

Assessment report

MSc Degree Programme in International Development Studies

Utrecht University



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report - Programme level

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ECA OCCASIONAL PAPER

European Consortium for Accreditation in Higher Education



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Glossary

EADI	European Association of Development Research and Training Institutes
ECA	European Consortium for Accreditation
HGSP	Human Geography and Spatial Planning
IDS	The research group International Development Studies
IDSM	MSc Degree Programme in International Development Studies
NFP	Netherlands Fellowship Programmes
SD-ID	MSc Degree Programme in Sustainable Development – International Development Track
STQ	Senior University Teaching Qualification (also known as SKO)
UTQ	University Teaching Qualification (also known as BKO)
UU/USO	Utrecht University Education Incentive Fund

1. Executive summary

The MSc programme Development Studies (CROHO: 60731), hereafter International Development Studies, was assessed by the Accreditation Organisation of the Netherlands and Flanders (NVAO). At the request of Utrecht University, Quality Assurance Netherlands Universities (QANU) organised and supported the assessment. QANU convened an assessment panel which was approved by the NVAO. The assessment panel studied the self-evaluation report and undertook a site visit at Utrecht University on 21, 22 and 23 May 2019.

Standard 1. Intended internationalisation - excellent

The panel found that the internationalisation goals of the programme are an integral part of the programme's mission. The goals are challenging and demonstrate a clear ambition to further improve the quality and internationalisation of the programme. The panel appreciates the manner in which the internationalisation goals are shaped to make students aware of the contextual nature of knowledge, which is always culturally based and interconnected with a particular worldview. It finds the awareness of ethical issues involved when entering in the international field of development studies a very pertinent addition. It feels that the programme's approach to internationalisation suits a Master of Science programme very well and enables the programme to respond to the demands of the professional field and beyond. It ascertained that the nine objectives give an apt and feasible list of verifiable objectives that allow monitoring of the achievement of the programme's internationalisation goals. The objectives clearly reflect the continuous efforts to take the programme to the next level with respect to internationalisation. The internationalisation goals described above, together with the nine internationalisation objectives, are strongly linked to IDSM's overall quality of teaching and learning (and are expertly geared to improve it). The international perspective lies at the core of IDSM, as reflected in the internationalisation goals and objectives.

The panel deems all the underlying criteria of this standard to be systematically surpassed. The way in which research internships are shaped and implemented to test the students' cross-cultural competences and to strongly add to their international perspective can be regarded as an international example. The panel therefore assesses Standard 1. Intended internationalisation as excellent.

Standard 2. International and intercultural learning - satisfactory

The panel found that the intended international and intercultural learning outcomes are a clear reflection of its internationalisation goals. They are well integrated, demonstrate a clear international orientation, and include relevant international and intercultural competencies that prepare students for a career in international development studies. The panel concludes that the methods used for the assessment of the students are suitable for measuring the achievement of the intended international and intercultural learning outcomes. The course assessment which the panel studied included criteria for the assessment of intercultural competences. It was surprised to find that the rubric used for the final thesis assessment lacks a separate item for explicitly assessing international and intercultural learning outcomes. It recommends that the programme add a separate item for explicitly assessing international and intercultural learning outcomes in the rubric that is used for the final thesis assessment. Based on the sample of theses it read, it is convinced that international and intercultural learning outcomes are sufficiently achieved in the theses, but would like to recommend that the programme explicitly show these learning outcomes and their assessment. It is convinced that labour market opportunities for graduates are good and values the programme's continuous and directed effort to monitor, uphold and improve labour market opportunities.

The panel deems most of the underlying criteria of this standard to be systematically surpassed. It recommends adding a separate item for explicitly assessing international and intercultural learning outcomes to the rubric that is used for the thesis assessment. Although other parts of the programme do contain specific rubric elements to assess international and intercultural learning outcomes, and although the panel is convinced that these learning outcomes are achieved in the studied theses, it currently deems this a shortcoming with respect to criterion 2b: Student assessment. The panel therefore assesses Standard 2. International and intercultural learning as satisfactory.

Standard 3: Teaching and Learning - good

The panel found a clear correspondence between the curriculum and the intended international and intercultural learning outcomes clear. It observed that the content and structure of the curriculum provide the students with the necessary knowledge and tools to achieve all the intended international and intercultural learning outcomes. The teaching methods are very suitable for achieving the intended international and intercultural learning outcomes. A particularly strong asset of the curriculum is the compulsory three-month internship conducted in a global South setting, which is for many of the students a very important experience (often the first) in visiting and working in a development country. Another

exemplary strength of the programme is the continuous reflection throughout the curriculum on intercultural competences.

The panel deems all the underlying criteria of this standard to be systematically surpassed. In its view, the compulsory research-oriented internship conducted in a global South setting and the continuous reflection throughout the curriculum on intercultural competences can both be regarded as international examples. It is convinced that these aspects can be regarded as exemplary practices. The panel therefore assesses Standard 3: Teaching and Learning as good.

Standard 4: Staff - good

The panel found that the composition of the staff facilitates the achievement of the international orientation of the intended learning outcomes and the included international and intercultural competencies very well. The diversity of the regional background of the staff functions as a role model for foreign students. Moreover, staff members have vast internationalisation experience and excellent intercultural competences and language skills. The staff, who have developed long-standing relationships with partners all over the world, play an important role in facilitating the students' fieldwork. Therefore, the students are placed within an optimal learning environment. The services provided to the staff to gain international experience, intercultural competences and language skills are up to standard.

The panel deems all the underlying criteria of this standard to be met. The way staff members employ their long-standing relationships with partners all over the world to facilitate fieldwork that offers a rich, truly international and intercultural learning environment for the students can be regarded as an international example. The panel therefore assesses Standard 4: Staff as good.

Standard 5: Students - satisfactory

The panel found the internationalisation experience gained by students to be adequate and corresponding well to the programme's internationalisation goals. Doing fieldwork abroad is without doubt the most intense and demanding element of the programme, but it is also highly valued by the students. The panel considers the services provided to the students to be adequate and in line with the student group composition and their international experiences. During their internship abroad, the students are guided very well by the staff. The contact with supervisors during the internship is excellent, and the staff actively deploy their networks to help the students find internships.

The panel deems most of the underlying criteria of this standard to have been met or surpassed. The guidance and contact with supervisors during the internship abroad can be regarded as an international example. The panel recommends that the programme continue its efforts to attract more international students, especially from the global South, to align with the orientation of the teaching and research of the programme done in the global South. It concludes that the composition of the student group is not yet completely in line with the programme's internationalisation goals. It therefore assesses Standard 5: Students as satisfactory.

To conclude, the programme has successfully incorporated a significant international and intercultural dimension into the purpose, function and delivery of its education. Based on documented internationalisation goals, the programme has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning. Thus, in accordance with the decision rule specified in the Frameworks for the Assessment of Quality in Internationalisation, the panel considers the overall assessment to be positive.

2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members:

- Em. prof. dr. L.J. (Leo) de Haan, panel chair, emeritus professor of Development Studies at the International Institute of Social Studies (ISS) at Erasmus University Rotterdam
- Em. prof. dr. C. (Christian) Kesteloot, emeritus professor of Geography and Tourism at the Division of Geography and Tourism at KU Leuven (Belgium)
- Prof. dr. F.J.A. (Frank) Witlox, professor of Economic Geography at the Department of Geography at Ghent University (Belgium)
- Drs. J. (Judith) Borsboom-van Beurden, senior researcher Smart Sustainable Cities at Norwegian University of Science and Technology (Norway)
- Dr. L. (Lianne) van Duinen, project manager at the Council for the Environment and Infrastructure, The Hague (the Netherlands)
- Dr. C.J. (Kees-Jan) van Klaveren, certified ECA-auditor, senior auditor and data protection officer at Rotterdam University of Applied Science (the Netherlands)
- J. (Jim) Klooster BSc, student member, master student Economic Geography at the University of Groningen (the Netherlands).

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from QANU upon simple request. The procedure was coordinated by Dr. Marijn Hollestelle, secretary.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit ([Annex 2: Documents reviewed](#)). The panel organised a preparatory meeting on 20 May 2019. The site visit took place on 21, 22 and 23 May 2019 at Utrecht University ([Annex 3: Site visit programme](#)). Due to personal reasons, Prof. Frank Witlox was not able to attend the site visit itself. In consultation with the programme and the NVAO, he stayed on as a panel member and read and commented upon the self-evaluation report, a number of theses and the draft reports.

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on 6 September 2019. It was then sent to the programme to review the report for factual mistakes. One minor factual mistake was reported. The panel amended the report on this matter.

The panel approved the final version of the report on 5 October 2019.

3. Basic information

Qualification:	Master International Development Studies (formal Dutch qualification: Master of Science in Development Studies)
Number of credits:	60 ECTS
Specialisations (if any):	n/a
ISCED field(s) of study:	0341 Sociology and cultural studies
Institution:	Utrecht University
Type of institution:	University (publicly funded institution)
Status:	Accredited by NVAO: Positive (12/31/14)
QA / accreditation agency:	NVAO including distinctive feature internationalisation
Status period:	1 November 2019 (submission deadline NVAO)

4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

Unsatisfactory

The programme does not meet the current generic quality for this standard.

The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.

Satisfactory

The programme meets the current generic quality for this standard.

The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.

Good

The programme surpasses the current generic quality for this standard.

The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.

Excellent

The programme systematically and substantially surpasses the current generic quality for this standard.

The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.

5. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.

The internationalisation goals at the programme level of the Master of Science in International Development Studies (IDSM), as described in the note *Internationalisation and the IDSM*, are:

- 1) To use internationalisation to improve the educational quality of the IDSM in terms of academic content, skills and competences, by:
 - a. critically addressing the theories and themes that explain and shape the current field of development studies from different international perspectives;
 - b. enabling an international classroom that supports the development of intercultural competences and ethical awareness;
 - c. and facilitating forms of student mobility through internships abroad that enhance the quality of education by immersing students in complex local realities and analysing development issues from a contextualised empirical experience.
- 2) To respond to the demands of the professional field of development studies and beyond by:
 - a. creating an international teaching and learning environment that is consistent with the reality of the professional field of development studies;
 - b. and with staff engaging itself at the international level in international projects, partnerships and international networks.
- 3) To make students conscious of their worldview and the contextual nature and cultural base of knowledge and to educate them to become ethically aware researchers and practitioners and interculturally competent global and life-long learning citizens.

The panel observed that the internationalisation goals are an integral part of the programme's mission.¹ With respect to internal stakeholders, the goals align well with the ambitions for internationalisation formulated in the Strategic Plan 2016–2020 of Utrecht University and the objectives for internationalisation of the Faculty of Geosciences (2017–2020). Specifically, they go beyond the more generic institutional objectives and are tailored toward meeting the requirements of the programme.

The internationalisation goals were formulated during several staff meetings and were discussed with the programme's stakeholders: staff, students and programme management

¹ <https://www.uu.nl/masters/en/international-development-studies>

of the IDSM, but also intensively with external stakeholders. The department board wholeheartedly supports the request for an ECA-distinctive feature in internationalisation and during the site visit described a clear vision on how internationalisation contributes to the quality of the programme and the department. The panel is pleased with the broad support for the internationalisation goals at all levels.

The programme defines its external stakeholders as internationally based companies, partnering organisations (including NGOs and government agencies) and universities with which IDSM has a close connection. The panel learned from the various conversations during the site visit and from the list of 'Internationalisation projects' provided by the programme that the programme has a vast international network and many collaborative international partners. It commends the programme on this. It also appreciates the extent to which these international partners are deployed to further innovate the programme (e.g. curricula, teaching methods, inclusion of research) and do shared research projects or collaborate on internships. To give an example, the curriculum includes Open House visits, in which students visit two organisations/institutions working in international development for a day.

To represent the external stakeholders within the programme, an IDSM Advisory Board was established in 2003, and its composition is regularly updated. The Advisory Board currently consists of seven subject-matter experts, representing government (Dutch), NGOs and private sector companies. The panel learned from the self-evaluation report and conversations with the stakeholders that they are involved in the regular evaluation of the internationalisation goals through Advisory Board meetings. Specific elements contributed by the Advisory Board are 1) to include fieldwork in the global South as a distinctive feature of the IDSM in the internationalisation goals; 2) to link ethics directly to research and practice; 3) to internationalise the Advisory Board, in terms of adding members from abroad. In speaking with members of the Advisory Board, the panel observed that it enthusiastically supports the internationalisation goals.

The panel also notes that IDSM maintains a strong and active link with the Advisory Board. The programme management and the Advisory Board meet at least twice a year, to discuss the curriculum, skills of the graduates and the connection to employability. The Advisory Board also provides feedback on the quality of the finished theses, thus validating graduate achievement. It proactively seeks contact with the programme when developments in the professional field occur that are important to the programme. It is also involved in coaching graduates in their first steps in their career, inviting speakers and visiting companies.

The panel established that the internationalisation goals are an integral part of the programme's mission. The goals are challenging and demonstrate a clear ambition to continuously improve the quality and internationalisation of the programme. The panel appreciates how internationalisation is deeply embedded in the programme to prepare students for the field of international development studies. The goals are shaped to make students aware of the contextual nature of knowledge, which is always culturally based and interconnected with a particular worldview. The panel finds the awareness of ethical issues involved when entering in the international field of development studies a very pertinent addition. It feels that the programme's approach to internationalisation suits a Master of

Science programme very well and enables the programme to respond to the demands of the professional field and beyond.

The internationalisation goals are shared and supported by the department, which is also a strong stakeholder in the programme. Internationalisation is supported by external stakeholders through the IDS Advisory Board, has given feedback on and approved the internationalisation goals set by the programme, and continues to share its feedback on a regular basis. The strong link between the programme and the proactively operating Advisory Board firmly adds to the quality of the internationalisation goals, and their implementation.

Conclusion and recommendations

The panel concludes that the internationalisation goals for the programme are clear and correctly documented and excellently reflect the demands of the field. The goals are well suited to a Master of Science programme and are widely shared and supported by stakeholders within and outside the programme.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.

The programme formulated an additional nine specific internationalisation objectives. They are linked to the programme's internationalisation goals, and thus to its teaching and learning environment. The internationalisation objectives of IDSM, as documented in the note *Internationalisation in the IDSM*, are:

- 1) To increase the number of staff members who are qualified to conduct and supervise research and knowledge creation in international development – with at least one staff member with expertise in the Middle East in particular, by 2021-22 (internationalisation goal 1a);
- 2) To actively recruit a significant number (>35% by 2021-22) of international students to maintain an international classroom (internationalisation goals 1b and 3);
- 3) To expand our networks and relationships with partners in the global South and beyond to strengthen the mobility experience of our students (internationalisation goal 1c);
- 4) To expand the IDS Advisory Board with two international representatives (in terms of nationality and/or from abroad) by 2019-20 in order to include the international field (internationalisation goals 2a and 2b);
- 5) To foster a solution-oriented approach in our students' research in order to meet the demands of the international professional field, from 2019-20 onwards (internationalisation goal 2a);
- 6) To foster the employability of our students for the national and international labour market through alumni involvement from 2019-20 onwards (internationalisation goal 2a);
- 7) To use an international reference framework (EADI) as a basis for the curriculum (internationalisation goal 2b);
- 8) To increase the attention to intercultural competences and ethical awareness in the curriculum and the systematic assessment thereof by 2019-20 (internationalisation goal 3);

- 9) To use tools for assessment, review and accreditation developed with an international dimension that will not only verify whether the objectives are achieved according to international standards, but also support the IDSM in its pursuit of continuous improvement, by 2020 (internationalisation goals 1–3).

The internationalisation objectives were formulated during several staff meetings and were discussed with and approved by the Advisory Board.

International development studies as a field has an inherent international focus. Thus, the panel appreciates the drive to adopt this international mindset into the programme. It ascertained that the nine objectives give an apt and feasible list of verifiable objectives that allow monitoring of the achievement of the programme's internationalisation goals. Each of the goals clearly states either quantitative or qualitative elements, which are demonstrably linked to one or more of the internationalisation goals. The objectives tie in with the present state of the programme, but also contain reasonable intentions to further expand its international scope and quality. For instance, the programme has a clear international focus and a strong emphasis on empirical research in the global South, but also would like to attract at least one staff member with expertise in the Middle East in order to expand the expertise of the research and teaching in that area. In the panel's view, each of the objectives is reasonable but challenging; an important and unquestionably challenging one would be to recruit a larger number of international students to maintain an international classroom. The objectives clearly reflect the continuous efforts to take the programme to the next level with respect to internationalisation.

Conclusion and recommendations

The panel concludes that ambitious internationalisation objectives have been formulated which complement the internationalisation goals very well. It finds these objectives well formulated in a verifiable manner to allow monitoring of the achievement of the programme's internationalisation goals.

Criterion 1c: Impact on education

The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.

The panel learned from the self-evaluation report and conversations during the site visit that the internationalisation goals described above, together with the nine internationalisation objectives, are strongly linked to IDSM's overall quality of teaching and learning. The international perspective is at the core of IDSM, as reflected in the teaching and learning environment, which includes students, staff and the professional field.

For instance, all students go abroad for an international experience. The majority of them conduct a three-month research internship in the global South. The master's thesis is based on the research conducted during the internship. The overseas fieldwork research component is considered crucial by the programme, since a majority of the intended learning outcomes (ILOs) are achieved in it. Like the staff and students, the panel considers this research internship a major strength of the programme. In addition to the significant contribution to the achievement of the ILOs, it was impressed by the way the staff deals with supervision of the

students when abroad. The newly developed learning trajectory on intercultural competences helps the students to prepare for the unfamiliar cultural context they will encounter when doing their internship and to reflect on their identity in relation to this context.

The programme uses several tools to monitor the link between the goals of the programme and the overall quality of teaching and learning, defined as the achievement of the programme's ILOs, by applying the PDCA (Plan–Do–Check–Act) cycle. The panel is pleased to see that the students, staff and external stakeholders are actively involved in evaluating the quality of teaching and learning. This is done by the students through course evaluations, programme evaluations, the National Student Survey (NSE), by the students and staff together through the Master Education Committee, which regularly advises the programme management, and by the Advisory Board.

Various initiatives have already been implemented to realise the internationalisation goals. In 2015–17, the IDSM participated in the interfaculty programme 'Competence-oriented internationalisation of one-year master's programmes at UU' (funded by the Utrecht University Education Incentive Fund (UU/USO)). The aim of the project was to strengthen the international and intercultural competences of master students in order to improve their employability in a globalising labour market. To enable IDSM students to acquire intercultural competences, the programme developed a learning trajectory that is integrated in the various stages of the research-oriented internship, contributing in this way to internationalisation objectives 6 and 8. Components of this trajectory include a preparatory session in the Advanced Methods and Techniques for IDS module, focusing on positionality and intercultural competences, increased attention paid to positionality in the research proposal, a reflection thereof in the interim report, and a session during the Return Day in which students exchange and reflect on experiences during their research-oriented internship.

A Comenius Senior Fellowship (NRO/NWO) was funded in April 2019, and titled 'Encounters in the field: a playful approach to the development of intercultural competences'. The aim of this project is to enhance the intercultural competences of students in an international classroom through the use of a student-driven interactive app with cases that represent fieldwork situations, and to develop assignments that are linked to the app in order to guide student discussion and reflection, both in the international classroom and during fieldwork. The project will contribute to internationalisation objectives 6 and 8.

The IDSM programme established the Shared Value Foundation (SVF) to support graduates in building their careers, contributing to internationalisation objectives 3 and 6. Through SVF, graduates from IDSM together with local fieldworkers conduct impact assessments in the global South to help businesses, governments and other organisations gain insight into the impact of their activities and to help them have a more positive impact on society.

In 2017, the IDSM programme initiated a collaboration with the Young Expert Programmes (YEP) of the Dutch Ministry of Foreign Affairs, to facilitate students from the IDSM conducting research for their master's theses at organisations in the global South that participate in YEP. The aim is to bridge the gap between academic research and hands-on experience with organisations in the field, while simultaneously providing an opportunity for organisations to benefit from field research and potentially new Young Experts. In 2018, one IDSM student did

research within the context of this partnership. The programme aims to increase the number of IDSM students participating in this partnership, addressing internationalisation objectives 3 and 5.

The panel is enthusiastic about the measures under development (attracting expertise on the Middle East and more international students) and those already taken (incorporating positionality and intercultural competences in various stages of the research-oriented internship, Comenius project, Shared Value Foundation, Young Expert Programmes). It is of the opinion that these measures give new impetus to taking the quality of teaching and learning in an international setting to the next level.

Conclusion and recommendations

The panel concludes that the internationalisation goals evidently relate to teaching and learning in numerous ways. The measures included strongly contribute to their quality.

Overall conclusion regarding Standard 1. Intended internationalisation

The panel found that the internationalisation goals of the programme are an integral part of the programme's mission. The goals are challenging and demonstrate a clear ambition to further improve the quality and internationalisation of the programme. The panel appreciates the manner in which the internationalisation goals are shaped to make students aware of the contextual nature of knowledge, which is always culturally based and interconnected with a particular worldview. It finds the awareness of ethical issues involved when entering in the international field of development studies a very pertinent addition. It feels that the programme's approach to internationalisation suits a Master of Science programme very well and enables the programme to respond to the demands of the professional field and beyond. It ascertained that the nine objectives give an apt and feasible list of verifiable objectives that allow monitoring of the achievement of the programme's internationalisation goals. The objectives clearly reflect the continuous efforts to take the programme to the next level with respect to internationalisation. The internationalisation goals described above, together with the nine internationalisation objectives, are strongly linked to IDSM's overall quality of teaching and learning (and are expertly geared to improve it). The international perspective lies at the core of IDSM, as reflected in the internationalisation goals and objectives.

The panel deems all the underlying criteria of this standard to be systematically surpassed. The way in which research internships are shaped and implemented to test the students' cross-cultural competences and to strongly add to their international perspective can be regarded as an international example. The panel therefore assesses *Standard 1. Intended internationalisation* as **excellent**.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.

The intended international and intercultural learning outcomes of the programme are integrated into its overall intended learning outcomes (ILOs). Table 2.1 shows the connection between the ILOs and the internationalisation goals.

Table 2.1 Connection of the intended learning outcomes and the internationalisation goals

Intended learning outcomes of IDSM programme	Intern. goals
A. Knowledge and understanding	
A1. Graduates have advanced theoretical and empirical knowledge and understanding of key themes in development studies (in particular: global investment and trade, migration and mobilities, local livelihoods change, climate change and natural resource management, land governance and urbanisation, health and gender, with a focus on the situation in Asia, Africa and Latin America).	1a, 2b
A2. Graduates are able to analyse development-related issues in a manner that is interdisciplinary, relational (e.g. translocal perspective, with 'development chains' and 'development corridor' concepts), holistic and systemic (e.g. Theory of Change).	1a – 1c
A3. Graduates take a people-centred perspective in approaching development issues.	3
A4. Graduates are solution-oriented.	2a
B. Applying knowledge	
B1. Graduates are able to design and conduct original research (involving data collection on the ground, fieldwork abroad) in an independent, responsible, reflective and innovative way.	1c, 2b
B2. Graduates are able to adapt general methodologies to the requirements of specific contexts.	1c
B3. Graduates have the ability to apply knowledge and appropriate qualitative and quantitative research techniques in data collection, processing, analysis and interpretation.	1c
B4. Graduates have problem-solving competences in contexts that are unfamiliar, international, cross-cultural, multidisciplinary and resource-poorer (with incomplete, scarce or inaccurate data and information).	1a, 1c, 2a, 3
B5. Graduates are able to work well both independently and in international and cross-cultural teams.	1b, 1c, 3

C. Making judgements C1. Graduates can integrate knowledge, handle complexity, and critically reflect on development theories, practices and ways in which development is measured and evaluated. C2. Graduates are able to apply knowledge and understanding in such a way that they demonstrate professionalism and high ethical standards in their work.	1a, 1c 3
D. Communication D1. Graduates are able to communicate their conclusions, as well as the knowledge, reasons and considerations underpinning these conclusions, in different formats (oral, written, ICT, multimedia, in material and virtual media) to a wide range of audiences (specialists and non-specialists), including academics, policymakers, local communities and civil society organisations. D2. Graduates are able to engage relevant stakeholders in the follow-up to the research and/or actions by, for example, participating in public debates or formulating policy recommendations.	2a 2a
E. Learning skills E1. Graduates are able to sustain learning processes in an independent manner. E2. Graduates keep up with developments in the field and engage with new issues of social relevance.	3 3
F. Ready for the future F1. Graduates are qualified for PhD studies and jobs as junior professionals in the field of international development.	1a-c, 2a,3

The intended (international and intercultural) learning outcomes are based on the Domain-Specific Reference Framework for Human Geography and Spatial Planning in the Netherlands. Taking this framework as its point of departure, the IDSM programme has elaborated its own unique profile by integrating the definition of development studies as established by the European Association of Development Research and Training Institutes (EADI). Thus, the IDSM profile consists of a synthesis of human geography and development studies. The intended (international and intercultural) learning outcomes were formulated in consultation with members of the Advisory Board. They correspond to the programme's internationalisation goals, as demonstrated above (Table 2.1).

The 16 intended (international and intercultural) learning outcomes reflect the internationalisation goals, emphasising both academic and transferable skills. They are characterised by an emphasis on fieldwork research and working in an international environment through the compulsory research internship in a global South context. Nine of these 16 intended (international and intercultural) learning outcomes (A1, A2, B1, B2, B4, B5, C1, C2, D1) directly refer to international and/or intercultural competences – in terms of content (theories and themes linked to international development) and skills (designing and carrying out research in the global South and cross-cultural collaboration) – while the other seven indirectly contribute to such competences.

The panel observed a programme which uses internationalisation as a pivotal element in the quality of teaching and learning. As such, international and intercultural competences are integrated in the overall ILOs of the master's programme. According to the panel, the programme has successfully incorporated the European Association of Development Research and Training Institutes (EADI) development studies reference framework (DSRF) as an integral part of the ILOs. The intended (international and intercultural) learning outcomes clearly reflect the internationalisation goals, emphasising both academic and transferable skills.

Conclusion and recommendations

The panel concludes that, where applicable, the ILOs are explicitly internationally oriented and include international and intercultural competencies. As such, they correspond well with the programme's internationalisation goals.

Criterion 2b: Student assessment

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

Table 2.2 presents the assessment methods in use in the programme, as described in the *Assessment Plan* (2018):

Table 2.2: Courses, assessment methods, and connection with the ILOs

Course	Assessment	Weight	Individual/group	ILOs
Development Themes	Exam open/essay style	50%	I	A1 - 2
	Design Theory of Change	-	G	A2, A4, D1-2, E2
	Paper about a particular flow of capital/ people in relation to achieving the SDGs/ inclusive development	50%	I + G (60%/40%)	A1 - 3, B1, C1, D1, E1-2
Development Theories	Short essay relevance of classical approaches	10%	I	A1 - C1
	Short essay the agency and the institutional approaches, focus on 'sustainable development'	10%	I	A1, A4, C1
	Short essay post-development thinking	10%	I	A1 - C1
	Student-led seminar	10%	G	C1, C2, E1
	Exam open/essay style	60%	I	A1 - A3
Advanced M&T for IDS	Annotated bibliography	10%	I	A1 - 2, C1
	Survey design	15%	G	B1-5, C2, D2
	Quantitative analysis	15%	G	B3, C2, D2
	Interviewing and qualitative analysis	20%	I	B2, B4-5, C2, D2
	Focus groups and participatory methods	10%	I	B2, B4-5, C2, D1-2
	Research proposal	30%	I	A1, A4, E1, F1
Internship/Master's thesis	Interim report	10%	I	B2 - 5, C1-2, D1
	Pecha Kucha presentation Return Day	10%	I	A1-2, D1-D2
	MA thesis	80%	I	A1-4, B1-5, C1-2, D1-2 E1-2, F1

The intended (international and intercultural) learning outcomes are assessed as an integral part of the regular course assessments. The panel observed that nine of these 16 intended (international and intercultural) learning outcomes (A1, A2, B1, B2, B4, B5, C1, C2, D1) directly refer to international and/or intercultural competences – in terms of content (theories and themes linked to international development) and skills (designing and carrying out research in the global South and cross-cultural collaboration) – while the other seven indirectly contribute to such competences.

The self-evaluation report documents that IDSM uses a varied set of assessment methods, including exams, presentations, individual essays and a research-oriented internship. Employing different assessment methods ensures that different qualities of the students are assessed; it also does justice to the diversity of the student population regarding educational background and learning styles. The programme uses presentations to provide both formative and summative feedback. For example, in the Development Themes course, students present several drafts of their paper. This presentation is not graded but serves to provide feedback on the literature review and the argument employed in the paper. The resulting paper is graded. The Advanced Methods and Techniques course uses a similar approach, with small groups of students and their supervisor first discussing drafts of the research proposals, using guided peer feedback, before finalising the research proposal, which is graded. As such, the system of assessment also reflects the programme's pedagogic principles, in which a critical attitude, giving and receiving feedback, and teamwork are considered important assets of a development studies graduate.

The intended (international and intercultural) learning outcomes are addressed in the different courses and their assessments. An exam and individual essays in the Development Theories course assess the knowledge and application of theories, while the exam and paper in the Development Themes course evaluate the knowledge of and insight into the different topics that shape the current international development agenda. The thesis, which is based on a research-oriented internship of three months, assesses the complete set of ILOs. Students should demonstrate that they have acquired theoretical and empirical knowledge, cross-cultural competences and the ability to conduct research individually in the global South and to report on it.

The assessments for the mandatory section on positionality in the research proposal (Advanced Methods and Techniques course IDS) and the reflection on intercultural encounters in the interim report (Internship & Master thesis course IDS) explicitly include criteria for the assessment of intercultural competences. The panel was surprised to find that the rubric used for the final thesis assessment is lacking a separate item for explicitly assessing international and intercultural learning outcomes. It feels that the programme would do well to include this on the thesis assessment form.

The approach of including the assessment of international and intercultural learning outcomes in standard assessment forms is generally suitable to assess the intended (international and intercultural) learning outcomes.

Conclusion and recommendations

The panel concludes that the methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes. Based on the sample of theses, it is convinced that international and intercultural learning outcomes are sufficiently realised in the theses. However, the thesis assessment form does not explicitly address this. The panel recommends that the programme add a separate item for explicitly assessing international and intercultural learning outcomes in the rubric that is used for the final thesis assessment.

Criterion 2c: Graduate achievement

The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.

The graduate achievements are demonstrated in several ways, one of them being alumni and labour market appraisals. The STOGO Labour Market Monitor (2017) shows that since 2008-09, the labour market opportunities for IDS graduates have improved. The share of IDSM alumni in employment at the time of the survey was 84%, up from 56% in 2015. A majority of the students of the 2014–16 cohort found a job within three months after graduation. Graduates of the IDSM programme are working at the following organisations, among many others: Frisian Urban Sanitation Program, Mozambique; Netherlands Water Partnership, Ethiopia; Vitens Evides International; Oxfam Novib; CBI - Centre for the Promotion of Imports from developing countries; Society for International Development; Ministry of Foreign Affairs, the Netherlands; European Policies Coordination Department, Office of the Government of the Czech Republic.

The match of the IDSM programme with the labour market is discussed on a regular basis with the Advisory Board. Relevant recommendations arising from these discussions are implemented in the master's programme in order to keep it aligned with the needs of the professional field. Alumni and Advisory Board members indicated that the combined focus on theoretical knowledge and practice is a strong asset of the programme, which has developed over the last couple of years into a programme with a strong international and intercultural component.

Despite the evidence of good employability, the results from the NSE showed that students of the programme feel their preparation for the labour market could be improved. The programme aims to address this, for instance by engaging alumni more in curricular and extracurricular activities to prepare students for the future, in close collaboration with the Career Officer of the Faculty. In 2018-19 the programme organised a departmental Coach Cafe in which students could discuss their core qualities with alumni and how to use them in the labour market. This was highly valued by the students. The programme is currently initiating follow-up activities, by involving IDS alumni as coaches for IDS graduates in a more structural way. The IDSM established the Shared Value Foundation (SVF) and Young Expert Programmes (YEP) (see page 19) to support graduates in building their careers, contributing to internationalisation objectives 3 and 6. Through SVF, graduates from IDSM together with local fieldworkers conduct impact assessments in the global South to help businesses, governments and other organisations gain insight into the impact of their activities and to help them have a more positive impact on society.

The most important proof of achievement of the intended (international and intercultural) learning outcomes is the successful completion of the master's thesis, which is always based on the research conducted during a research internship in the global South. The internship and thesis are worth 30 EC of the total number of 60 EC. The panel studied 15 theses and concluded that they demonstrate the achievement of the intended international and intercultural learning outcomes. Several high-quality IDS master's theses have been shortlisted for various thesis awards, and several students have published their research in articles (some of them in peer-reviewed international journals).

The panel did observe that the achievement of the intended internationalisation and intercultural learning outcomes could be made clearer and more transparent by adding a separate item for explicitly assessing international and intercultural learning outcomes to the rubric that is used for the thesis assessment.

The panel is convinced that the labour market opportunities for graduates are good. The programme puts in continuous and directed effort to monitor, uphold and improve labour market opportunities. The students did indicate that they appreciate the organised company visits, which provide them with a lot of information and insights with respect to the labour market. Organising research internships with private sector organisations may also add to this. A very strong asset in this respect is the coaching of graduates by alumni, and the work done by graduates for the Shared Value Foundation and Young Expert Programmes (YEP). The theses clearly demonstrate the achievement of the intended international and intercultural learning outcomes.

Conclusion and recommendations

The panel concludes that the graduates substantially achieve the intended international and intercultural learning outcomes.

Overall conclusion regarding Standard 2. International and intercultural learning

The panel found that the intended international and intercultural learning outcomes are a clear reflection of its internationalisation goals. They are well integrated, demonstrate a clear international orientation, and include relevant international and intercultural competencies that prepare students for a career in international development studies. The panel concludes that the methods used for the assessment of the students are suitable for measuring the achievement of the intended international and intercultural learning outcomes. The course assessment which the panel studied included criteria for the assessment of intercultural competences. It was surprised to find that the rubric used for the final thesis assessment lacks a separate item for explicitly assessing international and intercultural learning outcomes. It recommends that the programme add a separate item for explicitly assessing international and intercultural learning outcomes in the rubric that is used for the final thesis assessment. Based on the sample of theses it read, it is convinced that international and intercultural learning outcomes are sufficiently achieved in the theses, but would like to recommend that the programme explicitly show these learning outcomes and their assessment. It is convinced that labour market opportunities for graduates are good and values the programme's continuous and directed effort to monitor, uphold and improve labour market opportunities.

The panel deems most of the underlying criteria of this standard to be systematically surpassed. It recommends adding a separate item for explicitly assessing international and intercultural learning outcomes to the rubric that is used for the thesis assessment. Although other parts of the programme do contain specific rubric elements to assess international and intercultural learning outcomes, and although the panel is convinced that these learning outcomes are achieved in the studied theses, it currently deems this a shortcoming with respect to criterion 2b: Student assessment. The panel therefore assesses *Standard 2. International and intercultural learning* as **satisfactory**.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.

The IDSM is a 12-month programme taught in English and based on a curriculum with a total workload of 60 EC. As reflected in the ILOs, it provides solid scientific knowledge of different and relevant themes in the field of international development. The content and structure of the curriculum are described in the study guide: *Course Catalogue Master programme International Development Studies, 2018-2019*.

The curriculum is structured in the following way:

Figure 3.1 The IDSM curriculum

period 1 (Sept-Nov)	period 2 (Nov-Jan)	period 3 (Feb-Apr)	period 4 (May-Aug)
Development Themes 7.5 EC	Advanced Methods and Techniques for Development Studies 10 EC	Research Internship/ MSc Thesis 30 EC	
Development Theories 7.5 EC	Elective course 5 EC		

The correspondence between the curriculum and the intended international and intercultural learning outcomes is demonstrated in Table 2.2.

The first semester (periods 1 and 2; see Figure 3.1) is predominantly used for theoretical courses, which are more lecturer-driven. An extensive advanced methods and techniques course trains students to conduct fieldwork research for their master's thesis. The second semester (periods 3 and 4) is devoted to individual research-related activities and writing the master's thesis. The compulsory 3-month fieldwork research project in a global South location requires students to be independent and innovative in applying theories in practice, and to reflect on the importance of different cultural, socio-economic and political contexts in understanding and identifying solutions for societal challenges.

Reflection on intercultural competences, including positionality as a researcher, is an important element in the IDS curriculum. These competences are addressed while working in an international classroom, and more specifically in the Advanced Methods & Techniques for IDS course and in the Research Internship and master's thesis module. The Advanced Methods & Techniques for IDS course covers interviewing techniques and ethics in the field, and pays attention to the role of positionality and the development of intercultural competences. Students write a 300-word statement on their positionality in the field, which is further elaborated in the Research Proposal. Additionally, they work in small groups on specific cultural encounters they might face while in the field. In the Research Internship/MSc thesis module, halfway through their fieldwork, they reflect upon their initial findings and on the process of data collection in an interim report. Upon their return from fieldwork, they discuss their intercultural encounters, and the impact of them on data collection, in small groups during a workshop on the Return Day in June. These sessions are highly valued by the students, as they are able to exchange experiences, discuss challenging situations, and reflect upon their own attitude and behaviour.

The Development Themes course provides the students with conceptual and empirical knowledge of current development and poverty trends in Asia, Latin America and Africa, offering a geographical perspective on how different actors respond to a variety of institutions, macro-policies and forces of globalisation. Upon successful completion of the course, the students better understand the processes of development and poverty dynamics in a context of time-space compression and globalisation. They are also able to define and apply concepts such as macro-micro linkages, translocal development, development corridors and development chains. The course focuses on a number of IDS's research themes, which are linked to the research internship programme.

The Development Theories course critically examines the major approaches and theories that have dominated thinking about development for several decades. The focus here is on sustainable and equitable human development. The course adopts a multidisciplinary approach, discussing contributions by geographers and other development-oriented scholars. In reviewing different theoretical paradigms, the basic understanding is that each theory is embedded in a particular historical and societal context that inspires useful insights but also imposes certain limitations. The main purpose of the course is to provide students with a comprehensive view of development theories; they explore a theoretical approach in greater depth by organising and conducting a seminar on the subject.

The Advanced Methods & Techniques for Development Studies course helps students to acquire the knowledge and skills required to analyse, interpret, design and carry out research with a particular focus on geographical research in development contexts. More specifically, after completing the course, students are expected to understand various research practices and quality standards relevant for development studies and be able to compare and apply them. In addition, they are able to conduct quantitative, qualitative and evaluation research (data collection, interpretation and analysis). Finally, they are able to prepare for and critically reflect on the ethics and practicalities of fieldwork, for instance taking into account the different cultural positions of others. Cases are discussed of actual situations that occurred during fieldwork, involving intercultural issues and the different ways of dealing with them. The course is intended to result in a written proposal for the research project that is to be carried

out during the student's research-oriented internship at a professional organisation in a global South setting.

The Research Internship course, combined with the writing of the master's thesis, is designed to give students an opportunity to conduct substantial, fieldwork-based individual research in the global South on a chosen topic related to international development and hence gain a deeper understanding of development practices. They are given a wide choice of international research positions with broad research themes in mid-October. They can also organise their own research projects, provided that the host organisation and the proposed research meet IDSM requirements. They carry out the research plan that they drafted for the Advanced Methods & Techniques course and work under the supervision of their supervisors at IDSM, in most cases in close collaboration with the host organisations in the field. Drawing on their fieldwork findings, they write their master's thesis upon their return from the field.

Apart from the compulsory courses, students can opt for one of six electives (5 EC) offered by the Department of Human Geography and Spatial Planning. IDSM staff offer the Migration, Mobilities and Sustainable Futures elective, which is attended by most of the IDSM students. They can also take an elective offered by other faculties at Utrecht University. They indicated to the panel that the internship is a strong asset of the programme. Teachers draw upon their international scholarly network to help them find an internship, and the students indicated that they are free to choose from a broad range. Prior to selecting an internship, they visit different international organisations based in the Netherlands to get a perspective on the field, which enables them to make a fitting choice.

In 2017-18, the IDSM initiated a collaboration with the Young Expert Programmes (YEP) of the Dutch Ministry of Foreign Affairs, to facilitate students from the IDSM conducting research for their master's theses at organisations in the global South that participate in YEP. The aim is to bridge the gap between academic research and hands-on experience with organisations in the field, while simultaneously providing an opportunity for organisations to benefit from field research and potentially new Young Experts.

The correspondence between the curriculum and the intended international and intercultural learning outcomes is clear to the panel. The cumulative and complementary courses form a logical sequence with strong coherence, and aim at the achievement of the ILOs. The panel observed that the curriculum of programme provides the tools to enable the students to achieve all the intended international and intercultural learning outcomes. A particularly strong asset in the curriculum is the fieldwork-based individual research in the global South, which is for many of the students a very important first experience in visiting and working in a developing country. Another exemplary strength of the programme is the continuous reflection on intercultural competences throughout the curriculum.

Conclusion and recommendations

The panel concludes that the content and the structure of the curriculum provide good means for achieving the intended international and intercultural learning outcomes.

Criterion 3b: Teaching methods

The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

The teaching methods used include lectures, tutorials, field visits, peer presentations and feedback, and independent learning. They are described in the course outlines available through Blackboard (the electronic learning environment at Utrecht University). The correspondence between the teaching methods and the intended international and intercultural learning outcomes is demonstrated in Table 2.2.

All of the courses use various complementary teaching/learning approaches and methods to stimulate the students' active participation in the acquisition and application of knowledge and skills which are in demand in the increasingly globalised labour market in development studies and beyond. Lectures are used in all courses to provide background to the different themes and theories and to draw connections between topics and the literature, and to prepare the students for the tutorials. During tutorials (which are conducted in all taught courses), the students usually work in groups, under the lecturer's supervision, to evaluate theories, concepts, cases and general trends discussed in class, or readings and other study material (e.g. policy reports, films) in more depth and at a higher level of complexity. Certain tutorials in the Advanced Methods & Techniques for Development Studies course focus on teaching specific skills, such as statistical, computer, GIS (geographical information system) and research skills.

Site visits are arranged in the Development Themes course to organisations in the international development field, for instance the Ministry of Foreign Affairs, Centre for the Promotion of Imports from developing countries (RVO), Profound – Advisers in Development, Agriterro, Common fund for commodities, Action Aid, Oxfam Novib, Mondiaal FNV, Rijk Zwaan Distribution B.V. (vegetable breeding company), SoilCares Holding B.V., Enviu, UNHCR, Fair & Sustainable Advisory Services.

Independent learning plays an important role in the Advanced Methods & Techniques for Development Studies course, during which the students prepare their research proposal for their research internship and fulfil other requirements. They are required to regularly present their plans to their peers and lecturers. Peer feedback is integrated in the curriculum, in particular in the Advanced M&T for IDS course.

Active and independent learning is of even greater importance in the second semester, which is devoted to the master's thesis, which provides evidence of the student's ability to formulate and conduct research with a high level of autonomy.

There is a strong correspondence between the teaching methods and the intended international and intercultural learning outcomes. The teaching methods provided are very suitable for the taught courses according to the panel, and provide all of the students with the means to achieve all of the intended international and intercultural learning outcomes.

Conclusion and recommendations

The panel concludes that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

The learning environment is described in the study guide *Course Catalogue Master programme International Development Studies, 2018-2019* and the course outlines on Blackboard.

The compulsory three-month, research-oriented internship is a very important element in the learning environment that supports students in achieving the ILOs. The students can put into practice the knowledge and skills they acquired in the first semester and experience various cultural encounters to further develop their intercultural competences.

The students are exposed to the professional field through 1) visits to development-related government agencies, NGOs and private sector organisations; 2) the participation of practitioners in several events such as the lecture series 'Meet the professional'; 3) 'speed-dating' with practitioners during the Return Day; and 4) after graduation, through the alumni network IDSAA on Facebook, which is facilitated by IDS (www.idsaa.nl). The programme considers the role of the professional field as an essential ingredient, as it shows students the value of the knowledge and skills they acquire in the day-to-day practice of the field. The recently initiated collaboration with Young Expert Programmes (YEP) of the Ministry of Foreign Affairs (see Standard 1c, 3a) also serves this purpose.

The IDSM has a diverse and international classroom, as 25–30% of its students are foreign nationals. In addition, many Dutch students have had international study and/or work experiences (incl. voluntary work). The programme actively encourages students from different cultural and educational backgrounds to work together. They encounter different cultural perspectives, are confronted with different worldviews, and learn to be open and respectful to other cultural perspectives. In this way, they are stimulated to consider their own position and role. The international classroom also enables them to start building their international network. The overseas fieldwork research component is considered crucial by the programme, since a majority of the ILOs are achieved in it. Like the staff and students, the panel considers this research internship a major strength of the programme. In addition to the significant contribution to the achievement of the ILOs, it was impressed by the way the staff deals with supervision of the students when abroad. The students are actively discouraged from going to high-risk places and are proactively teamed up to go to the same place while working on different topics. The teaching staff is also actively looking for reliable local partners and pays a lot of attention to preparing the students with respect to safety and security.

The composition of the teaching staff (see 4a and 4b) also contributes to an effective learning environment. All staff members have ample international research and teaching experience

and/or come from abroad, which contributes to the international character of the learning environment. International guest lecturers add to the international environment as well.

The panel is of the opinion that the learning environment provided enables the students to achieve all of the intended international and intercultural learning outcomes. The compulsory research-oriented internship, exposure to the professional field, the diverse and international classroom, and the international research and teaching experience of the teaching staff firmly address the intended international and intercultural learning outcomes.

Conclusion and recommendations

The panel concludes that the learning environment is suitable for achieving the intended international and intercultural learning outcomes.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel found a clear correspondence between the curriculum and the intended international and intercultural learning outcomes clear. It observed that the content and structure of the curriculum provide the students with the necessary knowledge and tools to achieve all the intended international and intercultural learning outcomes. The teaching methods are very suitable for achieving the intended international and intercultural learning outcomes. A particularly strong asset of the curriculum is the compulsory three-month internship conducted in a global South setting, which is for many of the students a very important experience (often the first) in visiting and working in a development country. Another exemplary strength of the programme is the continuous reflection throughout the curriculum on intercultural competences.

The panel deems all the underlying criteria of this standard to be systematically surpassed. In its view, the compulsory research-oriented internship conducted in a global South setting and the continuous reflection throughout the curriculum on intercultural competences can both be regarded as international examples. It is convinced that these aspects can be regarded as exemplary practices. The panel therefore assesses *Standard 3: Teaching and Learning* as **good**.

Standard 4: Staff

Criterion 4a: Composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

Since 2010, staff recruitment has been done internationally. The programme has eight tenured and one temporary staff member; six of the staff members are female and three are male. Together, they represent 8.6 FTE, composed of 4.6 FTE teaching and 4.0 FTE research and management. The staff consists of one full professor, one associate professor and seven assistant professors. Five staff members are Dutch nationals. The other members are Indian, Belgian, Japanese and German/Chinese nationals. The staff's disciplinary backgrounds represent the broad spectrum of the social sciences: four members have a background in

human geography, one in sociology, two in anthropology, one in demography, and one in international land and water use.

All tenured staff members hold a PhD and at least a University Teaching Qualification (UTQ); half of them also hold a Senior University Teaching Qualification (STQ). One staff member participated in the Educational Leadership Programme at UU and was Teaching Fellow in 2014-16, working on the internationalisation of education and intercultural competencies.

All of the staff are engaged in research projects in the global South and have extensive international networks (see 4b). Apart from the tenured staff, a relatively large and diverse group of currently 18 PhD students is involved in research projects led by the tenured staff. They also involve IDSM students in their research projects by, for example, providing guest lectures or research internships. In addition, the department hosts guest researchers and lecturers every year, either on a long- or a short-term basis, for example through Erasmus+.

The administrative staff who support the students and other staff members are faculty-wide teams, such as Communication and Marketing (for information on programmes and application), Education and Student Affairs (for the registration of grades and graduation), the International Office (for fieldwork-related practical support) and the Career Officer (for preparation for the labour market, organised both within and in addition to the curriculum).

The experience and background of the staff members clearly align with the parts of the programme taught by them and undeniably add to the quality of the taught programme, according to the panel. Staff members have the required qualities to support their students in achieving the intended international and intercultural learning outcomes. Aside from the undoubtedly high quality of the staff, the panel observed that the quantity of the staff is sufficient to facilitate the achievement of the intended international and intercultural learning outcomes. The diversity of the regional background of the staff functions as a role model for foreign students.

Conclusion and recommendations

The panel concludes that the composition of the staff does indeed facilitate the achievement of the intended international and intercultural learning outcomes.

Criterion 4b: Experience

Staff members have sufficient internationalisation experience, intercultural competences and language skills.

The IDSM staff have ample international experience, in terms of educational background and teaching and research activities (internationalisation goal 2a). Regarding formal academic education, seven staff members did both their master's and their PhD in the Netherlands, while two did so partly abroad, namely in the USA/Germany and in Japan/the Netherlands. The majority of the staff underwent their formal education in the Netherlands, but all of them have rich experience with research and teaching abroad, in different educational contexts. All staff members did their PhD research in the setting of the global South, for instance in Mali, Nepal, China, Paraguay, Costa Rica, Brazil, Bolivia, Peru and India. As staff members of IDS, they do research in the global South, which is often externally funded, for example by NWO,

DFID, the EU, Toyota Foundation and the Ministry of Foreign Affairs. For example, a Comenius Senior Fellowship (NRO/NWO) was funded in April 2019, titled 'Encounters in the field: a playful approach to the development of intercultural competences'. The aim of this project is to enhance the intercultural competences of students in an international classroom through the use of a student-driven interactive app with cases that represent fieldwork situations, and to develop assignments that are linked to the app in order to guide student discussion and reflection, both in the international classroom and during fieldwork.

In 2015–17, the IDSM participated in the interfaculty programme 'Competence-oriented internationalisation of one-year master's programmes at UU' (funded by the Utrecht University Education Incentive Fund (UU/USO)). The aim of the project was to strengthen the international and intercultural competences of master's students, in order to improve their employability in a globalising labour market.

The working language of the staff team is English. Staff members are expected to master English at least at a C1 level. Formal and informal meetings are held in English, as are activities related to research, such as presentations and publications. Apart from English, half of the staff is proficient in Spanish, and a third is proficient in French. Some staff members are also fluent in German, Portuguese, Chinese or Hindi, or have elementary proficiency in Arabic.

The staff's intercultural competences are demonstrated by the fieldwork that they conduct abroad. Partners are visited on a regular basis, which requires well-developed intercultural competences, based on interpersonal communication and excellent language skills. The teaching staff, both as individual researchers and as a group, has developed long-standing relationships with partners all over the world, which is evidence of these competences. Collaboration with external stakeholders is essential to the implementation of these research projects, for example with universities, NGOs, the public sector and private enterprises in the global South, which contributes to internationalisation goal 2b.

One observation regarding the regional coverage of the staff is that expertise on the Middle East – a region with particular development characteristics – is relatively limited. The programme would like to add expertise on this region to the team, and this is also a specific internationalisation objective.

The panel is convinced that the staff members have sufficient internationalisation experience, intercultural competences and language skills. The staff members, who have developed long-standing relationships with partners all over the world, have an important role in facilitating fieldwork for the students. This means that students are placed within an optimal learning environment.

Conclusion and recommendations

The panel concludes that the staff members have sufficient internationalisation experience, intercultural competences and language skills.

Criterion 4c: Services

The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

New employees are invited to attend an orientation session focusing on creating connections between the staff and the University as their employer. Topics covered include the core activities, values and ambitions of Utrecht University. At the faculty level, new international staff can participate in a workshop 'At Home in the Netherlands', organised by Human Resources, which is an introduction to life in the Netherlands, communicating in an international setting, and discovering how their own cultural background can influence communication with others. In terms of professional development, the acquisition of a UTQ is mandatory for a tenured position. Utrecht University has a large and easily accessible support system for professional development, organised through the Centre for Academic Teaching. It organises courses, such as 'Teaching in the international classroom' and 'Teaching your subject in English'. At the Department's Education Day in January 2019, staff members participated in a workshop titled 'Intercultural competences in an international classroom', an initiative to stimulate professional development in this field. New staff members are coached, for instance in how to obtain grants (2 NWO Aspasias were obtained recently).

Although English is the main language of education and research, the Department also encourages its international staff to learn Dutch. In 2018, the Department of Human Geography and Spatial Planning organised a tailor-made, intensive Dutch language course for tenured international staff, in order to provide them with basic knowledge of the Dutch language.

Staff members are stimulated to attend conferences and seminars abroad, and to exchange experiences with international peers. The department finances one international conference per staff member per year, including registration, travel and accommodation costs. Additional trips should be covered by research budgets. Management and staff indicated to the panel that individual coaching of staff by managers and coaches takes place, for instance with respect to time management.

The services provided to the staff are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills according to the panel. The tenured staff requires a UTQ to be able to teach in the programme. International staff is provided with sufficient guidance and means to introduce them to life in the Netherlands. New staff is coached with respect to time management, obtaining grants, interaction with international peers, and learning Dutch. Also, teaching in the international classroom, a strong aspect of the programme, is taught in a separate course.

Conclusion and recommendations

The panel concludes that the services provided to the staff are consistent with the staff composition. These services adequately facilitate international experiences, intercultural competences and language skills.

Overall conclusion regarding Standard 4: Staff

The panel found that the composition of the staff facilitates the achievement of the international orientation of the intended learning outcomes and the included international and intercultural competencies very well. The diversity of the regional background of the staff functions as a role model for foreign students. Moreover, staff members have vast internationalisation experience and excellent intercultural competences and language skills. The staff, who have developed long-standing relationships with partners all over the world, play an important role in facilitating the students' fieldwork. Therefore, the students are placed within an optimal learning environment. The services provided to the staff to gain international experience, intercultural competences and language skills are up to standard.

The panel deems all the underlying criteria of this standard to be met. The way staff members employ their long-standing relationships with partners all over the world to facilitate fieldwork that offers a rich, truly international and intercultural learning environment for the students can be regarded as an international example. The panel therefore assesses *Standard 4: Staff* as **good**.

Standard 5: Students

Criterion 5a: Composition

The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.

The intake of the IDSMP programme ranges from 30 to 50 students per year. They come from bachelor's programmes in Utrecht University and other institutes, both in the Netherlands and abroad.

Year	Intake (no.)	BA HGSP (%)	BA UU (%)	Other NL (%)	Abroad (%)	Premaster (%)	Other (%)
2016-2017	40	5	13	30	20	20	13
2017-2018	51	8	10	20	25	25	12
2018-2019	46	4	20	13	24	26	13

The majority of the students who apply for the master's programme hold a bachelor's degree awarded by an institute other than Utrecht University, and have diverse disciplinary backgrounds closely related to development studies, such as international business or cultural anthropology. Over the last three years, 74% of the students had a Dutch background, while 26% had an international background.

The share of international students is stable, but the programme would like to recruit more international students to further diversify the classroom and enhance cross-cultural learning, in line with internationalisation goal 2a. The share of students from outside Europe is relatively low, and students from the global South are virtually absent. During the site visit, the panel learned that it is difficult for the programme to attract students from the global South to enrol in the programme. Although many prospective students are interested and eligible, tuition

fees are often an insurmountable barrier. There are some scholarships that they can apply for, but these are limited in number. Nevertheless, the programme is supporting prospective students to apply for scholarships, to increase their chances of actually enrolling in the programme. Until 2015, the IDSM applied for accreditation with the Netherlands Fellowship Programmes (NFP), organized by NUFFIC, the Dutch organisation for internationalisation in education, but since the administrative burden was considered too high, this is no longer the case. The programme management told the panel that it also wants to increase the number of non-European international students from e.g. the US or Japan. The panel thinks that the programme has a broad and interesting approach to this challenge which is both ambitious and at the same time realistic. In this respect, it appreciates the setting up of summer schools in India with Indian universities and the pairing of students from the programme with local students during their research internships, allowing students from the programme to collaborate intensively with global South students. It fully agrees with the programme that a student population consisting mainly of European students would represent an outdated concept of development studies.

To foster the international classroom, the programme uses the collaboration and overlap with another internationally oriented programme to mix students. The IDSM programme is linked to the International Development (ID) track of the Sustainable Development (SD) specialisation of the Environmental Sciences Master's programme (SD-ID track). IDSM students share 2 of the 3 taught courses with students enrolled in SD-ID track. Because of the shared class format, diversity in the classroom is further strengthened as SD-ID track students also tend to have an international background (in terms of nationality) and have a more natural/environmental science background and interests. Interviewed students indicated that the student group of the SD-ID track does contain students from the global South.

The students indicated that the international classroom with a good mix of international students is an asset to the programme. The number of students from outside the EU has improved, but they still miss sufficient peers from developing countries / the global South. As they put it, the programme aims to solve the problems of the global South, but without this group's input in the international classroom. The teachers and management see the ECA internationalisation feature as a way to consolidate partnerships with partners in the global South and to attract more students from this region.

The panel is of the opinion that the programme manages to create and uphold an international classroom. Still, the student group composition is not yet completely in line with the programme's internationalisation goal 1b (enabling an international classroom), as the set internationalisation objective 2 (recruiting a significant number of international students) is not yet met. The panel shares the programme's view that attracting students from the global South aligns with the orientation of the teaching and research of the programme done in the global South. The programme is planning to increase the number of international students, especially those from the global South. The panel would like to recommend that the programme continue its efforts to do so.

Conclusion and recommendations

The panel concludes that the composition of the student group (national and cultural backgrounds) is not yet completely in line with the programme's internationalisation goals. It

recommends that the programme continue its efforts to attract more international students. It shares the programme's view that attracting students from the global South aligns with the orientation of the IDSM's teaching and research done in the global South.

Criterion 5b: Experience

The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.

The internationalisation experience gained by students of the programme consists of five elements that are related to internationalisation goals 1a–c, 2a and 3, and that represent a mixture of mobility and internationalisation at home. The different elements are a compulsory part of the curriculum and apply to all students.

First, the IDSM has a diverse and international classroom, which enables a varied group of students and lecturers to engage in meaningful interactions. The students indicated that interaction with students from different cultural backgrounds already causes them to communicate differently, trying to be sensitive to each other's intercultural views. Second, in the first semester, students become acquainted with a broad range of themes relevant to the field of international development and learn to distinguish different perspectives. Third, they are intensively trained to do research on these themes in the global South. Fourth, they do a compulsory research-oriented internship of 3 months in the global South (i.e. in Africa, Asia or Latin America). Doing fieldwork abroad is without doubt the most intense and demanding element of the programme, but it is also highly valued by the students. In addition, while they are in the field, they are exposed to the professional practice. The fifth element consists of the preparation for a professional career in the field of development. This is started in the first week of the programme, with the Knowledge for Development seminar on a topic related to research by the IDSM staff. Each year an international keynote speaker is invited for this seminar, in which the students can experience the academic environment as well as meet IDSM alumni who are working in the professional practice (Annex 2). This is followed by a series of 'Meet the Professional' sessions, when alumni come to Utrecht to share their work experiences. In addition, there are Open House visits in the Development Themes course, during which students visit two different organisations in the field of development and work on a theory of change, a methodological approach for planning, participation, and evaluation that is used in the international development field to promote social change. Upon their return from the field, on the Return Day, the programme offers a workshop on transferable skills, which is directly linked to the labour market. The students strongly appreciate their internationalisation experience in the IDSM (Table 5.1).

Table 5.1 NSE scores (on a 1-5 scale) regarding internationalisation experiences of students in the IDSM 2017–18

Item in NSE	2017	2018
Encouragement to study abroad	4.52	4.56
Encouragement to learn about other cultures	4.68	4.62
Focus of your programme on international subjects	4.77	4.79

Opportunities offered to you to study abroad or complete a work placement abroad.	4.86	4.60
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The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals. There is a clear correspondence between the internationalisation experience gained by students of the programme and the internationalisation goals 1a–c, 2a and 3. Doing fieldwork abroad is without doubt the most intense and demanding element of the programme, but it is also highly valued by the students. In addition, while they are in the field, they are exposed to the professional practice.

Conclusion and recommendations

The panel concludes that there is a clear correspondence between the internationalisation experience gained by students of the programme and the internationalisation goals.

Criterion 5c: Services

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.

All IDSM students start their master's programme with an introductory week, beginning with the Opening of the academic year at the Graduate School of Geosciences. After this introduction, the IDSM-specific programme starts, with information on the programme and the procedures, an introduction to the staff and fellow students, community-building activities (such as the Pizza Movie evening at which staff and students meet), and the annual Knowledge for Development seminar/Alumni Day, on the final day of the introductory week. For the international students, the UU organises an Orientation Day, with workshops on intercultural skills and the Dutch study culture.

At the level of the Department, there is a Study Advisor available to provide information to the students regarding specially adapted services, financial assistance and other types of support during their studies. In practice, most IDSM students contact the coordinator of the IDSM with questions regarding the programme, courses and practical issues.

In addition, the supervisor of the research internship provides guidance during the fieldwork and the preparations for it. The research internship is often facilitated by a local host organisation, which provides practical support to the students in the field. A session on the practical aspects of doing fieldwork is organised by the International Office. The university's International Office can support by helping to arrange fieldwork, for instance by offering a letter to support the application for a visa, etc. (Other instruments to help students prepare for the fieldwork include the course outline of the module, which contains practical do's and don'ts.) The blogs of alumni on the website of the IDS Alumni Association also serve to help students prepare for their stay abroad (<https://www.idsaa.nl/blogs-from-the-field.html>). The international office informs potential students about possible scholarships, such as the Geosciences programme and the Utrecht Excellent Scholarship programme.

The International Office checks for potential security issues in the countries the students want to visit for their fieldwork, and keeps a keen eye on the travel advice issued by the Ministry of

Foreign Affairs. During their internship abroad, the students feel excellently guided by the staff. They experience a good connection with their teachers. They can always contact them when necessary, and the teachers also contact them, for instance when the situation in the country of stay rapidly deteriorates. The staff is also involved in helping students to get internships, by using their network. The Advisory Board is involved in arranging company visits for the students, and also facilitates in getting internships at other organisations.

All IDS graduates receive an International Diploma Supplement (see Annex 2). To help foreign universities interpret the value of the grades, UU started publishing Grading Tables for master's courses in 2017. The tables provide statistical distributions of grades awarded at Utrecht University.

Graduates who would like to have support in getting a job can approach the Career Officer up to 6 months after graduation. The Officer provides individual feedback on application letters and LinkedIn profiles, and also helps to prepare graduates for job interviews. IDSM staff frequently write letters of support for IDSM graduates, for job applications or a traineeship. The established Shared Value Foundation (SVF) helps to support graduates in building their careers, allowing them to work for businesses, governments and other organisations on impact assessments in the global South.

A challenge in terms of services to students is that finding affordable housing in Utrecht can be difficult, in particular for international students, as the demand for student housing in and around Utrecht is extremely high. The University reserves a limited amount of accommodation with a number of corporations for eligible international students for the first year of their studies. Finding housing this way is not guaranteed, however. If the reserved accommodation is fully booked, the students have to find accommodation on their own. In exceptional cases, IDSM staff have mobilised their informal networks, for example through PhD students, to help students who are having difficulty finding appropriate accommodation.

The panel deems that the services provided to the students are adequate and in line with the student group composition and their international experiences. The students are guided by a study advisor and the International office. Housing possibilities are limited in Utrecht, but the University reserves a small amount of accommodation for international students, and the staff use their informal networks to help them find appropriate housing. During their internship abroad, the students are excellently guided by the staff. The contact with supervisors during the internship is very good, and the staff is also involved in helping students to get internships, by using their networks. The Advisory Board is involved in organising company visits for the students, and also facilitates arranging internships at other organisations.

Conclusion and recommendations

The panel concludes that the services provided to the students are adequate and in line with the student group composition and their international experiences.

Overall conclusion regarding Standard 5: Students

The panel found the internationalisation experience gained by students to be adequate and corresponding well to the programme's internationalisation goals. Doing fieldwork abroad is without doubt the most intense and demanding element of the programme, but it is also highly valued by the students. The panel considers the services provided to the students to be

adequate and in line with the student group composition and their international experiences. During their internship abroad, the students are guided very well by the staff. The contact with supervisors during the internship is excellent, and the staff actively deploy their networks to help the students find internships.

The panel deems most of the underlying criteria of this standard to have been met or surpassed. The guidance and contact with supervisors during the internship abroad can be regarded as an international example. The panel recommends that the programme continue its efforts to attract more international students, especially from the global South, to align with the orientation of the teaching and research of the programme done in the global South. It concludes that the composition of the student group is not yet completely in line with the programme's internationalisation goals. It therefore assesses *Standard 5: Students* as **satisfactory**.

6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	Excellent
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	Satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Satisfactory
	5b. Experience	
	5c. Services	

Annex 1. Composition of the panel

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Leo de Haan	x	x	x	x	
• Chris Kesteloot	x	x	x	x	
• Frank Witlox	x	x	x	x	
• Kees-Jan van Klaveren				x	
• Judith Borsboom-van Beurden	x	x	x		
• Lianne van Duinen	x				
• Jim Klooster	x	x		x	x

Subject: Subject- or discipline-specific expertise;
 Internat.: International expertise, preferably expertise in internationalisation;
 Educat.: Relevant experience in teaching or educational development;
 QA: Relevant experience in quality assurance or auditing; or experience as student auditor;
 Student: Student with international or internationalisation experience;

Chair: Em. prof. dr. L.J. (Leo) de Haan, emeritus professor of Development Studies at the International Institute of Social Studies (ISS) at Erasmus University Rotterdam

Prof. De Haan's research focuses on social security and employment development and policies, migration patterns and food availability, especially in African communities, but also internationally. He is a member of the Advisory Council for Association of African Studies in Europe (AEGIS) and the scientific advisory board of the Institute of Development Policy and Management (IOB, Belgium). Prof. De Haan is currently working as a visiting professor at Beijing Normal University and Fudan University Shanghai (China) and is involved as a consultant with the ISS of Erasmus University Rotterdam. As a former rector of the ISS (2010-2015), he has an abundance of experience in internationalisation and in managing education.

Em. prof. dr. C. (Christian) Kesteloot, emeritus professor at the Division of Geography and Tourism at KU Leuven (Belgium)

Prof. Kesteloot is teaching urban geography, social and economic geography of China, of Japan and of developing countries and the history of geographical thought. His research covers the relations between urban space and economic change and the impact of urban environments on social integration and exclusion in Belgium, EU and China. He is a co-editor of *Belgeo* (*Belgian Journal of Geography*) and a member of the advisory board of the professional journals *City Culture and Society*, *Journal of Housing and the Built Environment* and *Tijdschrift voor Economische en Sociale Geografie*.

Prof. dr. F.J.A. (Frank) Witlox, professor of Economic Geography at the Department of Geography at Ghent University (Belgium)

Prof. Witlox is full professor of Economic Geography at Ghent University and Antwerp University. In addition, he is head of the Social and Economic Geography (SEG) Research Group of the Geography Department and director of the Doctoral School of Natural Sciences at Ghent University. His research focuses on (analyses and modeling of) travel behavior and land use, sustainable mobility issues, cross-border mobility, city logistics and development, and location analysis of companies. He is also a guest lecturer at the University of Tartu (Estonia) and Nanjing University of Aeronautics and Astronautics (China).

Dr. C.J. (Kees-Jan) van Klaveren, senior auditor and data protection officer at Rotterdam University of Applied Sciences

Dr. Van Klaveren is a certified ECA-auditor. As data protection officer and senior auditor, he contributes to the internal quality assurance at Rotterdam University of Applied Sciences by performing regular audits, monitors and other checks of its degree programmes and research.

Drs. J. (Judith) Borsboom-van Beurden, senior researcher Smart Sustainable Cities at Norwegian University of Science and Technology (NTNU) (Norway)

Drs. Borsboom-van Beurden is a member of various research projects and working groups in the field of Smart Cities and Sustainability in Cities, such as the European Innovation Partnership on Smart Cities and Communities (EIP-SCC). As head of the Department of Urban Design and Planning in 2016, she was ultimately responsible for Geo Information Science (GIS) education at the Norwegian University of Science and Technology (Faculty of Architecture and Planning). She has developed (and has published on) a new training programme for the Spatial Planning specialisation.

Dr. L.B.J. (Lianne) van Duinen, project manager at the Council for the Environment and Infrastructure (Rli)

Dr. Van Duinen works as a project leader at the Council for the Environment and Infrastructure (Rli), the strategic advisory board for government and parliament in the broad domain of the physical environment. In 2015 and 2016 she worked as a researcher at the Netherlands Environmental Assessment Agency, on the topics of Social Real Estate and Transformation Potential: housing options in the existing city. She is a peer reviewer for various professional journals and (co)author of several publications in domain of physical environment.

Student member: J. (Jim) Klooster BSc, master's student Economic Geography at the University of Groningen

Jim Klooster completed his bachelor's degree in Human Geography and Urban and Regional Planning at the University of Groningen. He is currently a master's student Economic Geography at the University of Groningen. From August 2017 to January 2018 he took the minor African Development at Lund University (Sweden). At the University of Groningen, he is the secretary of ProGeo, the study association of the Faculty of Spatial Sciences, and a member of the Faculty Council.

Coordinator: Dr. I.M. (Irene) Conradie, project manager at quality assurance agency QANU

Annex 2. Documents reviewed

List of documents offered to the panel:

- Self-evaluation report

Annexes to the self-evaluation report:

1. Concept note 'Internationalisation and the IDSM': the documented internationalisation goals and internationalisation objectives
2. Composition of the IDSM Advisory Board
3. International or internationalisation activities and projects related to education over the last three years
4. Overview of the intended learning outcomes in relation to the Dublin Descriptors, the EADI definition of Development Studies and the IDSM internationalisation goals
5. Assessments per course
6. Student work which demonstrates achievement of international and intercultural learning outcomes
7. Average thesis grade according to educational background
8. Awards, publications and participation in AMID/CIDIN post-graduate programmes
9. Description of the curriculum components (or online access to e.g. ECTS Course Catalogue)
10. Overview of the curriculum in diagrammatic form
11. Assignments focusing on the development of intercultural competences
12. Realization of intended learning outcomes – relating to the specific course objectives
13. Research internship positions 2017-2018
14. Research fieldwork locations of IDSM students
15. Open House and Meet the Professionals
16. CVs of the IDSM staff
17. Overview of research projects awarded to IDSM-staff in 2018 and ongoing research projects
18. PhDs affiliated to IDS
19. Visiting scholars IDS 2016-2019
20. Educational background IDSM students 2016-2018
21. Intake and nationality IDSM students 2015-2017
22. Knowledge for Development seminars 2015 – 2018
23. International Diploma Supplement

Annex 3. Site visit programme

Overview

Date:	21, 22 and 23 May 2019
Institution:	Universiteit Utrecht (Utrecht University)
Programme:	master's programme Development Studies
Location:	Vening Meinesz building A, Princetonlaan 8A, Board room faculty Geoscience

Programme

DAY 0		Monday - 20 May 2019
16:30	18:00	Arrival of panel at the hotel, internal meeting (NVAO assessment framework, preliminary findings, preparation)
18:30	21:00	Dinner (panel meeting)
DAY 1		Tuesday - 21 May 2019
08:30	09:00	Arrival of panel / Welcome (optional: with a short presentation at 8:45)
09:00	11:00	Internal meeting (ECA assessment framework, preliminary findings, preparation) and documentation review
11:00	12:30	Meeting with management (all programmes; 15 min. per programme and 15 min. ECA Frameworks, initial findings, preparation)
12:30	14:00	Lunch / internal meeting / consultation hour (13:15-13:45)
14:00	14:45	Meeting with students MSc Development Studies (including PC staff member) - last 15 min. ECA
14:45	15:30	Meeting with teaching staff MSc Development Studies (including PC staff member) - last 15 min. ECA
15:30	16:00	Internal meeting / break
16:00	16:45	Meeting with staff responsible for international(isation) activities
16:45	17:15	Virtual tour through the building (including internationalisation facilities and digital learning environment)
17:15	18:00	Meeting with MSc Development Studies alumni and external stakeholders

18:00	18:30	Collecting preliminary findings
18:30	19:00	Travelling to the restaurant
19:00	21:00	Dinner (panel meeting)
DAY 2		Wednesday - 22 May 2019
08:30	09:00	Arrival and preparation
09:00	09:45	Meeting with BSc Sociale Geografie en Planologie students and alumni (including PC student)
09:45	10:30	Meeting with BSc Sociale Geografie en Planologie teaching staff (including PC staff member)
10:30	11:00	Internal meeting
11:00	11:30	Meeting with MSc Human Geography students (including PC student)
11:30	12:00	Meeting with MSc Human Geography teaching staff (including PC staff member)
12:00	12:45	Lunch / internal meeting
12:45	13:15	Meeting with MSc Spatial Planning students (including PC student)
13:15	13:45	Meeting with MSc Spatial Planning teaching staff (including PC staff member)
13:45	15:00	Collecting preliminary findings and preparing the next sessions
15:00	15:30	Meeting with MSc GIMA students (including PC student)
15:30	16:00	Meeting with MSc GIMA teaching staff (including PC staff member)
16:00	16:30	Collecting preliminary findings and internal meeting
16:30	17:30	Meeting with alumni MSc Human Geography, MSc Spatial Planning, MSc GIMA
17:30	18:00	Travelling to the restaurant
18:00	21:00	Dinner (panel meeting)
DAY 3		Thursday - 23 May 2019
08:45	9:00	Arrival and preparation
09:00	9:30	Internal meeting
9:30	10:30	Meeting with Board of Examiners and Student Advisers all programmes
10:30	11:00	Internal meeting
11:00	12:00	Final interview with management
12:00	13:45	Lunch and deliberations panel, formulating preliminary findings and conclusions NVAO framework
13:45	14:15	Deliberations panel, formulating preliminary findings and conclusions ECA framework

14:15	14:45	Feedback of preliminary findings and conclusions
14:45	15:00	Break
15:00	16:00	Development dialogue
16:00	16:30	Departure



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