, jurisdictions, and organizations, which demands agility from students to combine a diversity of perspectives. The increasing complexity of safety and security challenges results from the rise of globalization; the changing character of war, conflict, terrorism, and peacebuilding; the spread of hyper-connected technologies; mass migration; and environmental challenges such as climate change-induced disasters. Each of these challenges has impacts on a large or even global scale, involves systemic risks, and can be labelled as a problem for which there is no clear-cut solution. The master's programme in CSM seeks to educate academic professionals in the ability to unravel and analyse the complexity of these challenges, develop underlying research questions and approaches to them, and propose novel perspectives and solutions for policymaking and governance. The goal of the CSM master's programme is to deliver adaptable and imaginative academically oriented professionals who can link real-world crisis and security problems to scientific principles, theoretical notions, ethical standards, and societal values.

The CSM programme includes six specialization tracks that offer in-depth knowledge on the topic and are organized along the lines of the research groups of the ISGA:

- Governance of Crisis;
- Cybersecurity Governance;
- Governance of Radicalism, Extremism and Terrorism;
- Intelligence and National Security;
- War and Peace Studies;
- Governance of Violence.

The CSM programme is multi-disciplinary; the complexity of contemporary security challenges requires intellectual agility from students to understand and tackle these challenges from a variety of perspectives. The programme embraces a multi-actor approach, as the governance of crisis and security is fragmented and diverted across public, private, and transnational agencies as well as informal networks. Furthermore, the CSM programme uses a multi-level approach, as current crises and security challenges are almost always transboundary by nature, and incidents on an international scale can have ramifications at the local level and vice versa. Crises and security are characterized by a simultaneous local and global scale, impact, and reach. This means that students are trained to understand both the global dynamics and the local impact of crises and security challenges, requiring them to manage situations across contexts and time.

The panel studied the CSM programme's profile and orientation with the programme management and lecturers and concluded that the programme has a unique profile with a clear and distinct focus on CSM. The panel values this focus, considering that modern-day crisis and security challenges are often difficult to understand and solve and are potentially global in reach and scale. The panel recognizes that this requires academics who are able to combine perspectives and approaches on different levels to analyse complex crisis and security challenges. The panel recognizes that the CSM programme meets this need in the way that it incorporates real-life cases and has a multi-disciplinary, multi-actor, and multi-level approach to familiarize students with the field of crisis and security governance. The panel appreciates the multi-disciplinary approach in the programme with the contribution of various disciplines and sees this well reflected in the six specialization tracks.

Intended learning outcomes

The programme translated its profile into a set of 24 intended learning outcomes (ILOs). The ILOs were created along the lines of the Dublin descriptors, consistent with the level that is expected internationally for a master's degree. The ILOs also comply with the domain-specific framework formulated by the ISGA about crisis and security governance, aligning the programme's aims with academic and professional expectations. The panel studied the ILOs and considered them suitable for an academic master's programme in CSM. It considers the ILOs sufficiently detailed and clearly in line with the Dublin descriptors and appreciates that both academic and professional skills are sufficiently part of the ILOs.

Considerations

The panel finds that the CSM programme has a unique profile with a clear and distinct focus on crisis and security and that it takes a multi-disciplinary, multi-actor, and multi-level approach. The panel appreciates the multi-disciplinary approach in the programme with the contribution of various disciplines, which are adequately embedded in the specialization tracks. The programme's learning outcomes are well formulated, clearly demonstrate an academic master's level, and align with academic and professional expectations.

Conclusion

The panel concludes that the programme meets standard 1.

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

Curriculum

The 60 EC curriculum of the CSM programme consists of main courses (14 EC), specialization courses (40 EC), an elective course (5 EC), and a portfolio (1 EC). The main courses are mandatory for all CSM students, as they cover overarching themes from the broader academic and professional field of CSM. They address concepts such as crisis and security; political, social, and mental constructions; their multi-level and multi-actor governance; and the normative and ethical issues at stake. In the main courses, students are familiarized with the foundations of CSM, fostering coherence in the programme.

The six specialization tracks consist of four specialization courses offering advanced knowledge and understanding of the main concepts, theories, dilemmas, and challenges in these sub-fields of study. Coherence between the specialization tracks is offered by the focus on the same four research skills in each track, which are necessary for an academically trained crisis and security professional: analysing complex phenomena, collecting and analyzing data, conducting a literature review, and critically reviewing existing research. Within each track, coherence is organized thematically: each course takes on a complementary subtheme. For example, the track Violence Studies includes the thematic courses ‘The anatomy of violence’, ‘Facilitators of violence’, ‘Violent societies’ and ‘Proximity of violence’, which together form a coherent set of courses within the specialization. Furthermore, students take one of 13 elective courses offered. The elective is taught in smaller groups and is a course on a specialized topic within the field of crisis and security management. The elective courses are closely related to the research interests of the teaching staff.

Throughout the year, students develop and train academic, professional, and reflection skills in the main and specialization courses as part of a learning trajectory that integrates substantive knowledge with research skills throughout the year. A selection of assignments is bundled in a portfolio, which serves as a product of the learning trajectory, and the portfolio is the final product of the master’s programme. The portfolio allows the student to demonstrate the insights, attitudes, and knowledge gained during the programme, and serves as a monitoring and assessment file which provides students a tool to:

1. demonstrate that they have achieved a sufficient level of academic education to graduate,
2. record their personal process of academic learning during the programme, and
3. receive appropriate supervision and study advice.

In the portfolio, students present assignments on the research skills that demonstrate their achieved learning outcomes throughout the year. Students receive supervision, feedback, and grades from teaching staff on the assignments throughout the year. The portfolio is complemented by a problem analysis assignment, in which students are presented with a current crisis or security issue related to their specialization track. They must demonstrate that they can create a coherent research plan based on acquired academic skills and advise on the issue at hand under time pressure. For example, an assignment can be to advise the Dutch prime minister for a crisis meeting in a case that demands immediate action and inform the prime minister with an action plan. Furthermore, the portfolio contains a reflection paper in which students look back on their learning path throughout the programme. This reflection is an integral part of the programme to prepare students for their future. In a final defence meeting, students present and discuss their problem analysis assignment, reflection paper, the assignments they undertook during the

year, and the underlying methodological and theoretical foundation with two CSM staff members. The defence meeting is part of the portfolio course and functions as the formal final step before graduation.

The programme aims to foster active knowledge construction by having students interact with their lecturers, other students, and the classroom materials. The programme stimulates students to develop a proactive attitude to fact-finding and problem-solving by actively engaging with academic literature and simultaneously conducting research, linking insights to previous understandings, examining these from different perspectives, and reflecting on their own choices, motivation, and arguments. Therefore, students participate in the specialization courses in an Active Learning Space, a versatile classroom that allows them to engage in activating working methods, for example, by switching between classical lectures and teamwork, debates, or serious games involving specific crisis and security challenges.

The panel studied the curriculum and some course materials and talked to the programme management, teaching staff, and students. It concludes that the programme offers a well-thought-out curriculum that logically brings together subjects related to crisis and security. Furthermore, the panel learned from the documentation and the interviews with various stakeholders that a strength of the programme is that it educates both academic professionals who are preparing for the professional working field and professional academics who are preparing for academia, although the panel learned from the interview with students that emphasis in the programme is more on preparation for the professional working field. Students develop both academic and professional skills throughout the curriculum. The panel values the solid foundation and balance that the programme provides in both professional and academic skills. With regard to the development of skills during the programme, the panel advises the programme to monitor that specializations equally address all relevant skills. The panel learned from the interviews with students that now this is not evenly distributed, and some specializations for example pay more explicit attention to research skills than others. Students mentioned they are content with the programme curriculum; however, they suggested placing the 'Making Friends and Influencing People' course earlier in the curriculum, because it provides a foundation for other courses. This is a course for students enrolled in the specialization 'Intelligence and National Security' and explores international cooperation and covert action as two important aspects of nation-states' intelligence and security communities in the international system. The panel learned from the programme management that they recognize this issue and plan to address it by adapting the curriculum.

Although the programme has grown substantially since its start, from approximately 150 students in 2019–2020 to more than 350 students in 2021–2022, it works with smaller groups within the specialization tracks and values providing an inspiring learning environment that encourages academic debate and reflection. The panel is positive regarding the learning environment and appreciates the fact that smaller-group work is part of the programme, as is the use of various activating teaching methods. Considering the large number of students, the panel advises continued monitoring of the programme's depth of content. Additionally, the panel advises the programme management to closely examine whether the quality of the programme is secured sufficiently even as the number of students increases.

The panel notices that a relatively large part of the teaching methods consists of lectures. The panel recognizes this to be an effective way to teach large groups of students but emphasizes continued monitoring of whether lectures are the most suitable teaching method for the content taught or whether another teaching method would be more appropriate. The panel sees possibilities to include interactive elements in lectures and group-based learning. It understood from the conversation with the teaching staff that they are actively focused on this already, giving students the opportunity to represent different roles or disciplines and arranging for broad and diverse discussions that provide students insight into different perspectives. They also start courses with lectures for an entire cohort that is later divided into smaller groups for practice, discussion, and interaction.

The panel learned about the design and content of the portfolio by studying the portfolio system, assessing 15 portfolios, and interviewing various stakeholders about them. The panel is enthusiastic about the concept of the portfolio and values it as a useful and constructive way of assessing the learning outcomes of students. Throughout the year, students work on their portfolios by completing assignments that are assessed separately. Consequently, assessing the learning outcomes takes place during the entire programme and students build up their reflection throughout the specialization courses. The panel appreciates that students strive for a well-balanced learning curve throughout the curriculum and that separate formative assignments provide students and staff insight into possible points of attention in the student's learning pathway. This process offers students the opportunity to practice a certain skill in a following assignment. In this way, the portfolio provides an overview of what aspects of a skill or course that students have incorporated and what parts they should develop more. The panel remarks that the programme could develop a clearer system to guide students through the portfolio, to ensure that students reap the most rewards from the reflection part of the portfolio. Students perform the reflection on their own and are free to complete this in their own way, which can lead to varied results. The panel advises programme management to clarify the objectives and criteria of reflection and to guide students in developing this document to ensure that the reflective part is up to par, for example, by providing mentoring or coaching. Next to that, the panel recommends the programme to further finetune the composition of the portfolio in terms of academic quality and keep ensuring the level of academic depth of the portfolio, to ensure that each student reaches an in-depth understanding of crisis and security management. For example, this can be reached by including even more of a build-up between the various smaller assignments, so as to explicitly encourage students to develop academic skills at the MA level.

Guidance and feasibility

In recent years, the CSM programme experienced significant growth in the number of students enrolled. Upon noticing this, the programme management ceased promoting it amongst prospective students, changed admission regulations, and adjusted the strategy from growth to stabilization and consolidation. Graduates from the bachelor's programme in security studies (BaSS) can enter the CSM programme directly, as well as students with undergraduate degrees in political science, international relations, and public administration from a recognized research university. All other applications are individually assessed by the admissions board. In addition, teaching staff develops tailor-made small private online courses to ensure that students begin, as much as possible, with a similar level of knowledge and competencies. The programme also provides students with reading lists for the specialization track they enter to get acquainted with areas where they feel they might lack expertise.

Students have access to guidance and support from three study advisors and student mentors. Study advisors play an important role in signalling and mitigating challenges that students face. Student mentors are the first point of contact when students encounter academic or personal problems. A mentor is a senior student who provides advice and helps students find their way, both academically and personally. Students can also turn to the Student Care platform, where they can find answers to all frequently asked questions. Furthermore, online coaches are available to help with situations that students might face, such as fear of failure. To guide students as they build their portfolios, direction regarding the assignments to be included within it, elements to be addressed in the interim and final reflection paper, the problem analysis assignment, and the topics to be discussed during the defence meeting are announced on Brightspace, provided in the syllabi of the courses, and discussed during the courses. At least one lecture is organized to explain the portfolio process and answer questions. Furthermore, time is reserved in courses for writing and discussing the interim reflection papers.

The panel concluded from the interviews with various stakeholders that the programme is feasible, with 64% of CSM students graduating within one year. Guidance for students is well organized and well structured, even though the programme has experienced significant growth in the number of enrollees. The panel learned from students that they are content with the available guidance and that there is a clear infrastructure for this and a well-functioning support system, in which student mentors play a key role in fostering the well-being of students.

The only point of attention that students mentioned is that courses can be somewhat chaotic and crowded, because of the large number of students. The panel learned from the programme management that their focus is already on stabilizing the inflow of students and ensuring that the set-up of courses fits the number of participants. The panel advises the programme management to organize reflection space to explore the extent to which their actions to keep student numbers in check are effective. With the increase in student numbers as well as staff, the panel believes programme management may have become accustomed to anticipating and expecting further growth. Therefore, the panel suggests organizing a counter-voice within the programme to reflect on, debate, and analyse the optimum size of the programme. According to the panel, such conscious reflection and dialogue can help focus the programme's future development and inspire any decisions concerning curriculum development.

Language and internationalization

During the site visit, the panel discussed the use of English as the language of instruction and the programme name with the programme management. The panel considers English an appropriate choice given the international orientation of the programme and the global academic and professional fields related to the programme and is convinced that the international character is a core aspect of the programme. The panel noticed the added value of the international classroom, since it brings different perspectives and insights into the curriculum. Students said they are satisfied with the fact that the programme is taught in English. English language proficiency (level C2 at least) is one of the academic staff recruitment requirements. Foreign students entering the programme must meet English language proficiency requirements as part of their admission.

Teaching staff

All CSM programme lecturers are senior staff, hold a doctoral degree, or are junior staff members and are close to obtaining their doctoral degree. The teaching staff consists of 48 members whose various backgrounds reflect the multi-disciplinary character of CSM. Teaching staff members have backgrounds in public administration, history, law, criminology, psychology, international relations, and sociology. The specialization tracks are organized along the lines of the research groups of the ISGA, and research-led teaching is key to the programme. CSM programme staff members are connected to both the academic and professional fields, which enables them to integrate up-to-date theoretical frameworks and practical developments and insights in the curriculum. All lecturers have a university teaching qualification (UTQ) or are in the process of obtaining one. Most courses are co-taught by two members of the staff to spread the workload, ensure continuity within courses, maintain a high level of quality control by using the four-eyes principle within each course and its assignments, and bring expertise from two lecturers into each classroom.

Based on documents reviewed and discussions conducted during the site visit, the panel concludes that the teaching staff is suitably qualified to deliver the programme. The panel appreciates the number of teaching staff members and the fact that most courses are co-taught. This ensures course continuity when teachers are unable or unavailable to teach, and it provides students with richer input from two lecturers with diverse expertise. Furthermore, the panel spoke to enthusiastic and committed staff during the site visit and saw

their passion for the programme. The panel values the motivation of the teaching staff to make the programme work and noticed an openness to talk about development and a cooperative spirit amongst staff members.

Considerations

The CSM programme curriculum has a clear structure, featuring main courses, six specialization tracks, and a portfolio. Students enjoy the opportunity to design their own learning trajectories by opting for one of six specializations. The panel cites the education of both academic professionals and professional academics as a strength of the programme, providing a solid foundation and balance in both professional and academic skills. The panel is positive regarding the learning environment and values the fact that working in small groups is prioritized alongside the use of various activating teaching methods. A remark of the panel is that a relatively large part of the teaching methods consists of lectures. The panel advises continued monitoring of whether lectures are the most suitable teaching method or whether another teaching method could be more appropriate. Additionally, the panel advises the programme management to organize a counter-voice within the programme to reflect on, debate, and analyse the suitable number of enrolled students and act accordingly.

The panel is enthusiastic about the portfolio and values it as a useful and constructive way of developing students' learning outcomes. Moreover, the panel suggests introducing a portfolio guidance system to help students navigate the portfolio process to ensure that they make the most of the reflection part in terms of reflective quality. Next to that, the panel recommends the programme to further finetune the composition of the portfolio in terms of academic quality and keep ensuring the level of academic depth of the portfolio.

Students are well-supported and the curriculum is feasible, bolstered by an adequate admission procedure and producing a 64% graduation rate within one year. The programme is taught in English, which aligns with its international orientation and the professional and academic fields to which it contributes. The programme has sufficient teaching staff who are suitably qualified and able to connect their teaching to state-of-the-art research and developments in the professional field.

Conclusion

The panel concludes that the programme meets standard 2.

Standard 3. Student assessment

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

Findings

Assessment system

Within the programme, assessment is based on the Course and Examination Regulations and the Rules and Regulations of the Board of Examiners (BoE). Assessment in the CSM programme is used to determine that course and programme learning objectives have been met, provide students with feedback on their progression towards the learning outcomes, and generate signals for the assessor regarding the progression of student performance. The assessment methods document provides an overview of the examination methods within each course and offers insight into the weight of each assessment method within a course. The programme courses offer multiple assessments, including examinations with multiple-choice and open-ended questions, papers, oral presentations, practical assignments, and in-class quizzes.

Rubrics are continuously improved based on shared experience. Furthermore, grading trainings are structurally organized, and reliability checks are in place when grading is done in teams. Grading teams discuss and check each other's work, and grading scores are compared within teams as a means of internal quality control. Students complete a course evaluation after each course and a programme evaluation at the end of the programme. The evaluations are discussed by the programme committee, with the programme director, with the individual lecturers, and in staff meetings.

After studying the assessment procedure and interviewing the BoE, programme management, and teaching staff, the panel formed an impression of a well-functioning assessment system that supports students by ensuring that assessments are clear, transparent, and accessible and that assists teachers in making well-founded assessment decisions. The panel learned that continuous calibration sessions among teachers take place that promote transparency in the assessment process. Average grading is monitored, and the programme uses data analysis to unravel grading behaviour. When two assessors do not agree on a mark, they discuss their underlying arguments and then decide how to grade the assignment, a process that enhances alignment among teaching staff.

Portfolio assessment

The portfolio is the final product of the CSM programme. Throughout the portfolio learning trajectory, abilities, acquired skills, and lessons learned are assessed at multiple occasions by multiple teachers, which assures that students who graduate independently master the skills of examining complex phenomena, collecting and analysing meaningful data, conducting and writing a literature review, and critically reviewing existing research. In this way, teachers provide intensive training and assessment of research skills. The portfolio is assessed by an academic supervisor who is a lecturer of the ISGA at Leiden University and an independent second assessor. If the first and second assessor differ in their assessment by more than 1.5 points of a grade, or if one of them passes the portfolio while the other fails it, the assessors must discuss the root of their differences. If they are unable to reach consensus, a third assessor is appointed. Students can pass the portfolio course only if they obtain a passing grade of 5.50 or higher for the problem analysis assignment (comprising 50% of the total grade), the reflection paper (30% of the total grade), and the defence meeting (20% of the total grade). If a student does not pass the portfolio, they will be offered a resit opportunity to improve the reflection paper, the problem analysis assignment, and/or the defence.

As part of its preparation for the site visit, the panel examined 15 portfolios and their assessments. It concluded that the portfolios were assessed fairly overall and that the grades aligned with the panel's assessment. The panel approves of the programme's portfolio assessment procedures due to their transparency and robustness. Assessment is done independently by two assessors, rubrics are available for students, and feedback is provided on forms to underpin the assigned grade. The panel recognizes that the portfolio, including the reflection paper and problem analysis assignment, forms a suitable way of demonstrating the coherent achievement of the learning outcomes that students have achieved over the course of the master's programme.

The panel does advise adapting the assessment of the portfolio to reflect its importance as the programme's capstone achievement, despite the fact that it constitutes only 1 EC in the curriculum. Currently, the assignments in the portfolio do not count towards the final grade of the portfolio, as they already are part of the course grade. Instead, the portfolio grade is determined by the student's reflection paper, the problem analysis assignment, and the defence. The panel believes the combination of a reflection paper, problem analysis assignment, and oral exam – all of which address the achievements in the course and the learning trajectory inherent in these achievements – provides a useful way of assessing the achievement of the

learning outcomes. Since the portfolio is the final product of the CSM, the panel believes that more than 1 EC should be assigned to it. The panel suggests that programme management explore a suitable division of ECs that does justice to the importance of the portfolio.

Board of Examiners

The Board of Examiners (BoE) consists of members representing diverse research groups and a range of positions from junior lecturer to associate professor, an external member, and a secretary. The BoE meets weekly to discuss student requests, monitor the quality of courses and examinations, and further improve procedures and protocols. The board appoints examiners after establishing the requirements for course and portfolio examiners and verifying that examiners meet these requirements. In response to the mid-term review, the examination board made substantial changes to enhance its quality control procedures, with the goal of making these more proactive and more systematic. Central elements of this are continuous quality monitoring, yearly course reviews, and an annual review of the portfolios that consists of the evaluation of a random set of 10 portfolios.

The examination board plays an active role in preventing fraud and plagiarism and has developed an instruction manual for course convenors to prepare their courses. The board offers advice on how to manage text-generating AI tools in assignments and provides lecturers with instructions about this. Additionally, the BoE involves teaching staff in assessment quality by regularly presenting and discussing regulations and issues concerning the quality of examinations during meetings of the Institute Council and by sending its instruction manual to all lecturers. Staff members and students can contact the BoE with questions or to request a consultation. Furthermore, the board has frequent contact with study advisors to discuss relevant and urgent matters. The board actively advises the director of education, programme director, policy officer, and programme coordinator regarding improvements in assessment quality.

The panel spoke to members of the examination board and recognized a solid and proactive functioning board that understands its tasks and responsibilities and is accountable for them. The panel noticed that some portfolio themes are somewhat removed from the field of CSM and advises the BoE to consider this in its yearly review of portfolios.

Considerations

The panel is impressed with the clear and transparent assessment policies and practices of this master's programme. It considers assessment to be done in a clear, transparent, and accessible way that supports the student learning process and aids teachers in making well-founded assessment decisions. The panel examined the portfolio assessment procedure and concluded that it is transparent and robust. However, the panel advises programme management to explore whether more than 1 EC could be allocated to the portfolio to do justice to it as the capstone of the CSM programme. The programme has a proactive and well-functioning BoE that understands its tasks and responsibilities and is accountable for them.

Conclusion

The panel concludes that the programme meets standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Portfolios

Prior to the site visit, the panel studied 15 portfolios, which are the final products of the programme. It concluded that the overall quality of the portfolios is good, with sufficient quality and theoretical foundation on crisis and security issues. In general, students selected appropriate academic literature and research methods, and the assignments demonstrated that students were able to successfully formulate and investigate academic research questions with a multi-disciplinary approach. The panel agrees with the multi-disciplinary approach in the portfolio, and noticed that students provided clear and thorough elaboration of their arguments.

Alumni

The national alumni surveys of the past years indicate that CSM alumni are satisfied with the programme and the way it equips them for the labour market. According to the National Alumni Survey 2021, 70% of the students found a job at the master's level, and 71% are working within their field of study as policy advisors, consultants, researchers, (security) analysts, and auditors in various sectors related to the specialization tracks. Students mentioned in the interview with the panel that they feel prepared for the workforce, because attaining professional skills is a substantial part of the programme. The panel learned from the self-evaluation report that the programme annually convenes a consultative group of employers to discuss the knowledge and skills that graduates should possess as well as what the programme can do to further educate students in line with labour market expectations. In this way, professional skills that are part of the CSM programme are based on feedback from professionals. Moreover, the students said they feel sufficiently academically trained. The panel learned from the alumni survey that a majority of alumni are satisfied with the programme and the employability it provides, and they would sign up for the programme again. The panel also spoke to alumni of the CSM programme and learned that they are enthusiastic about the skills and knowledge they learned in it. The panel is impressed that the programme prepares students well for the global workforce.

Considerations

According to the panel, the portfolio and alumni of the programme demonstrate that the learning outcomes are achieved. The portfolios are of sufficient quality and the panel values their multidisciplinary approach. According to the panel, the quality of the portfolios and the feedback from the programme's alumni clearly demonstrate that the learning outcomes are achieved. The portfolios are generally of good quality and take a multi-disciplinary approach. Most alumni find a suitable job after the master's programme, and they look back on their studies with appreciation.

Conclusion

The panel concludes that the programme meets standard 4.

General conclusion

The panel's assessment of the master programme Crisis and Security Management is positive.

Development points

1. Keep monitoring whether lectures are the most suitable teaching method, or whether another teaching method could be more appropriate.
2. Introduce a portfolio guidance system to make sure that students make the most of the reflection part in terms of reflective quality.
3. Organize a counter-voice within the programme, to reflect, debate and analyze on the ideal size of CSM and act accordingly.
4. Explore if more than 1 EC could be allocated to the portfolio to do justice to it as the capstone of CSM.
5. Further finetune the composition of the portfolio in terms of academic quality and keep ensuring the level of academic depth of the portfolio.

Appendix 1. Intended learning outcomes

Intended learning outcomes	
Knowledge and understanding	<p>Graduates have acquired advanced knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. the body of literature in the field of crisis governance and security studies, combined with in-depth knowledge on the topic of their specialisation tracks (crisis; radicalism, terrorism & extremism; cybersecurity; intelligence; war & peace; violence). 2. the societal, political, and administrative dynamics of crisis and security issues at the local, national, and international level. 3. the distinctive nature of governance of crisis and security issues including the functioning of relevant stakeholders in a multi-actor and multi-level context. 4. the principles of academic research, including awareness of the main designs and methodological approaches used in the field of the specialisation of the respective tracks.
Applying knowledge and understanding	<p>Graduates are able to independently:</p> <ol style="list-style-type: none"> 5. define and analyse challenges in the field of crisis governance and security studies, as well as applying the concepts of security and crisis as a political, social, and mental construction. 6. discuss the main challenges and opportunities that relevant stakeholders in the field of crisis and security are confronted with in a multi-actor and multi-level context. 7. identify and analyse new developments and phenomena in the domain of their specialisation track. 8. identify and apply relevant theoretical frameworks and methodologies to analyse real life crisis and security cases in a conceptually and methodological rigorous manner.
Making judgements	<p>Graduates are able to:</p> <ol style="list-style-type: none"> 9. critically evaluate research on crisis and security related issues from a conceptual, theoretical, and methodological viewpoint. 10. draw conclusions, make judgments and/or provide solutions to real-life societal issues based on empirical data, balanced argumentation, and sound methodologies in the specific context of crisis and security research. 11. reflect on relevant normative and ethical issues, side effects, and unintended consequences of the governance of crisis and security issues, within the framework of democracy and the rule of law. 12. critically evaluate the effect of the social, political, and administrative context and complexity on the perception of crisis and security issues. 13. seek evidence and draw from empirical or theoretical materials for an informed (and, when applicable, critical) judgement.
Communication	<p>Graduates are able to:</p> <ol style="list-style-type: none"> 14. to present results of an academic research project in the field of study of the governance and management of crises and security issues. 15. present arguments and analyses in a format appropriate for a broader professional audience and as input to expert groups. 16. provide strategic analysis and advice to decision-makers. 17. build, present and defend well-grounded arguments in oral communication on site. 18. are able to engage in public debates on site about the issues related to (the study of) crises and security.
Learning skills	<p>Graduates:</p> <ol style="list-style-type: none"> 19. stay informed about current developments in the area of expertise, including the challenges and opportunities of new technological advancements. 20. reflect upon one's own academic and professional skills and conduct. 21. are aware of the importance of transferable skills and the ability to reflect upon one's own transferable skills. 22. are aware of the challenges of functioning in a complex (international) academic or professional environment in research, advisory or executive positions. 23. are aware of the challenges of functioning in (multi-disciplinary and/or multicultural) teams. 24. have an attitude aimed at a high level of self-directed and autonomous learning and functioning.

Appendix 2. Programme curriculum

APPENDIX 1. OVERVIEW OF THE CURRICULUM

	Block I	Block II	Block III	Block IV
Main Courses				
All Tracks	Security Challenges in a Globalising World <i>Jelle van Buuren</i>	Security: actors, institutions and constellations <i>Joery Matthys & Vlad Niculescu-Dinca</i>	Security and the Rule of Law <i>Silvia D'Amato & Damien van Puyvelde</i>	One out of 13 electives
Specialisation tracks				
Governance of Radicalism, Extremism and Terrorism	Social Movements and Political Violence <i>Sarah Carthy & Bart Schuurman</i>	Extremism in a Global Context <i>Tahir Abbas & Graig Klein</i>	Terrorism and Counter-terrorism: Governing Wicked Problems <i>Graig Klein & Jelle van Buuren</i>	The State of the Art and its Discontents <i>Joana Cook & Lynn Schneider</i>
Cyber Security Governance	Behavioural Change Approaches to Cybersecurity <i>Tommy van Steen</i>	Espionage and War in Cyberspace <i>Monika Kaminska & Simon Willmetts</i>	Digital Justice <i>Els de Busser & Cristina del Real</i>	Digital Crime <i>Tatiana Tropina</i>
Governance of Crisis	Managing and Coordinating the Crisis Response <i>Sanneke Kuipers & Jeroen Wolbers</i>	Governing Threats: risk, vulnerability, and preparedness <i>Lydie Cabane & Honorata Mazepus</i>	Crisis and Risk Communication <i>Wouter Jong & Andrea Bartolucci</i>	Learning and Accountability <i>Wout Broekema & Wouter Jong</i>
Intelligence and National Security	Global Perspectives in Intelligence <i>Zakia Shiraz & Tom Maguire</i>	Espionage and War in Cyberspace <i>Simon Willmetts & Damien van Puyvelde</i>	Making Friends and Influencing People <i>Tom Maguire & Nikki Ikani</i>	Intelligence and Policymaking <i>Nikki Ikani & Damien van Puyvelde</i>
War and Peace Studies	War Studies: History, Theories and Concepts <i>Frans Osinga & Anneleen van der Meer</i>	Applied Issues in War Studies <i>Ernst Dijkhoorn & Frans Osinga</i>	Peace Studies: History, Theories and Concepts <i>Vanessa Newby & Matthew Hoye</i>	Applied Issues in Peace Studies <i>Tom Buitelaar & Bert Koenders</i>
Violence Studies (academic year 2023-2024)	The Anatomy of violence <i>Marieke Liem & Olga Bogolyubova</i>	Facilitators of violence <i>Kathy Krusselman & Kristen Syme</i>	Violent societies <i>Jolien van Breen & Kirsten Syme</i>	Proximity of violence <i>Kirsten Syme & tba</i>
Portfolio				
All Tracks		(February cohort)		(September cohort)

Appendix 3. Programme of the site visit

Thursday 2 November 2023

15:45 - 16:00 Arrival panel and welcome
16:00 – 16:30 Intern panel meeting
16:45 - 17:15 Interview BaSS teachers
17:30 - 18:00 Interview BaSS tutors
18:30 Panel dinner

Friday 3 November 2023

08:30 - 09:15 Interview Management
09:30 - 10:00 Interview CSM teachers
10:00 - 10:30 Internal panel meeting
10:30 - 11:00 Interview Board of Examiners
11:15 - 12:00 Interview Students and alumni
12:00 - 13:30 Interactive tour and lunch
13:30 - 14:15 Internal panel meeting
14:30 - 15:15 Concluding session Management
15:15 - 16:30 Preparing preliminary findings and preparing oral report
16:30 – 17:00 Development dialogue
17:00 - 18:00 Oral report preliminary findings + with a drink afterwards

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses. Information on the theses is available from Academion upon request. The panel also studied other materials, which included:

- Appendix 1. Overview of the curriculum
- Appendix 2. Overview of the CSM teaching staff 2022-2023
- Appendix 3. Domain Specific Framework ISGA
- Appendix 4. Schematic overview of learning outcomes, course objectives and assessments
 - Appendix 4a. Intended learning outcomes
 - Appendix 4b. Course objectives
 - Appendix 4c. Modes of instruction
 - Appendix 4d. Assessment methods
- Appendix 5a. Decision on the institutional quality assessment
- Appendix 5b. Decision from the NVAO on the new visitation group for CSM
- Appendix 6a. Report midterm review committee BaSS and CSM 2021
- Appendix 6b. ISGA's response to recommendations of the review committee
- Appendix 7a. Opleidingskaart CSM 2021 - 2022
- Appendix 7b. Opleidingskaart CSM 2020 – 2021
- Appendix 8. CSM Student Chapter 2022-2023
- Appendix 9a. National Student Enquête 2023
- Appendix 9b. National Student Enquête 2022
- Appendix 9c. Nationale Alumni Enquête 2021, analyse resultaten Faculteit Governance and Global Affairs
- Appendix 10. Overview of project team and staff meetings
- Appendix 11a. Board of Examiners manual 2022 - 2023
- Appendix 11b. Board of Examiners course evaluation template
- Appendix 12a. Overview of projects quality agreements
- Appendix 12b. ISGA participants teacher professionalisation
- Appendix 13a. Course and Exam Regulations
- Appendix 13b. Rules and Regulations of the Board of Examiners
- Appendix 14a. Alumni Report 2023
- Appendix 14b. Student Panel Report 2021
- Appendix 14c. Student Panel Report 2023
- Appendix 15a. General information on the Portfolio
- Appendix 15b. General information on the Reflection paper
- Appendix 15c. Interim reflection notes for data collection
- Appendix 15d. CSM Portfolio template Crisis Governance Track
- Appendix 16. Grading rubric Portfolio
- Appendix 17. Employability development profile CSM
- Appendix 18. General information Academic Excellence Programme CSM
- Appendix 19. Student Support Navigator