Assessment panel 2015

SELF-ASSESSMENT REPORT

Advanced master programmes IOB

Master in Governance and Development
Master in Globalisation and Development
Master in Development Evaluation and Management

IOB
Institute of Development Policy and Management
University of Antwerp

List of acronyms 5

Overview of annexes 6

Introduction 7

0.1. Preparation and drafting of the self-evaluation report 7

0.2. Organizational context of the programmes 7

0.3. Historical context and vision on the characteristics of the programmes 8

Chapter 1: Intended exit level 11

1.1. Description of the programme specific learning outcomes 11

1.2. Improvement measures 12

1.3. Alignment between the discipline specific and programme specific learning outcomes 13

1.4. Explaining the profile of the IOB Master programmes 13

1.5. Benchmarking the Master Programmes 14

1.5.1. European Association for Development Research and Training Institutes (EADI) 14

1.5.2. The Sounding Board 16

1.6. Critical reflection and future perspectives 18

Chapter 2: Teaching and learning process 19

2.1. The programme 19

2.1.1. Structure and content of the three master programmes 19

2.1.2. Relation between the programme and the intended learning outcomes 21

2.1.3. Relation between teaching methods and educational tools, and learning outcomes 25

2.1.4. The Master dissertation 29

2.1.5. Intake policy 32

2.1.6. Output flow 36

2.2. Quantity and quality of staff 37

2.2.1. Human Resources policy 37

2.2.2. The number and expertise of staff 39

2.3. Educational Resources 39

2.3.1. Guidance in study and trajectories 39

2.3.2. Material Provisions 41

2.4. Improvement measures 41

2.4.1. Internal system of quality assurance in education 41

2.4.2. Improvements with regard to the education process 44

2.5. Critical reflection and future perspective 50

Chapter 3: Exit level achieved 52

3.1. System of assessment, evaluation and examination 52

3.1.1. Assessment policy 52

3.1.2. Relation between the assessment methods and the intended learning outcomes 55

3.1.3. Communication on assessment methods (transparency) 58

3.1.4. Quality assurance of the assessment (validity and reliability) 58

3.2. Quality of the Master Dissertation 59

3.3. Career options and follow-up programmes for alumni 61

3.4. Return on degree 66

3.5. Realisations with regard to internationalisation 66

3.5.1. International Mobility 66

3.5.2. Internationalisation at home 67

3.6. Improvements with regard to the realisation of learning outcomes and assessment 69

3.7. Critical reflection 70

Chapter 4: Conclusion 71

4.1. Strengths and points of improvement of the three advanced Master programmes. 71

4.2. Future policy options 72

Bibliography 73

Annexes 75

List of acronyms

AAP	Assisterend Academisch Personeel
ATP	Administratief en Technisch Personeel
BAP	Bijzonder Academisch Personeel
CERES	Research School for Resource Studies for Development
CIKO	Cel voor Innovatie en Kwaliteitszorg in het Onderwijs
DEM	Advanced Master in Science in Development Evaluation and Management
DLR	Domain Specific Learning outcomes
EADI	European Association of Development Research and Training Institutes
ECTS	European Credit Transfer System
EOMP	End-of-Module Paper
GD	Advanced Master in Science in Globalisation and Development
G&D	Advanced Master in Science in Governance and Development
IOB	Institute of Development Policy and Management
LO	Learning Outcomes
NVAO	Nederlands-Vlaamse Accreditatieorganisatie
OWC	Onderwijscommissie – Educational Commission
OWR	Onderwijsraad – Education Board
RMI	Research Methods I
RMII	Research Methods II
TOD	Theories of Development
UAntwerp	University of Antwerp
UFOO	Universitair Fonds voor OnderwijsOntwikkeling – University's Fund for Educational Development
VLIR	Vlaamse Interuniversitaire Raad – Flemish Interuniversity Council
ZAP	Zelfstandig Academisch Personeel
ZER	Zelfevaluatie rapport – Self-evaluation Report

Overview of annexes

INTRODUCTION

Annex 0-1: Administrative details of the programmes

Annex 0-2: Organogram of the Master programmes and the executive bodies

CHAPTER 1: INTENDED EXIT LEVEL

Annex I-1: Comparison DLR and intended learning outcomes

CHAPTER 2: Teaching and learning process

Annex II-1: Comparative overview of courses in relation to the intended learning outcomes of the Master programmes

Annex II-2: Schematic overview of the Master programmes

Annex II-3: ECTS-fiches

Annex II-4: DHO tables: intake policy, output flow and number of students

Annex II-5: Scope of deployed personnel

Annex II-6: List of recent improvement measures

Annex II-7: Dissertation Guideline

Annex II-8: Score sheet for the selection of applicants

Annex II-9: Evaluation matrix ZAP staff

CHAPTER 3: Exit level achieved

Annex III-1: Educational and Examination Regulation UAntwerp (OER).

Annex III-2: Title-list of 30 dissertations of the past 3 years.

Annex III-3: DHO tables: average study duration until degree (*see annex-II-4*).

Annex III-4: Assessment sheet Master dissertation and EOMP.

Annex III-5: External benchmarking dissertations.

Annex III-6: Internationalisation: overview of most important activities of programmes.

Introduction

0.1. Preparation and drafting of the self-evaluation report

The self-assessment process can be traced back to the period of the curricula reform and the previous assessment panel of 2007. Self-reflection and improvement processes were stimulated through quality assurance processes and discussions in the Educational Commission (OWC). From November 2013 onwards, the preparation for the upcoming assessment panel became a standard item on the agenda of the OWC. In order to guarantee involvement of all stakeholders, meetings were organised with staff members of the different Master programmes. Based on the outcomes of these meetings, a first draft of the self-evaluation report (ZER) was written[1]. This draft was subsequently presented to all educational staff members at the Education Day (October 2014), where crucial issues were discussed and decided upon and where the overall content of the ZER was validated. After the necessary amendments and corrections, the final version of the ZER report was approved by the IOB Board (12/12/2014).

0.2. Organizational context of the programmes

The Institute of Development Policy and Management (hereafter 'IOB') is an autonomous institute of the UAntwerp, established in 2001. IOB is a multidisciplinary institute involved in the triple function of academic teaching, scientific research and service to the community in the area of economic, political and social aspects of development policy and management. IOB's research is oriented to development as a multi-level and multi-actor phenomenon and cultivates multidisciplinary work and mixed methods, with research lines focusing on different levels (local, national, international), and, within the international level, on public and private actors[2]. Policy advisory work and teaching are closely connected to these research activities. IOB networks with other European Development Institutes through the European Association of Development Research and Training Institutes (EADI) and the *CERES* Research School (Research School for Resource Studies for Development), and actively cultivates several institutional partnerships in the South. The funding of IOB is provided by the Flemish Government, on the basis of five-year management agreements[3].

Aside from short-term training courses and a PhD programme, IOB offers three advanced Masters programmes, the subject of the current ZER: (1) the Master in Globalisation and Development (hereafter 'GD'); (2) the Master in Governance and Development (hereafter 'G&D'); and (3) the Master in Development Evaluation and Management (hereafter 'DEM'). The three Master programmes have a recognition as International Course Programme (ICP) by VLIR-UOS.

In the following paragraph, we provide an overview of functions and organisations that play a role within education processes at IOB *(see annex 0-2 for an organogram)*. The most important role within the education processes is reserved for the Educational Commission (OWC), whose decisions are validated by the IOB Board. The OWC is composed of the members of the IOB Bureau, the programme director, the course-coordinators of the Master programmes (ZAP), AAP with a teaching duty in the Master programmes (tutors), 1 member of the student

[1] The draft was written by a working group: Tom De Herdt (IOB Chair), Nathalie Holvoet (Chair of the OWC), Marleen Baetens (quality assurance), Sebastian Van Hoeck (educational support), Sara Dewachter (alumni) and Greet Annaert (student secretary).
[2] The four research lines are : (1) *'Conditional Finance for Development'*, (2) *'International Markets for the Poor'*, (3) *'Local Institutions for/in Development'*, and (4) *'State, Economy and Society'*. The research lines are united in one IOB research group.
[3] *Beheersovereenkomsten.*

secretariat, the ciko and two student representatives. The OWC meets at least four times a year. The chair of the OWC is a ZAP-member appointed for a period of 3 years. The chair is responsible for all educational programmes at IOB, including quality assurance processes, promotion of the programmes, students' workload and staff members' teaching load. In addition, there is a programme director, also a ZAP-member, who is appointed for two student batches[4] and responsible for the daily management of the three Master programmes. Besides processes of coordination and organization, the programme director is responsible for the student selection process, the dissertation process and extracurricular activities. Meetings of the OWC are prepared by the chair of the OWC in consultation with the programme director, the staff member for quality assurance and innovation in education (CIKO), the staff member alumni and promotion, the student secretariat and the institute's coordinator[5].

All courses of the Master programmes are taught by a team of lecturers. One of the members of the course-team takes the role of course-coordinator, (s)he holds the final responsibility of the course, ensuring communication and cooperation between individual lectures. A last important function at the course level is the tutor, a member of AAP who is the first contact person for students with regards to content-related and organizational matters related to the course. After the conclusion of the course, the course coordinator organizes a team meeting. This meeting is attended by all course-team members and tutor(s) of the respective course, plus the programme director and the CIKO. The latter two guarantee the information flow from and towards the OWC. The aim of course-team meetings is to evaluate the course using a feedback sheet and to prepare it in a coordinated way for the coming academic year. The feedback sheet summarizes the students' feedback from various evaluations (focus groups, survey results, study time registration and analysis of grades) and links it to reactions and additional comments from the teaching team. During the course-team meeting, actions for improvement are formulated and in the following year the impact of such actions is assessed. The remarks in the feedback sheets that go beyond the scope of the course are discussed in the OWC. Additionally, the course-team meetings are an important channel to implement the educational policy in the courses.

0.3. Historical context and vision on the characteristics of the programmes

IOB combines the expertise in development studies of specialists from a number of previously separate entities within the UAntwerp. Before the three University-level institutions, RUCA, UFSIA and UIA, merged to UAntwerp (2003), the decision was already taken to create IOB, in July 2000. The Institute started functioning effectively in February 2001.

The '*College for developing countries*' at RUCA, one of the academic entities that was merged into IOB in 2001, had several decades of experience in organising international training programmes in development studies. By the late 1990s, the '*College*' was offering a Diploma in Development Policy (year 1) and a Master's Degree in Public Administration and Management (year 2), in both French and English. In 1999-2000, this two-year Diploma/Master programme was abolished, and three new Master programmes in Governance and Development, Global Management and Development, and Project Evaluation and Management were created. The new programmes were to be organised in French and English in alternating years, and initially lasted 15 months. Many features have survived the merger of the *'College'* into IOB. The target

[4] The responsibility of the programme director starts with the selection of students which takes place long before the start of the academic year.
[5] The institute's coordinator supports the IOB Chair and Bureau in the overall management of the Institute.

groups were, and still are, mid-career development professionals from developing countries and students from developed countries with an operational interest in development issues. With regard to the former, preference is given to candidates from low-income countries, especially countries where possibilities for such advanced policy oriented training is not readily available. The aim of the Master programmes is to offer a problem-solving oriented education that takes advantage of the latest insights into social science disciplines relevant to the development challenge. Students are also expected to learn from each other's experiences and from their exposure to living and working in a developed country. The field of development studies and the range of skills required for the target population is so wide that an Advanced Master programme must have a fair degree of specialisation.

The reform aimed to enhance the quality of the Master programmes being offered by a far higher level of specialisation, a clearer focus, a more rigorous selection of students, and more interactive teaching methods. When IOB was created in 2001, the three Master programmes were accepted as an important component of the activities of the new institute. At the end of 2001, a minor curriculum reform was initiated which led to a re-labelling of two of the three programmes[6], a reduction in the number of courses to better take into account the 12-month duration of the programmes, the introduction of some new courses, and a reformulation of the learning outcomes, all which went into effect as from the beginning of the academic year 2002-2003.

During 2005, so-called "theme groups" (TGs) were identified and put in place. Although research was the basis for this identification, the TGs proposed an integrated package of teaching (both Master programmes and shorter courses), research (fundamental, applied, and policy-oriented), service to the community, and the management of (international) partnerships. These TGs were "*Aid Policy*" (AP), "*Political Economy of the Great Lakes Region of Central Africa*" (PEGL), "*Poverty and Well-Being as a (local) Institutional Process*" (PIP), and "*Impact of Globalisation*" (IG). The establishment of these TGs has naturally led to a major overhaul of the Master programmes. The assessment panel of May 2007 evaluated the former Master programmes and the blueprint of the new curricula as satisfactory, and the new curricula were implemented in 2007-2008. The central topics of the original Master programmes remained the same, but the programmes became more integrated, involving the contribution of all theme groups and with all programmes having a multidisciplinary, applied profile, and only taught in English. A modular approach was introduced in order to stimulate coherence, avoid overlaps, allow cooperation between lecturers with different backgrounds, and increase transparency in terms of focus and in terms of the (international) profile of the research and teaching available at IOB. The courses offered in modules II and III, constituting the core of the research-driven Master programmes, were given shape by the corresponding theme groups. In response to a research audit, we decided to integrate the four theme groups into one IOB research group in 2012[7].

Though the core elements of the Master programmes have not changed since 2007-2008, the modular structure of the programme allowed for the necessary flexibility to accommodate a series of smaller changes and improvements, as we will document below. Most important among them are enhancing the dissertation process (and the link with the End-of-Module Papers), extensive study guidance and preparatory learning packages, an

[6] The Master in Governance and Development kept its name but the other programmes changed names as to better fit the content: the Master in Globalisation and Development, and the Master in Development Evaluation and Management.

[7] The reasons for the integration into one research group are the cultivation of critical mass and external visibility.

enhanced coherence between the modules, the consolidation of quality assurance processes and the establishment of an alumni association. In addition, two evolutions have influenced the educational policy of the past years. First, there was a substantial shift and increase in ZAP-staff during the reference period: 2 ZAP retired and 5 were newly appointed. People were inter alia selected on the basis of their research agenda/track record and educational needs but, conversely, course content and agenda's had to be aligned to the expertise and interests of new staff as well. Especially for the Master in GD this process is still ongoing. Second, the upcoming reform of the VLIR-ICP scholarship programmes leads to uncertainty with regard to the 10 scholarships per Master programme that were granted each year until now. As IOB particularly targets students from least developed countries, it would have a huge impact on the amount and profile of IOB students if the aforementioned scholarship would no longer be granted to IOB students. Currently, IOB upholds a twofold strategy: on the one hand, the institute is actively involved in negotiations with regard to the identification of criteria for ICP scholarships and will make efforts in the future to respond to these criteria. On the other hand, the institute tries to decrease its dependency on these scholarships by attracting more self-supporting students, by exploring possibilities of (co-)organizing education in the South, by offering short-term courses, and by contributing to courses at other faculties. It is obvious that a substantial shift in the composition of the student group would necessitate programme changes.

In this report, we elaborate on the learning outcomes, the education process and the realisation of the learning outcomes in the three advanced Master programmes. As the programmes have several characteristics in common, they are described in one report. To clearly demonstrate the programmes' distinctive focus, objectives and content, we will deal with each programme separately at several points in the report. The administrative details of the programmes are listed in *annex 0-1*.

Chapter 1: Intended exit level

1.1. Description of the programme specific learning outcomes

The three IOB advanced Master programmes are unique in Flanders as they do not belong to a generic educational programme. This uniqueness allowed the OWC to define its own draft set of '*discipline specific learning outcomes*' (DLR) in November 2013, which took into account relevant feedback from team meetings and students. Due to the uniqueness of the programmes, the DLR and the programme specific learning outcomes are entirely the same (*see annex I-1*).

The programme specific learning outcomes can be catalogued into five groups of competences.

The first group consists of competences related to understanding and applying basic development theories and concepts. These competences – reflected in *learning outcomes 1 and 2* – are essential theories and concepts that comprise the knowledge set of a development specialist. Within these learning outcomes, emphasis is placed on the inherent multidisciplinarity of development studies, – hence the reference to social sciences – and on the ability of applying theories and concepts to a variety of countries and regions, i.e. context sensitivity.

The second group of competences is composed of general academic competences, where the term 'academic' is conceptualised as 'scientifically founded', i.e. adhering to the basic scientific principles and norms upheld by the academic community. Within this group of competences we are able to distinguish between the acquirement of (a) academic reading skills, (b) academic writing skills, (c) academic oral skills and (d) methodological skills. Academic reading skills (*learning outcome 4*) refer to the ability of students to read, interpret, and process a variety of scientific documents, i.e. peer reviewed articles, working and research papers, policy and official government documents, and academic textbooks. Academic writing skills (*learning outcomes 4 and 5*) apply to adequately writing academic and policy documents according to scientific rigour. Academic oral skills (*learning outcomes 4 & 6*) refer to the ability of individually presenting and interactively debating scientifically founded documents in relevant fora. In November 2013 the OWC decided to interpret 'relevant fora' as written and oral communication to professional academic and policy audiences, i.e. excluding communication to non-professional audiences. For the Master in Governance and Development (G&D), extra academic oral negotiation skills are added (*learning outcome 10*) as they are a crucial element within the topics of state formation, conflict mediation, and peace building. Although the emphasis lies on *insight* in negotiation processes, students do acquire basic negotiation skills through a simulation exercise. Last but not least, the reference to methodological skills (*learning outcome 3*) involves two fundamental distinctions. In the first place graduates must acquire a basis in both qualitative and quantitative research methodologies, in conjunction with specializing in one of both. Precisely because development problems are characterized by imperfect, scattered and often contested evidence, emphasis is placed on all IOB graduates understanding and mastering several research approaches in order to adequately collect, interpret and assess societal change and development problems. In the *10th learning outcome* of the Master in Globalisation (GD), graduates acquire skills related to research approaches and strategies to analyse, explain and interpret the effects of globalisation on development. Within the Master in Development Evaluation and Management (DEM), the *10th learning outcome* refers to the acquisition of knowledge and understanding of different M&E methodologies. Within the Master in Governance and Development, there is no additional learning outcome formulated with regard to methodological skills. Students build further on the skills related to

learning outcome 3. In a second step, - which is equally part and parcel of development studies, - graduates must be able to critically reflect upon specific research methods and epistemological differences between research traditions in their relation to development arenas. As such, – and consistent with an advanced master level – graduates acquire the ability to build up a sound argumentation with regards to strengths and weaknesses of the chosen method in their policy and research papers.

The third group of competences are policy related competences (*learning outcomes 2, 4, 5, 6 & 7*) which refer as a first step to the ability of graduates to critically process scientific literature, timely produce policy documents, adequately present their work. As a second step, graduates acquire the ability to analyse and explain divergences in development outcomes and as such are able to explore and discuss policy alternatives, being well aware that development problems are characterized by normative concerns. As such, IOB places significant importance in graduates being able to argue their choice of research method and subsequent policy conclusions/recommendations.

The fourth group of competences addresses characteristics of an academic and professional attitude, where the former refers to the ability of graduates to not only produce scientifically founded documents, but furthermore critically reflect and constructively discuss upon their own and other's work (*all joint and specific learning outcomes*). The latter refers to the graduates' achievement of tight and strict deadlines in individual and group work, where particular attention is given to the ability to work constructively within a multicultural context, – both regarded as an inherent necessary skill in the professional development context (*learning outcomes 5 and 8*).

The final and fifth group are the thematically specialized competences (*learning outcomes 9 to 11 for each programme*) which are central in defining the features of each Master programme. Within the Master in G&D and DEM, students have the option to focus either on the perspective of local institutions and poverty and inequality within the framework of their specialisation, or to focus on the process from conflict to peace and reconstruction for the Master programme of G&D, or aid and (inter)national processes/outcomes for the Master programme of DEM respectively (*learning outcome 11*). The Master in GD does not offer such an option as it necessarily wants to take a local 'south' perspective on globalisation. The thematic specifics of each Master programme are discussed in *chapter 2.1.1.*

1.2. Improvement measures

The assessment panel of 2007 suggested to include diplomatic skills within the learning outcomes of the three Master programmes, as they were indeed addressed in the blueprint of the revised curricula.

The original inspiration for including diplomatic skills in the curricula comes from an influential paper on Development Studies by Michael Woolcock, lecturer in Public Policy at Harvard Kennedy School (Woolcock, 2007). He distinguishes between practical skills and knowledge of how different groups are guided in their thoughts and actions by different epistemologies and ontologies. In 2007, the programmes gave attention to skills and insight in negotiations and this was reflected in the new learning outcomes. In November 2014, the OWC concluded however that the expertise, objectives and offer at IOB lie much closer to the aforementioned knowledge aspect, than to practical skills. As such, in the revised list of learning outcomes, two joint learning outcomes (*7 and 8*) were formulated with regard to diplomatic skills *in the broad sense*. The Commission formulated an additional learning outcome on negotiation

(*learning outcome 10*) for the Master in G&D. Through the analyses of state formation, conflict mediation and peace building processes, students acquire thorough insight into negotiation processes and practice negotiation skills in a simulation exercise.
The assessment panel of 2007 had the opinion that the impact of globalisation on various issues of Development Studies should be the main focus of the Master in GD and that this should be reflected in its learning outcomes.

Within the learning outcomes of the Master in GD, explicit attention is now given to the impact of globalisation on various development issues (*learning outcome 9*). Until 2011-2012, climate issues and sustainable development were included in the learning outcomes, but due to a lack of internal expertise on climate, this issue was temporarily dropped. However, while IOB managed to appoint a new ZAP on "*Environment and Local Development*" and another ZAP on "*International Development, Globalisation and Poverty*" in 2014, this renewed teaching team actively discussed and decided upon dealing with the aforementioned issue in October 2014 with three main objectives: strengthening the multidisciplinary character of the Master programme, increasing the link between the modules "*Globalisation and Development*" (module II) and "*Local Institutions and Poverty Reduction*" (module III) and reintroducing climate and sustainable development within the learning outcomes of both modules. On the other hand, labour issues will be dropped from the list of issues since we will no longer have the necessary in-house expertise.

Through IOB's attention to student's concerns, feedback learned us that the acquirement of an academic and professional attitude and the development of intercultural skills are important merits of the Master programmes[8].

Therefore, at students' suggestion, we formulated *learning outcome 8*, and included references to critical reflection, constructive participation and time management in the other learning outcomes.

1.3. Alignment between the discipline specific and programme specific learning outcomes

As explained in *chapter 1.1*, because of the uniqueness of the Master programmes, there is a 100% match between the DLR's and the intended learning outcomes.

1.4. Explaining the profile of the IOB Master programmes

The three Master programmes build on applied research in the field of Development Studies, engaging in policy-orientated research, where staff and students aim to combine the latest scientific insights relevant for various development challenges. It should be noted however, that the programmes do not aim at offering 'training' packages but rather provide professionals with a genuine academic background and thorough research skills that are necessary and useful in the professional development field.

The programmes adopt a multidisciplinary social science approach, which is obvious from both content and learning outcomes, and from the background of students and staff (*see chapter 2.1.5 & 2.2.2 respectively*). The modular structure brings lecturers with diverse backgrounds together in one course, where students understand and analyse development problems from different fields of study in order to deal with the complexities of societal change.

The programmes consist of competence-based courses where the final objective is

[8] See workshop with students on learning outcomes (June 2013), focus group at VLIR (February 2014), alumni seminar in Uganda (February 2014) and alumni survey (2014).

to make students better development professionals. The interpretation of a 'good development worker' goes back to the aforementioned article of Woolcock, in which he describes three professional competences: detective skills (data collection, analysis, and interpretation), translation skills (reframing given ideas for diverse groups) and diplomatic skills (negotiation, conflict mediation, deal making). In the recent past, IOB has critically reflected upon these competences and their importance within the Master programmes. The role of the detective is strongly emphasized within IOB and as such extensively elaborated: attention is given to applying quantitative, qualitative and mixed methods, with a focus on graduates assessing strengths and weaknesses of certain methods and gaining insight into epistemological differences between research traditions. The role of the translator also receives considerable attention through aforementioned learning outcomes surrounding oral and written communication to multicultural academic and policy fora. As previously mentioned (*see chapter 1.2*), the role of the negotiator has been significantly re-interpreted to suit the expertise and goals of IOB, where the focus lies on insight in negotiation processes, motivation and behaviour of different groups, and on acquiring skills in constructive discussion. Compared to the other Master programmes, the analysis of negotiation processes is relatively more present in the Master in G&D with a first negotiation experience through a simulation exercise.

A final characterising element of the three Master programmes is their diverse student population with regards to origin (North and global South), educational background and professional experience (a significant portion of students have a substantial professional background). IOB makes explicit use of this richness through student-centred education and interactive learning environments, allowing individual learning tracks for each student. This learning process is not only built on student-lecturer interaction and course materials but also on peer-to-peer-learning through the exchange of experiences and ideas.

Thematically, each Master has its own strength compared to other programmes. The strength of the Master in GD lies in its coherent link between global and local solutions regarding the impact of globalisation on development problems, and this from a multitude of academic disciplines. The Master in G&D analyses governance problems and possible responses, with due consideration of the specific historical pathways of individual countries, as well as of the interaction between dynamics at the national/state level and the local/society level. It also addresses the impact of global developments. The Master builds on the historical expertise of IOB on Central Africa but has broadened its geographical range from 2009-10 onwards. Lastly, the strength of the Master in DEM is its broad perspective on the opportunities and limitations of national and international actors involved in poverty reduction and development interventions. Ample attention is given to the study of M&E (including methodological approaches but also M&E policy, organisation and systemic issues), the importance of the local and (inter) national context in development processes and the economics and politics of aid. The term '*Management*' in the programme is operationalized in terms of a focus on the governance of development processes. Graduates learn about the ways in which (in)formal stakeholders can influence processes and outcomes of development interventions.

1.5. Benchmarking the Master Programmes

1.5.1. European Association for Development Research and Training Institutes (EADI)

In 2006, EADI distributed a '*Draft Guide for the EADI Peer Review of Development Studies*' (EADI, 2006). This guide was further elaborated and is now the reference point for

accreditation by the 'International Accreditation Council for Global Development Studies and Research'(IAC/EADI). The quality assurance standards and criteria used by IAC/EADI are state of the art and in line with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area as issued by the European Association for Quality Assurance in Higher Education (ENQA) (IAC/EADI, n.d.). As the final version of the guide is not publically available, we build the following analysis on the draft guide of 2006.

In a first step, the guide defines and demarcates Development Studies and in a next step it formulates standards and criteria for peer review. The aim of this chapter is to look at the IOB Master programmes from the reference points of Development Studies and of the EADI criteria for learning outcomes (*see table 1.1 and 1.2*).

Table 1.1: Reference points for the definition of development studies

Development Studies are approached as a multi- and interdisciplinary field of study. *Learning outcomes 1 and 2 (social sciences, multidisciplinary perspective) + profile Master programmes "multidisciplinarity".*
Development Studies curricula are characterised by normative and policy concerns. *Learning outcomes 4-7 (policy documents and fora, explore and discuss alternatives) + profile programmes: "applied research".*
Development Studies is context sensitive (historical, comparative, global perspective). *Learning outcomes 2,3,7,11, 10, 9 DEM + profile "applied research"*
Development Studies is a changing and evolving field of study, at present covering topics and concerns such as poverty, environmental and socio-political sustainability, women's empowerment and gender equity, globalisation, sustainable development and human development. *Learning outcomes 1 and 9-11 + see course information for topics + Master programme's evolution in topics taught*

Table 1.2: EADI standards with regard to learning outcomes

Education in development studies needs to deepen, contextualise and broaden disciplinary understandings. *Learning outcomes 1 and 2 + profile Master programmes "multidisciplinarity"*
Education in development studies needs to investigate societal problems in a way that both provide students with relevant analytical tools and theories and provides them with a wide range of examples, cases and histories. *Learning outcomes 2, 3, 4, 9, 11, 10 DEM + see course information for teaching methods (case-studies, country applications)*
Education in development studies needs to give students a coherent specialization focus. *Learning outcomes 9-11 + profile "thematic focus" + tracks and optional courses + importance of papers and Master dissertation.*

Education in development studies needs to flexibly accommodate students' particular needs and interests given their academic work background and career path. *Profile "student-centred and peer-learning" + tracks and optional courses + importance of papers and Master dissertation and students topic of choice.*
Education in development studies needs to build-in ways for students to reflect on their own experience and to learn from each other's diverse experiences and backgrounds. *Profile "student-centred and peer-learning" + see course information for teaching methods (memo's, discussion, applying material to the student's home country)*
Graduates have to be able to deal with the complexities of development processes and issues and to carry out analyses in a broad perspective, using conceptual frameworks sensitive to relevant socio-economic and politico-ethical aspects. They must recognize the need to bring in features, concepts and tools from relevant ranges of disciplines and to relate these elements with scientific rigour. *Learning outcomes 1, 2, 9, 11, 10 DEM, references to critical reflection + course "Introduction to Research in a Development Context".*
Graduates must be able to select and apply relevant tools for collecting, interpreting and assessing (quantitative and qualitative) information on development processes and their impacts, including knowledge and know-how from a variety of relevant sources. *Learning outcomes 3, 4, 10 GD, 10 DEM + profile "detective skills, attention to quantitative, qualitative and mixed methods, and attention to positivist and socio-constructivist approaches".*
Graduates must be able to communicate the results of their analyses to a variety of audiences ranging from professional (research-oriented as well as policy-oriented) and non-professional (stakeholders, other users). *Learning outcomes 4,5, 6 + profile "translator role". Note that IOB focusses on communication to professional audiences (see chapter 1.1).*

Table 1.1 and 1.2 show that the learning outcomes of the IOB Master programmes are very much linked with the EADI criteria for Development Studies. Only at one point - the learning outcome with regard to communication – IOB offers slightly less than what is suggested by EADI. While the IOB curricula do not include a substantial offer on 'communication to non-professional audiences', some units like "*Participatory Research and Development Methods*" of the course "*Research Methods II*" include communication strategies to stakeholders, i.e. local communities. In addition, students have the option to get acquainted with other types of communication through an extra-curricular offer, such as the series of debates called "*Debating Development*".

On the other hand, the IOB joint learning outcomes related to a professional attitude and functioning within a multicultural environment go beyond what EADI specifies. As mentioned earlier, they were added on request of students and alumni.

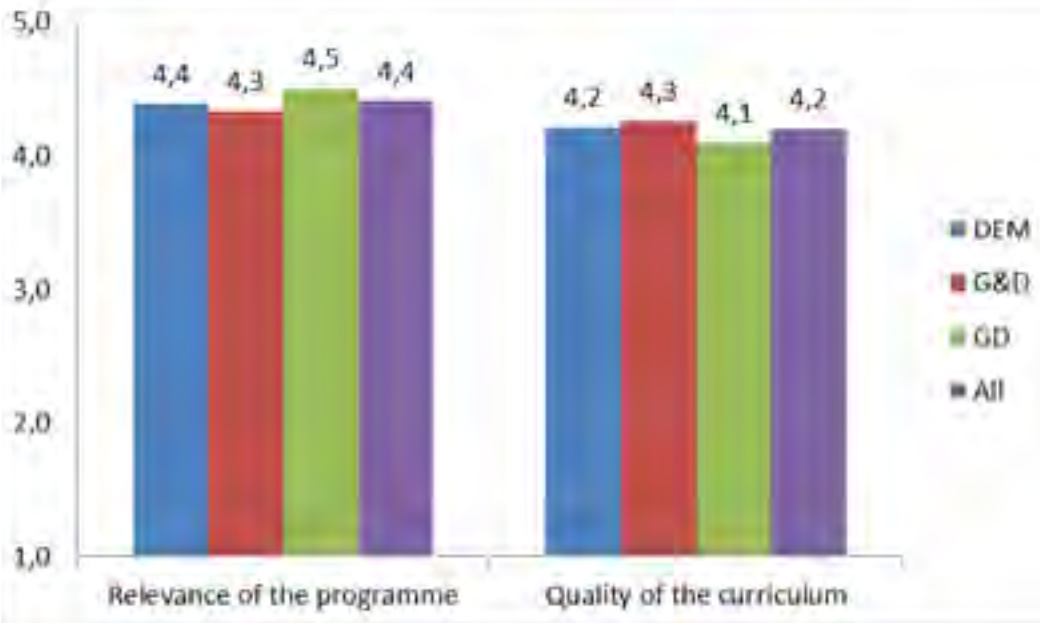
1.5.2. The Sounding Board

IOB organises regular feedback processes with professionals and alumni to evaluate whether the Master programmes deliver the necessary competences for the labour

market, and to follow-up evolutions in the professional field. Due to the diversity of student and alumni population, it is not possible to organize joint meetings with a formalized sounding board composed of alumni, professionals and academic experts. Instead, IOB opted for a portfolio approach, whereby a variety of instruments are used: an alumni survey, in-country focus groups with alumni, and meetings of the Scientific Advisory Board. In addition, IOB students are involved in internal processes of quality assurance and can give feedback based on their former professional experience (*see chapter 2.4.1*).

Every fourth year, an alumni survey is sent out with the objective of obtaining a representative view of students' appreciation of the IOB Master programmes in relation to their professional career. In 2014, the relevance of the Master programmes for development scored on average 4,41 on a 5-point scale[9], whereas the average score for the quality of the curriculum is 4,20. As one can see in graph 1.1., the differences between the Master programmes are small (*see chapter 3.3 for an elaboration on the alumni survey results*).

Graph 1.1: Relevance of the master programmes for development and quality of the curriculum according to alumni (2007-2014)



Source: IOB Alumni Survey 2014

Complementary to the alumni survey, IOB organises in-country focus groups to discuss broader issues, such as ongoing evolutions in the development sector and ways in which IOB programmes could be improved. In February 2014, the first in-country focus group was organized in Uganda[10] where 27 alumni participated in the meeting. The report of the focus group was presented and discussed in the OWC of 08/09/2014. Students confirmed the importance of the intended learning outcomes, especially with regards to research methods. At the same time, alumni reported that there is room for improvement regarding the acquirement of these research skills, where they would like to see less focus on theory and more on hands-on training. As mentioned above, the bias towards theory (as compared to hands-on learning and skills) is a deliberate choice as the expertise of IOB lies in sound methodological enrichment and analytical tools and not in hands-on-training.

[9] N= 155 (64 DEM, 43 G&D, 48 GD). The scale ranged from 1 (very poor) to five (very good).
[10] Another in-country focus group will be organized in December 2014 in Manila, the Philippines.

IOB receives additional feedback on education from its Scientific Advisory Board, which ensures that in matters of strategic choices in education, research and service delivery, a link to the development sector is maintained and new evolutions within the development arena are taken into account. During its last meeting (12/06/2014) with the IOB Board, the Scientific Advisory Board discussed student intake (background knowledge + reform of VLIR-ICP and consequences for scholarships) and possibilities for an educational offer in the South.

1.6. Critical reflection and future perspectives

The learning outcomes of the three IOB Master programmes are in line with the Flemish Qualification Structure[11], EADI criteria and formal VLIR-DLR regulations. As such, the learning outcomes apply to the area of development studies – where the 3 advanced Master programmes significantly diverge from each other through their specific learning outcomes – and form an integrated whole, defining a coherent framework for each advanced Master programme. Furthermore, the learning outcomes are flexible enough to provide room for evolution in the ever-changing academic landscape of development studies. All stakeholders – including alumni, development professionals and academic development experts – were involved in the formulation and re-evaluation of these outcomes and endorse the current list. The learning outcomes include knowledge, insight, skills and attitudes and contribute to the professional competences of a good development worker.

Overall, the profiles of the Master programmes are well articulated, where each Master programme has its own specific focus and is clearly demarcated. With regard to the applied nature of the programmes, IOB can improve some of its communication strategies. This especially holds true for the Master in DEM which does not intend to offer a training package though it is sometimes perceived that way. The value of the three programmes rather lies in the continuous reflection on the application of theories to real-life contexts and in the student-centred education, allowing graduates to specialize themselves in a specific topic within the plethora of development problems. For the Master in GD, the contribution of the new ZAP members and the alignment between some of the courses will be crucial for the further consolidation of the Master's profile. For two learning outcomes, IOB consciously limited its aspirations compared to the competences defined by Michael Woolcock (Woolcock, 2007) and the EADI criteria (EADI, 2006): first, with exception of the Master in G&D, it limits the diplomat role to insight in negotiation processes and to the exploration and discussion of divergent policy alternatives. Such decisions are consciously made by emphasising and clearly defining the core of the programmes and the core of the institute's expertise. With regard to communication, it limits communication skills to professional academic and policy audiences, as IOB's expertise lies precisely in this area and highly invests in academic writing and presentation skills.

[11] Cf. Validation of DLR's by NVAO in September 2014.

Chapter 2: Teaching and learning process

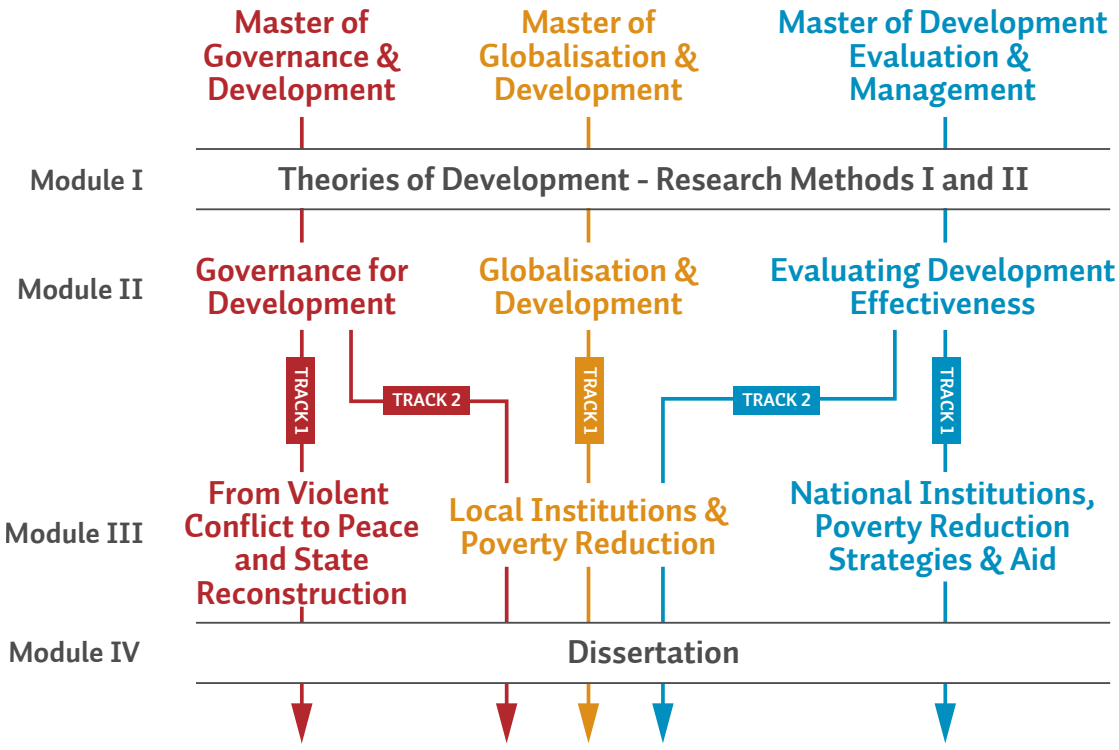
2.1. The programmes

At the time of the last assessment (2007), IOB was in the process of finalizing the new curricula, which were implemented from 2007-2008 onwards. By doing so, IOB benefitted substantially from both the self-reflection process, as well as from the useful suggestions made by the assessment panel. During subsequent years, the education process was strongly monitored and several measures were taken to improve the programmes. As compared to 2007, IOB took a huge step forward with regard to the content, design and modalities of the three Master programmes. A schematic overview of the study programmes can be found in annex II-2.

2.1.1. Structure and content of the three master programmes

Each of the three Master programmes has a similar modular structure. The Master programmes start and end mid-September. Each Master consists of a small number of sizeable modules aiming to stimulate coherence, avoid overlap and allow co-operation between lecturers with different backgrounds. The first module is a joint module, the following three modules are programme specific.

Figure 2.1: Schematic overview of modular structure of three advanced Master programmes.



Source: IOB Advanced Master Programme in Development Studies, Brochure 2015-2016.

The first module provides a contemporary overview of development concepts and theories and insight and knowledge into different research traditions and methods relevant to development studies. The module provides students with the theoretical and methodological basis to successfully participate in the programme specific modules that follow. Hence, from module II onwards, a more applied approach towards the core themes of the programmes is scheduled, where multidisciplinary, research-driven, theoretical and interactive courses are

offered. Through the choice of a specific track, students have the ability to specialize in a topic and research approach of their own interest, and this way further developing focused academic and research skills. Depending on their choice, students have the opportunity to mix with students from other programmes in the third module. Starting from their own expertise and perspective they enter module III and exchange ideas with students and staff from different backgrounds, facilitating multidisciplinary and peer-to-peer learning. In order to ensure the necessary degree of programme coherence, students are guided in choosing optional courses and paper topics that fit in their individual study path and content of their respective master programme. At the end of modules II and III students write and present an end-of-module paper, covering both thematic insights, research and academic skills. Such policy papers are not only useful for students to acquire and test crucial competences, but the output itself also serves as input for the Master dissertation in module IV. In this final module, students conduct an individual development research project under the guidance of a supervisor in a topic related to the thematic focus of modules II and/or III. The dissertation is the subject of a public presentation and oral defence.

In the subsequent paragraphs, we elaborate on the thematic profile of the three Master programmes. This profile is strongly linked to the thematically specialised competences (*learning outcomes 9, 10 and 11*).

The Master in Globalisation and Development approaches the phenomenon of globalisation from an eclectic perspective, considering both the opportunities that it creates and the threats that it poses to development and poverty alleviation in low- and middle-income countries at both the national and local levels. Students are provided with a solid understanding of the globalisation phenomenon in all of its dimensions (worldwide markets for goods and services, capital and labour/migration, the planetary challenge of the environment and sustainable development). The programme offers insight in and tools with which to analyse the impact of globalisation, with due consideration of the complexity of local-global interactions in the multifaceted arenas of globalisation. Students acquire conceptual foundations in actor orientated and institutional development theories, and apply this to analyse the impact of globalisation on the local level.

The Master in Governance and Development analyses governance problems and possible responses, with due consideration of the specific historical pathways of individual countries, as well as the interaction between dynamics at the national/state level and the local/society level. It also addresses the impact of global developments. The programme offers two tracks, each with specific objectives, courses and target audiences.

Track 1 in '*Governance and Conflict*' focuses on the actors and factors involved in the governance dimensions of development, within the contexts of conflict-prone environments and states that are facing a multitude of reconstruction challenges following violent conflict. The track offers theoretical and contextualised insight into the political economy of governance and development, focusing on the state as a central actor in the development process of a nation. The track also explores critical dimensions, drivers and dynamics of violent conflict, processes of peace and conflict resolution and post-conflict state reconstruction. It adopts a thematic perspective, supplemented by in-depth case studies drawn from Sub-Saharan Africa. Students receive analytical and policy oriented tools for carrying out knowledge based interventions, particularly in environments affected by conflict.

Track 2 in '*Local Governance and Poverty Reduction*' focuses on the interaction between transnational, national and local actors in governance processes. Decentralisation has become

an important part of the agenda for governance reform and democratisation in many countries. For this reason, it is hardly possible to discuss issues of public service provision and property rights without due consideration for local level institutions and political dynamics. The partial autonomy of local decision-making levels is an integral part of countries that are characterised by weak or fragile national level state structures. It therefore requires careful scrutiny in the conceptualization and assessment of development initiatives. Special attention is also paid to the dynamics of poverty and the politics of poverty reduction.

The Master in Development Evaluation and Management focuses on the efforts made by a wide range of public and private actors to promote development in low-income countries. It provides a solid understanding of the past and present aid policies of multilateral and bilateral donors, also addressing the major aid modalities and instruments deployed. The institutional characteristics of the actors involved – being the governments, community-based organisations, international NGOs, bilateral or multilateral donors – are analysed in order to attain a better understanding of processes and outcomes. The theoretical perspective is that development can be understood as a set of interlocking collective action problems, on the side of the recipient as well as that of the donor. The Master programme offers methodological and practical insight into development evaluation, its relevance and challenges. The Master programme offers two tracks, each with specific objectives and course packages that are intended for a specific audience.

Track 1 in '*National Institutions, Poverty Reduction Strategies and Aid*' focuses on the analysis of the interaction between national institutions, local politics and external actors. The basic question addressed concerns why development interventions are sometimes successful but more often fail. The programme teaches students to use appropriate analytical frameworks and to apply relevant scientific methods in evaluating results and drawing policy conclusions. It introduces students to various kinds of evaluation, based on quantitative as well as qualitative techniques.

Track 2 in '*Development Interventions and Local Institutional Change*' conceptualizes socio-political and economic development as the outcome of interactions between a conditioning institutional environment and the agency of local, national and international actors, including multilateral and bilateral, governmental and non-governmental aid actors. Special attention is paid to the importance of micro-level institutions and processes, as well as to how they condition the effectiveness of development efforts in improving livelihoods and neutralising processes of social exclusion. The detailed exploration of how local contexts transform processes involving the planning, implementation, monitoring and evaluation of development interventions is of crucial importance to recognise opportunities for resolving the poverty conundrum.

2.1.2. Relation between the programmes and the intended learning outcomes

In this chapter we refer back to the five groups of learning outcomes intended by the Master programmes and their implementation in different modules and courses. (*see also annex II-1*)

Group 1: Competences related to understanding and applying basic development theories and concepts.

This group of competences is first of all related to the (joint) first module, and more specifically to the course '*Theories of Development*'. Essential here is the multidisciplinary approach, apparent from the division between the three units: (1) '*Economic and Institutional Development*'; (2) '*Politics of Development*'; and (3) '*Poverty and Inequality*'. The objective of the

course is that students acquire knowledge into different theories of development and come to understand that there is no consensus on how to conceptualize and achieve development. After this first course, more advanced and thematically specialized theories and concepts are elaborated throughout the other modules. The emphasis then also shifts from gaining theoretical knowledge towards understanding and applying theories and concepts in the context of specific development challenges.

Group 2: Academic competences: reading, writing, presenting and methodology.

The first competence developed within this group are the academic reading skills**,** where from the commencement of module I students are required to read and analyse scientific articles, – a competence that is gradually increased throughout all modules, culminating in module IV-Master dissertation, where students are required to process a substantial amount of reading material.

The academic writing skills follow the same path. In module I, students learn or refresh[12] the basics of academic writing in the course '*Research Methods I*', giving attention to academic English, structuring texts, citing and referencing, literature research and library use. Students are actively coached by specialists from Linguapolis in writing a first paper. Modules II and III round off with an individual *End-Of-Module Policy Paper* (EOMP). This gradual increase in the requirements for writing assignments, together with clear feedback moments on structure and content of first drafts, allows students to acquire and develop thorough academic writing skills. In module IV students write a Master dissertation. The format and the assessment criteria for both the EOMP and the Master dissertation are almost the same (see chapter 3.2), hence constructing a continuous process of learning. Experience and feedback show us that students really take advantage of this system, following the programme's advice to explicitly link EOMPs to their dissertation. As a consequence, we have seen the quality of Master dissertations improve over the last years.

In addition to the two EOMPs, students have to deliver several written assignments, in various formats. In order to guarantee coherence in the learning process, all lectures refer to the Academic Survival Guide for rules on citing, referencing and academic writing. This document (available during the visit of the assessment panel) is one of the corner stones of our student-centred learning policy, where each chapter thoroughly explains all different aspects, rules and norms of the different Master programmes (academic writing, presentation, exam rules, assessment methods, Master dissertation requirements, code of conduct, etc.). This Academic Survival Guide aims both to acquaint students with the institute's education policy and to streamline students' expectations with regard to rules and norms by providing clear guidelines.

The approach with regard to the development of academic oral skills – which focuses on presentation and discussion skills – is very similar to the approach to the aforementioned writing skills. Presentation skills are introduced during a lecture in the introduction week and dealt with rigorously in the Academic Survival Guide. For various courses throughout module I-III, a presentation is often part of the assessment. However, most important are the presentations of the two EOMPs and the Master dissertation, which take place within a conference format where students present their work and deal with questions from assessors and their fellow students. Students learn throughout all the above mentioned tasks, and this through repeated practice and regular feedback on all their presentations.

[12] Students' backgrounds differ strongly on this point. Young European students already have strong skills in academic writing. For many non-European students aspects like citing and referencing pose a real challenge. In addition, the level of English language skills varies among students.

In addition to presentation skills, students develop discussion and debating skills. This is not linked to specific courses but to the general student-centred approach of the programmes. The majority of the courses start from scientific articles which are discussed by students and lecturers during class. For some courses a specific format is offered e.g. a debate with a group of advocates and opponents, appointed discussants, a video presentation ending with statements for discussion etc.

In the Master in G&D, students acquire insight in negotiation processes through the analysis of case studies on state formation, conflict mediation and peace building. In module II-*Governance for Development* students participate in a simulation exercise, the *Development Monopoly Game*. The first aim of this simulation is that students discover and critically discuss the role to be played by public action in promoting inclusive and pro-poor development. As a plus, students experience negotiation dynamics, reflect on these dynamics and get feedback on their negotiation performance[13].

Methodological competences are mainly concentrated upon in module I, but are also addressed in modules II and III, focussing more on specific, thematic research approaches. In module I, students are introduced on the one hand to fundamentals of quantitative data analysis and on the other hand to the academic debate on research in a development context, addressing epistemological differences between major research traditions – qualitative and quantitative research design (*Research Methods I*). Only in the subsequent course, *Research Methods II*, students gain knowledge and practical skills with regards to specific research methods. Important here is that students compose their own package of qualitative and quantitative research methods, already specializing themselves and directing the path towards the skills they wish to acquire for their dissertation and professional career.

In module II-*Evaluating Development* of the Master in DEM students gain knowledge regarding the conceptual and operational complexity of (measuring) development effectiveness and efficiency. Next to this, students gain knowledge regarding programme-based evaluation and the basics of quantitative and qualitative evaluation methods, where optional sub-units in this course give them the opportunity to specialise in either qualitative or quantitative methods. In module III *National Institutions, Poverty Reduction Strategies and Aid* students acquire applicable knowledge of: working with aid data; conducting governance assessments; meta-evaluation and diagnosis of national/sector M&E systems.

In module II- *Globalisation and Development* of the Master in GD students acquire tools and research methods with regard to analysing the impact of globalisation on trade, global value chains, and finance. They identify key concepts related to globalisation and use these to not only define, but additionally measure the extent of financial globalisation in a particular country or region.

During the Master dissertation, students receive guidance on methodology from their supervisor and can practically implement research designs, and as such have significant opportunity to delve deeper into one or more of the methodologies learned during module I-III. The critical reflection on chosen research method(s) that is stimulated throughout the Master dissertation process hence allows students to gain further insight into strengths and weaknesses of certain methodologies and research designs.

[13] Please note that the Development Monopoly Game has been identified as a best practice at the Uantwerp with regard to student-centred, activating and competence-based education.

Group 3: Policy related competences

All master programmes give attention to a variety of strategies, approaches and conceptualisations of development, whether or not explicitly related to policy fora. As such, graduates must be able to explore and critically discuss policy alternatives to certain development outcomes (*learning outcome 7*).

As previously explained, with regards to 'relevant fora' for both oral and written academic skills, IOB has decided to focus on academic and policy audiences. The EOMP and Master dissertation conferences represent an appropriate forum where both audiences are present. Moreover, papers are assessed both on policy usefulness and supportability of the research question and on the relevance of policy recommendations. In addition, communication towards or about policy is integrated in some of the teaching and assessment methods used in modules II and III (*see chapter 2.1.3 and 3.1.2*).

Group 4: Academic and professional attitude

Attention to both academic and professional attitudes is incorporated in the three Master programmes. None of the courses are directed towards pure knowledge acquirement, on the contrary, all lecturers expect students to reflect critically and independently forming strong academic arguments with openness towards other opinions. Through variation in teaching and assessment methods, students learn to work both in group and individually. The modular structure of the programme, the regular assignments and the system of continuous assessment necessitates that students plan their work meticulously, developing an academic professional attitude. The multicultural nature of the student population poses some challenges, but certainly also adds an opportunity to give an international dimension to the professional attitude competences. From 2014-2015 onwards, students can attend three sessions on intercultural communication in which they reflect on their experiences and learning process.

Group 5: Thematically specialised competences

Evidently, this group of competences is linked to modules II, III and IV, in which the thematic core of each programme is elaborated. This is visualised in annex II-1. The course content is available in the course information sheets (*annex II-3*).

As already touched upon in *chapter 1.1*, one of the options within each programme is to focus on the local perspective of poverty and inequality (*learning outcome 11*). This refers to the course '*Local Institutions and Poverty Reduction*' of the third module. The course consists of a compulsory theoretical unit, a broad array of optional thematic units and an EOMP. Students are free in choosing the thematic units but depending on their Master programme, some units are suggested as more relevant to their programme. The teaching team has a multidisciplinary composition, guaranteeing that distinct subjects in development studies are being addressed from different perspectives. Finally, the student-centred approach gives students the opportunity to put a different emphasis on the content addressed in the course, in accordance with the focus in his/her programme and interests. They can do so during discussions, in assignments and ultimately in their EOMP.

Depending on the chosen tracks, students acquire particular thematic learning outcomes and upon arrival in module IV – through the guidance of the supervisor and their own dedication towards the topic - the opportunity arises to combine both thematic modular learning outcomes and deepen the insights and knowledge into one or both themes even further.

2.1.3. Relation between teaching methods and educational tools, and learning outcomes

In line with both the education policy of the UAntwerp and the objectives of the past curriculum reform, the teaching at IOB is characterized by a student-centred, activating and competence-driven approach, with strong links between research and education and opportunities through internationalisation. This translates itself – through the modular structure of the programme – in a variety of teaching methods, ranging from ex cathedra lectures to students' presentations, peer-to-peer learning, conference debates and simulation exercises.

Student-centred, activating and competence-driven approach

As is well-known by now, the student population at IOB is very diverse with regards to nationality, educational background and professional experience. This poses on the one hand challenges to both students and staff, but on the other hand creates enriching opportunities in terms of experience and exchanges of ideas. IOB aims to use this potential and diversity in background as a strength and through a student-centred approach anticipates on differences in interests and background knowledge. The student-centred character is translated in a varied offer (tracks, optional courses) and in different teaching and assessment methods (activating, competence-driven, free topic choice for assignments). This student-centred character gradually increases throughout the programme.

In *'Theories of Development'* and '*Research Methods I'* of module I, the emphasis lies on knowledge acquirement. The primary teaching method in these units are standard lectures, but discussions and debates as well as an assessment through an individual positioning paper are additionally used in order to stimulate students to personally engage with the material. Students have to prepare regularly for class by reading articles which are then discussed by the lecturer, a fellow-student or the entire class group. In the specialized methodological courses of '*Research Methods II*' the relatively large group is subdivided and possibilities for interaction and personal contribution increase. The units are highly competence-driven with practice sessions, skills training, simulation exercises, etc. As the thematic modules II and III are in much smaller groups and consist of a more specific focus, they allow students to contribute, to interact and to construct their own learning path. Tracks and optional courses give students the opportunity to focus on their topics of interest, often linked to initial ideas with regard to the dissertation, with the EOMP as the ultimate tool to integrate the skills they have acquired within the respective thematic modules in a self-guided way. Classes here are overall more based on discussion, with less contact hours and more self-study time, and with more intermediate assignments and exercises.

For their dissertation in Module IV, students work independently under guidance of a supervisor. The dissertations are presented using a conference format which creates a joint moment of peer-to-peer knowledge exchange and discussion.

Strong links between research and education

The three advanced Master programmes are academic programmes mainly directed to practitioners, with one of the main objectives being the combination of practical experience with academic competences. The link between research and education is twofold: the contents of the course are based on academic research and students develop academic and methodological competences. With regard to the first, it is important to point out the clear link between the expertise of IOB staff and the curricula. At the time of the curriculum reform (2007-

2008) this nexus was very visible through the parallel research and education structures. Each thematic research group was responsible for a specific module in the Master programme and the research of the thematic group fed into the course content. In 2012 the thematic groups were replaced by one research group consisting of several overlapping research lines. Although this reform has influenced the coordination processes with regard to teaching it must be emphasized that the link between research and education is still very strong. With regard to the acquirement of academic and methodological competences we refer to the respective paragraphs in *chapter 2.1.2*.

Internationalisation

In chapter 3.5. we describe the realisations with regard to internationalisation for the three Master programmes. Especially relevant for this chapter is the information on '*internationalisation at home*' which deals with language skills, intercultural competences, the diversity of the student population and international disciplinary learning.

Variety of teaching methods

Within each programme and respective course, a variety of teaching methods is used. In order to achieve a solid alignment between intended learning outcomes and teaching methods and guarantee coordination processes, each course-team consciously designs adequate teaching methods. For an entire overview of the methods used, we can refer to the correspondence table in *annex II-1.* Table 2.1 below summarizes the coverage of learning outcomes by teaching methods.

Table 2.1: Group of competences vs. Teaching methods used

GROUP OF COMPETENCES	TEACHING METHODS USED
1. Understanding and applying basic development theories and concepts Note: evolution from knowledge (module I) to insight and application (modules II and III)	Knowledge: - lectures - reading articles Insight: - Q&A - class discussion - student presentations - insight through experience (simulation games) Application: - case studies - papers
2. Academic reading skills	- reading, presenting and discussing academic articles - processing academic literature

3. Academic writing skills Note: attention to academic and policy fora	Knowledge: - lectures - Academic Survival Guide Skills: - exercises (module I) - paper, essay, memo - compulsory feedback on language and content - end-of-module paper - dissertation Directed to policy audience: - policy note - policy paper
4. Academic oral skills Note: attention to academic and policy fora	Knowledge: - lectures - Academic Survival Guide Skills: - class discussions - debates - presentations (life and video) - conference format - discussant role (during conferences) - poster sessions (Master in DEM) - negotiation simulation (Master in G&D) - moderator role (Master in G&D) Directed to policy audience: - presentation of policy paper - analysis of a country's governance indicators by a governmental representative policy advice to minister of trade (Master in GD)
5. Methodological skills	Knowledge: - lectures - reading articles Insight: - Q&A - class discussion - paper about debate on development research - critical reflection on research design dissertation - insight by experience (simulations RMII)) Skills: - hands-on session - simulations (RMII) - (computer-) exercises - Skills training - Individual research project
6. Policy related competences	- See oral and written skills (2, 3) - See applying theories and concepts (1)

7. Academic and professional attitude	- daily functioning in multicultural student group - directed self-study - class discussion - papers - intermediate assignments - group assignments - reaching tight deadlines - conference - role of discussant and moderator - critical reflection in memo - debriefing after simulation exercises - sessions on multicultural communication + blog
8. Thematically specialised competences	
Master in Governance and Development	- Theoretical knowledge, insight and application: see point 1 - Negotiation: case studies, simulation game
Master in Globalisation and Development	- Theoretical knowledge, insight and application: see point 1 - Analysis of globalisation effects/policy related analysis: class exercises, workshop
Master in Development Evaluation and Management	- Theoretical knowledge, insight and application: see point 1 - M&E methodologies: exercises

It is evident that a strong degree of coordination is needed to ensure the coverage of the intended learning outcomes on the one hand and to guarantee a broad variety of teaching methods on the other hand. The OWC is the crucial actor with regard to coordination at the programme level. The Commission annually discusses the learning outcomes and the tables of correspondence. Besides, the commission plays a crucial role in the determination of the joint and structuring elements of the curricula (the courses of the first module, the EOMPs and conferences, and the Master dissertation). Through processes of quality assurance, the Commission controls for feasibility, alignment, and students' satisfaction. In addition to the standard meetings, the OWC also regularly organises an Education-Day on which the entire educational staff is invited and where more comprehensive issues can be taken up.

Table 2.2: overview OWC large

When	What	Topics
July 2008	Education day	Assessment of the curriculum reform
November 2009	Education day	Workload, grading, dissertation format and feedback

November 2010	Seminar 'IOB 2020'	Target group, workload, promotion, internationalisation, part-time education
February 2013	OWC large	Brainstorming on possibilities to broaden the educational offer of IOB.
November 2013	OWC large	Consolidation of learning outcomes, profile master programmes, tables of correspondence
October 2014	Education day	Follow-up of outcomes working groups + validation of self-evaluation report.

At the course level, coordination is ensured through the course-teams which deal with topics such as the course content, teaching methods, study load and timing, and the coverage of learning outcomes. The information flow between the course teams and the OWC is guaranteed by the participation of the programme director and/or the CIKO in both meetings, and facilitated by the use of feedback sheets.

2.1.4. The Master dissertation

The culmination of the 3 respective Master programmes is the Master dissertation, counting for a third of the total Master programme credits (18 ECTS). Such a large credit allocation reflects IOB's intention of placing significant emphasis on the student-centred nature of the learning process for all three Master programmes. It is important to note that students may choose between three types of Master dissertation: (1) A study based on desk research only, making use of scientific literature and available data to develop a thorough analysis of a selected topic; (2) A study combining desk research and fieldwork; and (3) A study based on desk research and an internship with an NGO or a bilateral or multilateral donor organisation. The purpose of the internship is to write a dissertation and gain a better understanding in the selected topic, not an internship report. Whatever type of dissertation a student chooses, the formal requirements for the final text are the same.

The Master dissertation serves not only as the ultimate test to obtain the respective advanced Master degree, but additionally as the tailor-made synthesis of knowledge, skills and attitudes learned during the respective Master programmes. Writing a dissertation allows students to not only reflect upon the content of previous modules, but actually serves as a synthesis of the learning outcomes that are essential in an advanced Master in Development Studies. Although the Master dissertation is written during the fourth and final module, it is by no means a process that only starts in the concluding three months of the programme. At IOB, the process to prepare students for the writing and defending of the Master dissertation at the end of the academic year, already starts in module I.

a) Learning outcomes Master dissertation

The following learning outcomes have been selected against the two following standards: '*what learning outcomes are relevant for the academic domain of Development Studies*' and '*do they attain the level of advanced Master studies*'. Hence, the following 9 learning outcomes aim to cover all essential skills, methods, and attitudes that a student in an advanced Master in development studies should obtain and are structured in such a way that they follow the logic order of the process of writing a Master dissertation:

1. *The student is able to independently formulate a relevant, clear and specific problem state-*

ment, research objective(s) and research question(s), referring to a contemporary development problem which connects to the agenda of important development actors.

2. *The student is capable of producing a theoretically sound literature study, demonstrating analytical, synthetic and critical academic problem-solving and is capable of integrating the literature study to sustain a coherent argument.*

3. *The student is able to select a relevant and feasible research method, motivate the research approach adopted and implement the research method appropriately and with critical awareness.*

4. *The student demonstrates sound critical judgment and reflective assessment and is capable of creative and original personal argumentation.*

5. *The student is able to produce a concise and clear conclusion and able to formulate useful and supportable recommendations.*

6. *The student is able to achieve internal consistency throughout the dissertation.*

7. *The student has conducted research in a scientific manner in academic English and adheres to formal requirements with respect to format/layout and language.*

8. *The student is able to communicate concisely and scientifically the essence of the dissertation, argue in a well-founded manner and able to convincingly answer questions.*

9. *The student shows a positive learning attitude with regards to commitment, motivation, dedication, independence and punctuality.*

b) Choosing a topic for the Master dissertation

What was essential in improving the quality of the Master dissertation since the commencement of the new curricula is a coherent trajectory from '*Theories of Development*', '*Research Methods*' and thematic modules to the Master dissertation (*see figure 2.2*). During module I, the course of *Theories of Development* provides for an update on recent evolutions in development thinking, from the perspectives of economics (unit 1) and political science (unit 2). A third unit reflects on the normative aspects of common development objectives and on the implications for measurement, analysis and formulation of development policies. At least as important for the dissertation is the update on epistemology and an elaborate offer of research methods in *Research Methods I* and *II*. Students have some liberty to choose research methods that are relevant not only for their future career; these methods are primarily expected to be relevant for answering the broad research topic/question they have in mind for their dissertation. However, we do not expect students to already define their topic of research in module I, but because many students already have a professional background in the development sector, they know in which direction they would like to go with their future dissertation.

During the thematic modules II and III, students acquire the thematic learning outcomes specific to their respective Master programme. This knowledge and skills will be much closer to students' concrete interest. Especially the process of writing an end-of-module paper (EOMP) directly serves as a vital input for the Master dissertation. An EOMP links theoretically to one of the (sub)-units of the respective courses taught in modules II and III and it addresses a policy issue of the student's choice. After the writing process, students are asked to communicate their results concisely and scientifically to their peers and teachers (in a thematic conference, i.e. academic forum) as well as to engage appropriately in Q&A. The whole process of the EOMP is

designed in such a way that the students acquire sufficient skills and confidence as a basis to attain the learning outcomes they are required to achieve in Module IV.

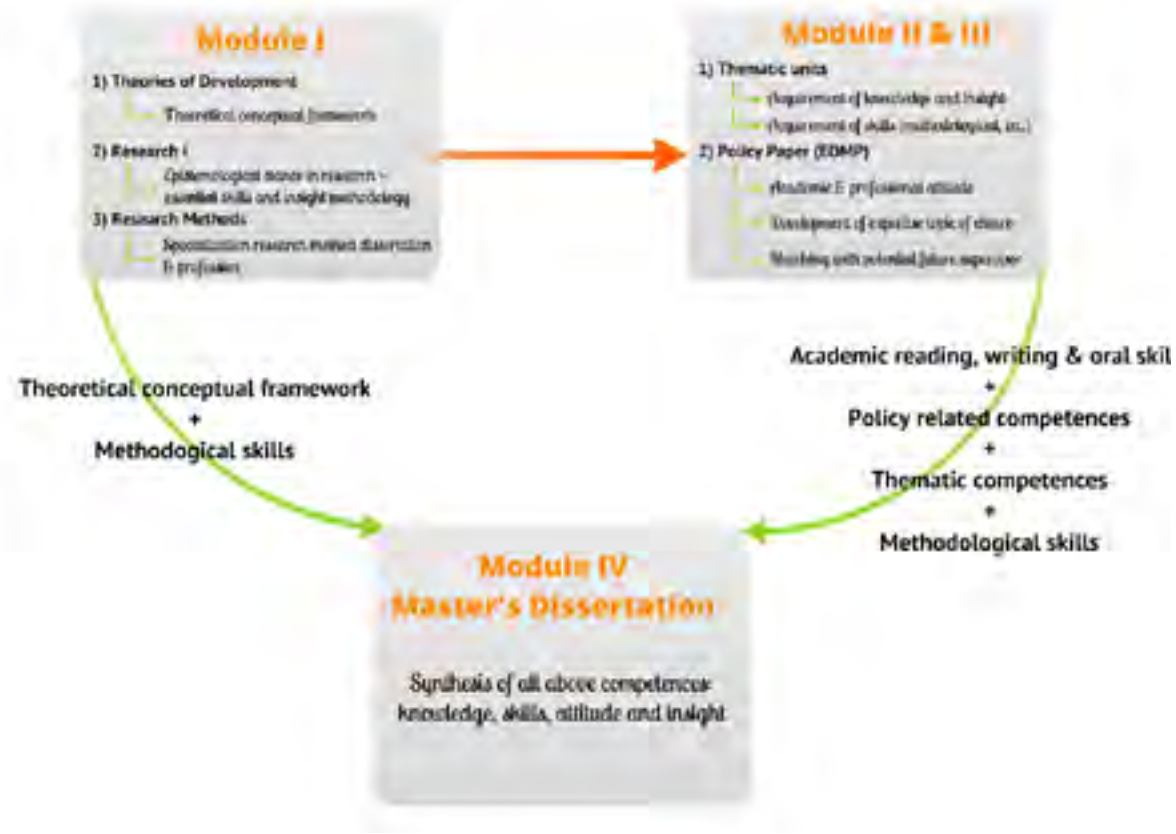
c) *Guidance and supervision of the Master dissertation*

Before touching upon the process of supervision it is important to note that extensive and rigorous guidelines have been developed in order to assist students in writing the dissertation. As such, each of the aforementioned learning outcomes have been elaborated in great detail based on key-skills required for an advanced Master dissertation[14]. This guideline (*see annex II-7)* provides students with a chronological overview of what an excellent advanced Master dissertation in development studies should address. As IOB students come from such diverse backgrounds, these clear and detailed learning outcomes not only serve as formal guidelines, they additionally help to streamline the diverse expectations of what is required. Besides the extensive guidelines, various processes are set up to adequately guide students in choosing their topic. Firstly, supervisors communicate potential EOMP and dissertation topics to the students during the year. Secondly, the respective tutors of module II and III hold brainstorm sessions with students on possible topics for their dissertation and link between EOMP and potential supervisors. Finally, during the 2015-2016 academic year, a speed-dating round between students and ZAP-staff members will be introduced, where students can meet each ZAP-member and exchange research interests and potential topics.

With regards to the process of supervision, IOB dedicates significant effort and time to match student research interests and the expertise of potential supervisors[15]. Eventually, at the end of module III, students must have found a supervisor that approves the tentative topic of the upcoming dissertation. In the collaboration between supervisor and student, the former can offer feedback and advice during the different phases of writing[16]. Note that students will also be assessed on their learning attitude and learning progress by their respective supervisor. A central objective of the Master dissertation is precisely that students should demonstrate their ability to engage autonomously in a research project.

[14] These guidelines are formulated as learning outcomes for the following reason: as such the student is able to position himself to what he must do and learn within the process of the master dissertation.
[15] Only IOB lecturers and IOB senior researchers with a PhD can act as a supervisor.
[16] Each student is entitled to approx. 25-30 hours of coaching by his/her supervisor, including the time the supervisor spends on reading and correcting drafts.

Figure 2.2: The Master Dissertation process



2.1.5. Intake policy

a) Admission requirements:

Educational and professional background

In order to be eligible to study one of the three advanced Master programmes at IOB, applicants must hold a university degree of at least four years of study in Social Sciences (Economics, Political Science, Sociology, International Relations, or related disciplines), preferably at Master level, and this with good study results. Applicants who obtained their University degree under the European Bologna system, must hold a Master degree. Relevant professional experience is considered an advantage in the selection process, although not compulsory anymore. Additionally, the applicants must also be proficient in English. Those who have received (part of their) university education in English must provide an official certificate confirming this. Applicants who didn't receive their university education in English, must submit TOEFL or IELTS test result[17]. Students from another language background which are very close to reaching the language requirements[18], may also be admitted if they successfully complete a six weeks intensive language course before the start of the Master programme. This course is organised by the IOB in collaboration with Linguapolis, the language training centre of

[17] With a minimum score of 550 (for paper-based tests) and 79 (for internet-based tests) for TOEFL and 6.0 for IELTS.
[18] With TOEFL scores between 500 and 550 (for paper-based tests), or 61 and 79 (for internet-based tests), or IELTS scores between 5.0 and 6.0.

the UAntwerp. It should be noted that from the academic year 2014-2015 onwards, the OWC increased the requirements for the candidates' English proficiency, by on the one hand raising the minimum score for the IELTS tests to 6.5, and on the other hand restricting the number of countries[19] that were exempted from submitting an English language certificate.

Academic selection

Applicants for the Master programmes are assessed academically by a selection commission composed of academic staff. The academic selection is based on five selection criteria: (1) Appropriateness of the applicant's field of study; (2) Quality of the education and results/grades obtained; (3) Relevance of the applicant's professional experience or, if applicable, relevance of experience in the South; (4) Motivation of the applicant; (5) Matching (does the content of the programme match the expectations of the applicant?). Each application is screened for all the criteria according to an elaborate score sheet (*see annex II-8*). Candidates who are academically accepted can enrol for our Master programmes provided they can prove to have enough financial resources at their disposal.

b) Profile incoming students

Since 2007-2008, the IOB admission office received on average 849 completed application files, of which on average 38.08% are admitted to the Master programmes.

Table 2.3: Number of applications per academic year

Academic Year	Total number of applications	Percentage Accepted	Percentage refused
2007-2008	550	26,2%	73,8%
2008-2009	522	32,2%	67,8%
2009-2010	801	31,7%	68,3%
2010-2011	942	31,1%	68,9%
2011-2012	1802	24,6%	75,4%
2012-2013	819	41,3%	58,7%
2013-2014	735	53,6%	46,4%
2014-2015	622	64,0%	36,0%
Average	849	38,1%	61,9%

With regards to the student population, compared to 2007-08 – when the Master programmes in their current form were introduced – it has almost doubled in size (*see table 2.4*). On average (2007-2014) half of the Master students are female, though there is some year-to-year variability. This is also partly due to the VLIR-UOS scholarship policy of striving towards a gender balance in the attribution of the scholarships.

[19] IOB does not require a language certificate from applicants from the following countries: Australia, Botswana, Canada, Cameroon (English-speaking region), Eritrea, Ethiopia, Gambia, Ghana, India, Ireland, Kenya, Liberia, Malawi, Namibia, New Zealand, Nigeria, Philippines, South Africa, Tanzania, Uganda, UK, USA, Zambia and Zimbabwe. All other applicants are required to submit a language certificate.

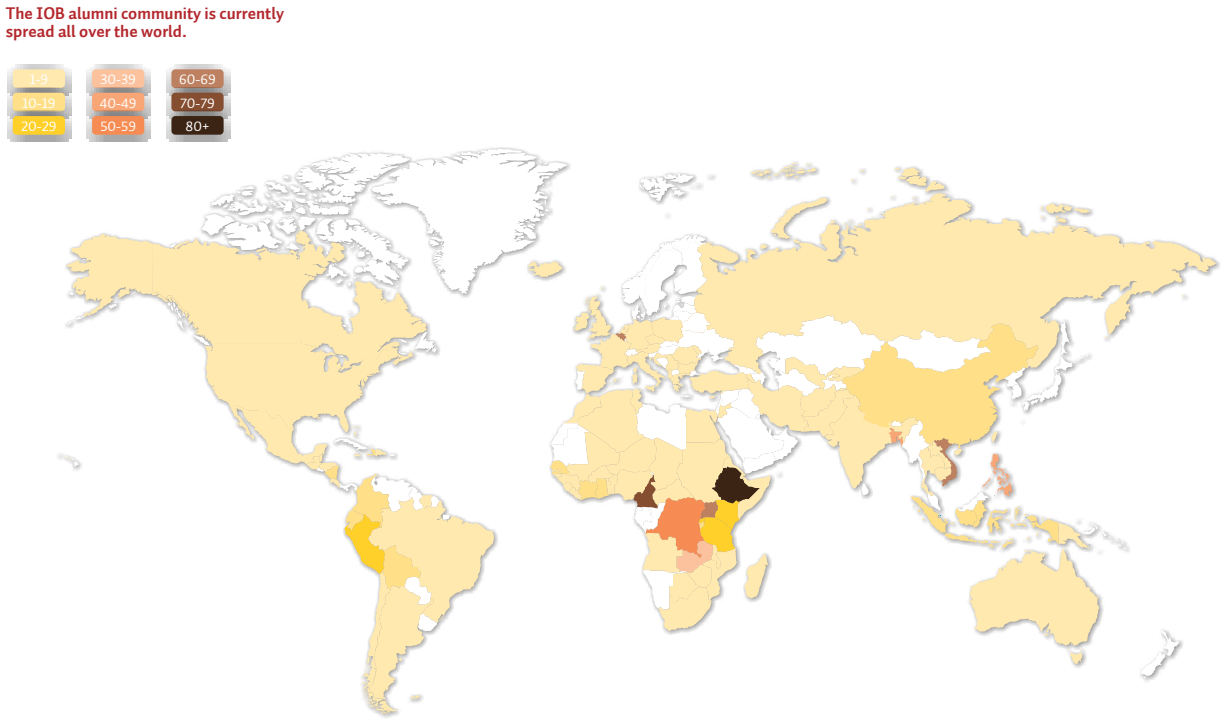
Table 2.4: student population and gender distribution IOB[20]

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total	38	55	59	57	58	57	70
Male	53%	62%	58%	46%	52%	51%	36%
Female	47%	38%	42%	54%	48%	49%	64%

Source: IOB student database

Moreover, the IOB student population remains truly global with students originating from all over the world (*see figure 2.3*). The nationalities that are most recurrent among the students in recent years are Ethiopia, Uganda, Bangladesh, and Vietnam.

Figure 2.3: Alumni map



The distribution among the three Master programmes varies somewhat from year to year, although we find that, overall, the Master in DEM has most students, usually followed by the Master in G&D (although the Master programme in GD has recently caught up with the latter).

Table 2.5: distribution among three Master programmes.

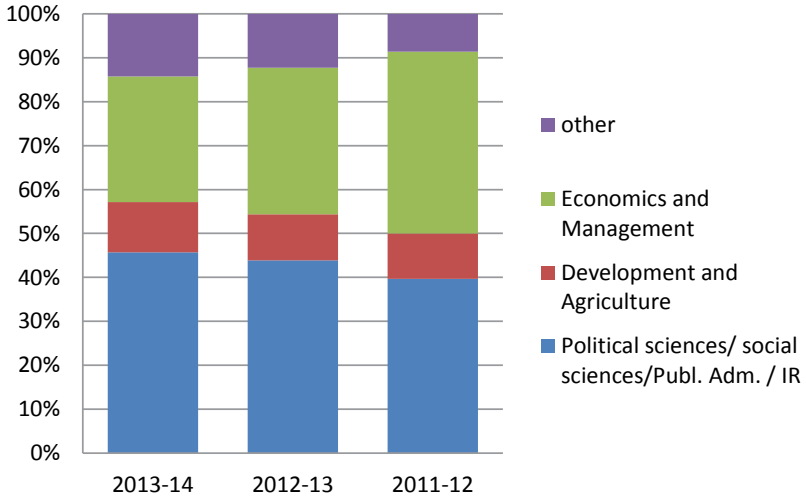
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total	38	55	59	57	58	57	70
DEM	19	23	24	22	26	23	31
GD	9	15	16	16	16	17	18
G&D	10	17	19	19	16	17	21

Source: IOB student database

[20] The data used in 2.1.5 intake policy are based on the IOB student database rather than the DHO data (provided in AnnexII-4), as the IOB database provides more background information needed to sketch an encompassing picture of the student population. However, small differences (maximum difference N=3) exist between both databases probably due to differences in time and method of registration (e.g. students that changed master programme).

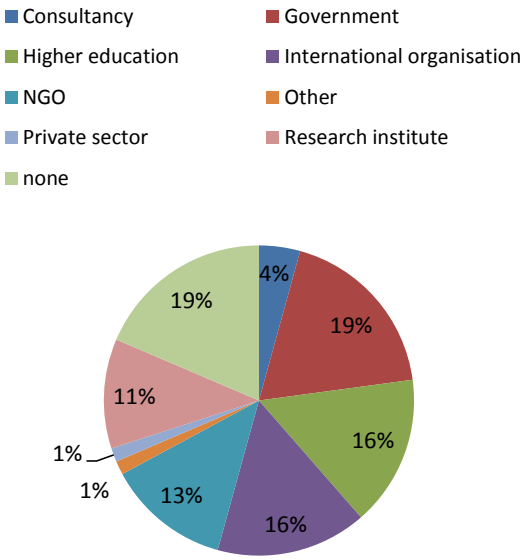
Besides comprising a wide diversity of nationalities, our classrooms additionally comprise students with different disciplinary backgrounds in social sciences (*see figure 2.4*) and from diverse working environments (*see figure 2.5*). This mix triggers an exchange of insights grounded in different theoretical and methodological frameworks and neatly aligned with IOB's multidisciplinary profile.

Figure 2.4: Educational backgrounds IOB students



Source: IOB student database

Figure 2.5: Professional backgrounds IOB students

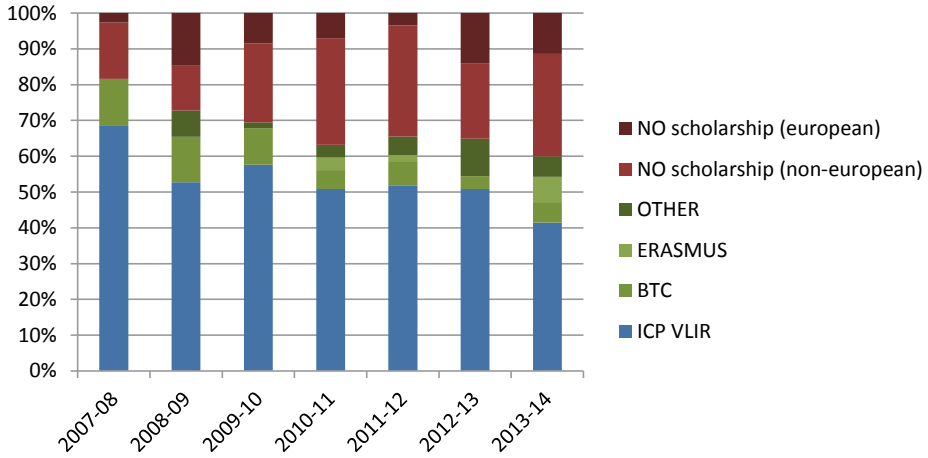


Source: IOB student database

Figure 2.6 below reports on the evolution in scholarship profile between 2007-8 and 2013-14. Whereas in 2007, more than two thirds of the students was equipped with a VLIR-UOS scholarship, in 2013 only 41% depended on VLIR-UOS for financial support. Not only did the percentage of self-supporting students almost double (to reach 40% in 2013-14), the percentage of students with other kinds of scholarships (Erasmus, government scholarships) did increase significantly as well (from 12% to 20%). In 2013-14 – when the availability of VLIR-

UOS scholarships became uncertain due to long federal government negotiations – we reacted by attracting more self-sponsoring and other scholarship students from both the north and south, without however too drastically changing the truly global, interdisciplinary mix of the IOB population. It is clear however that the current focus on the least developed countries is only possible with effective availability of scholarships targeted to students originating from these countries[21].

Figure 2.6: Scholarship profile of IOB student population



Source: IOB student database

c) Intake policy

In its promotion, IOB takes into account the particular profile of IOB students. IOB targets specific groups with the explicit purpose of creating a broad mix of nationalities, sectors, and academic disciplines. To this end, various instruments are used (mailing of promotion material by post to embassies, universities and ministries of education all over the world; social media, alumni, staff, education fairs…).

Once selected, several arrangements are made to make sure that all students within this heterogeneous group can start the IOB programmes with the necessary knowledge and skills. To this end, specific guidance and information sessions are organized for the incoming students (*see chapter 2.3.1*).

2.1.6 Output flow

The percentage of students that completes the Master programmes within three years is fairly high, ranging between 87-96% for the Master in DEM, between 77-100% for the Master in GD and between 76-94% for the Master in G&D over the period 2008-9 until 2013-14 (*see annex II-4*). We associate these high success rates with the strong selection procedure, the supportive student policy (*see chapter 2.3.1*) and the background of our students. As the majority of students leave their friends and family behind for more than a year, they are highly motivated as one does not embark on such a journey without sufficient determination. The failure of between

[21] In the context of the uncertain financial future of VLIR-UOS, and given the high dependence of IOB on these scholarships, the Educational Board decided in its meeting of 19 November 2012 to drop the admission requirement for professional experience for self-supported students in order to assure the sustainability of the IOB MA programmes. Moreover, we adapted our policies regarding tuition. The Educational Board also agreed that the IOB should strive to increase (to ideally about 90 students) and diversify its students in terms of geographic and scholarship profile (1/3 VLIR, 1/3 self-supporting and other scholarships from non-European countries & 1/3 from European countries). Such a scenario would balance the objectives of geographic diversity, a focus on least developed countries, the ability to work intensively and interactively with small groups of students, and independence from one particular source of scholarships.

10%-20% of our students each academic year is mostly associated with the Master dissertation and with the more quantitatively-oriented methodological units such as Quantitative Data Analysis (*'Unit 2 of Research Methods I'*). Several initiatives to support students in these courses have been initiated (*See chapter 2.4.2*).

2.2. Quantity and quality of staff

2.2.1. Human Resources policy

The Institute's staff policy is governed by the University's regulations, which are in turn based on legal provisions by the Flemish government. Profiles for new ZAP-staff have been drafted on the basis of the existing research and educational needs. Objectives with regard to the multidisciplinarity of staff and the expertise in both quantitative and qualitative research methodologies are also taken into account. In line with its mission statement, IOB gives priority to female candidates and candidates with a non-European background[22]. Notwithstanding, during recent rounds of hiring Tenure Track ZAP, IOB has not been able to select female candidates of sufficient quality as judged by today's academic standards[23]. There also remains a geographic imbalance, with only 1 out of 8 tenured ZAP having a non-European background. The gender and geographic balance is much more favourable among AAP and BAP staff. Finally, English language skills are taken into account when hiring new educational staff, as a recent decree (2012) obliges all staff teaching in English to pass an English language test (level C1)[24].

Table 2.6: Overview of IOB-Staff according to gender and international origin°

	Number	Gender-balance (F/Total)	International origin	Non-european background
Tenured ZAP members	8	38%	13%	13%
Tenure Track ZAP	3	0%	33%	0%
Part-time (0.5) ZAP	1	0%	0%	0%
AAP	9	56%	22%	11%
BAP[25]	27	48%	30%	19%
ATP	12	83%	0%	0%

°*situation as of October 1st 2014*[25]

The profiles for new ZAP and AAP are discussed in a joint meeting of the Educational and Research Commissions, before being brought to the IOB-board for advice. The Board of Directors of the Uantwerp takes the final decision to open the new vacancy. Special emphasis is accorded to international advertisement of ZAP (and other academic) positions. The chairs of the OWC and the Research Commission have been present at each selection committee, which is further comprised by at least two members external to the Uantwerp. The committees are composed in a gender-balanced way. The selection procedure for ZAP entails a selection on file, an interview, and a trial lecture which is assessed by the student audience. AAP members are also recruited on an open and competitive basis, again with external experts in the selection panel and on the basis of the candidate's education, research and service delivery qualities. The selection panel's advice is submitted to the Institute's board before a final decision is taken by

[22] Priority in case candidates are judged to be equally qualified for a job.
[23] The latter includes a proven track record as post-doctoral researcher in education and research (reflected in international publications, attracting research finance and follow-up of PhDs)
[24] In 2013, all current IOB teaching staff successfully passed this test.
[25] This is a broad category of staff, including pre-doc researchers, post-doc researchers, associate researchers.

the University's Board of Governors.

Candidates of sufficient academic quality can also be expected to adapt their work to the extent this might be necessary and appropriate. The organization of an orientation-interview[26] at the start of their appointment allows to discuss these elements with each of the newly appointed candidates.

In addition to the orientation-interview, each staff member (ZAP, AAP, ATP) is annually invited for a goal setting interview[27]. One of the issues discussed during the talks with ZAP and AAP is their teaching package. Teaching tasks are assigned on the basis of programme needs, the specific academic skills of these staff members and their teaching workload. Full-time ZAP usually have an education workload of 30 %. The programme director reviews the list of teaching duties yearly, afterwards the list is discussed and approved by the OWC. AAP are involved in the teaching process under the guidance of the ZAP members who are in charge and responsible for the courses.

A final aspect we want to discuss is assessment and promotion policy. Since 2013, the university has formalized ZAP profiles and translated them into an evaluation matrix including basic and excellence criteria with regard to research, teaching and service delivery (*see annex II-9*). For education, attention is accorded to teaching workload, teaching quality, teaching material, the availability and quality of course information, and educational professionalisation. Like other faculties and institutes, IOB has operationalised the generic criteria by defining specific targets. Teaching quality is measured through student surveys (*see chapter 2.4.1*), where, a lecturer must score a minimum of 3.5[28] on 6, for 10 out of 12 or 5 out of 7 evaluation dimensions for each course. Incoming AAP and ZAP who have limited teaching experience are invited and motivated (counts for 5 out of 18 EP) to follow respectively the assistant and teacher training programmes offered by the UAntwerp, while all teaching staff is invited to follow short-term education professionalisation courses.

ZAP staff members are assessed every five years (or three years after their first appointment or after a promotion), first by the Assessment commission of the institute (IEC), which advises the IOB-board. The IOB-board can follow the advise or send it back to the IEC for reconsideration. The Institute's assessment is final, unless for assessments that lead to a tenured appointment. In that case, the IOB-board formulates an advice to the University's Board of Governors which takes a final decision. The IEC is composed of tenured ZAP members of both IOB and its sister faculties. ZAP staff is evaluated with reference to the "basic assessment criteria" previously announced, as well as with reference to an initial discussion on the job assignment (*goal setting interview*). There is a procedure for appeal, involving the Central Assessment Commission (CBC) at the level of the University.

Promotion rounds for ZAP are organised every two years on a competitive and University-wide basis. At the level of IOB, they involve a special academic commission (CAP) composed of at least 5 full professors, most of them belonging to IOB's sister faculties. This CAP advises the IOB-board, who in turn advises the Central Assessment Commission (CBC), after which the University's Board of Governors takes the final decision. At the level of the CBC, candidates from different faculties and institutes enter into competition. As the funds available for promotion are quite limited at the level of the University as a whole, chances for promotion are slim. During the past two rounds, three proposals for promotion of IOB staff members have

[26] *'Oriënteringsgesprek'.*
[27] *Doelgesprek*.
[28] The scales range from 1 to 6 with 6 being the most positive score. Depending on the type of questionnaire, the course is evaluated with regard to 12 or 7 dimensions.

nevertheless been honoured.

Since 2012, full-time tenured staff can only be hired through a tenure track procedure: they are hired on a temporary basis for five-years as lecturer, a position that will automatically lead to a tenured position as senior lecturer if the performance is assessed favourably on the basis of previously fixed and publicly announced evaluation criteria. Part-time ZAP are appointed on a temporary, renewable basis for three-year periods. AAP are appointed for two-year periods, their contract can be renewed two times, after positive assessment. Again, their assessment is done on the basis of previously announced evaluation criteria[29]. In practice, all staff members go through a cycle of goal setting interviews, which later on form the basis for monitoring and evaluating their activities.

2.2.2. The number and expertise of staff

Given the modular structure of the three Master programmes, it is difficult to assign teaching staff to specific Masters, but, on average, each programme will have three to four full-time ZAP and three full-time AAP at its disposal (see *annex-II-5*).

From October 1st 2014, the Institute is employing a total of 11,5 ZAP, 9 AAP and 8 ATP (full-time equivalents) which is in line with the funding provided by the Flemish government and the UAntwerp. Over the last period the IOB has particularly made efforts to fill the initially scheduled ZAP positions: while previously 2 post-docs were employed to fill the existing gaps in the ZAP staff group, in 2013-2014 one new ZAP joined the existing group of 8 ZAP, while another 2.5 ZAP was added from AY 2014-2015 onwards. In addition, on average, 17 contractual researchers and 1 FTE Scholar in Residence work at the Institute; some of the latter contribute to the teaching activities. The student/staff ratio, counting only the core ZAP staff, is about 6 to 1, which is very favourable. It should be noted though that the Institute's staff members spend a great deal of time on research and service to the community, both at home and abroad. This in turn strengthens their teaching skills. Additionally, IOB staff also teaches at other UA faculties, partner institutes, or in short-term teaching activities. During the academic year 2013-2014 about 16,5% of IOB total ZAP workload was spent in non-MA-related education activities. More importantly, as the strength of the master programmes lies in student-centred learning, interactive teaching methods and regular one-on-one feedback on policy papers, this ratio is necessary to ensure our added value and quality of education.

All ZAP members have a PhD and have widely published on the subject(s) they teach at both the domestic and the international level. Members of AAP have at least one Master's degree, and their research addresses issues closely related to their duties in support of the teaching process (*see chapter 2.1.3*). In addition to their professional skills, ATP members are – inter alia - selected on the basis of their language and social skills. They regularly take the opportunity to upgrade their skills, through courses offered by the University, particularly in ICT and language skills.

2.3. Educational Resources

2.3.1. Guidance in study and trajectories

Study guidance is an absolute strength of the three Master programmes and students are guided in several ways: practical, social and course related support, and guidance throughout the study trajectory.

[29] AAP are assessed on the basis of the progress in their PhD, their research output as well as their input into education and service delivery.

Practical support is concentrated in the first week of the academic year. During this introduction week, students get information on health insurance, registration with the local authorities, the IOB alumni network, banking, the working of the library, etc. Afterwards, they receive individual follow-up for administrative issues such as registration at the University, registration with the local authorities to obtain a residence permit, registration with the health insurance fund, etc.

Several initiatives exist to support students to successfully pass the courses. Firstly, for those students from a non-native English linguistic background, an opportunity is offered for a residential 5 weeks tailor-made course, in order to bring their academic English reading, writing and speaking skills up to the required level. Moreover, all students are invited to follow two online pre-courses: (1) *Language and culture*; and (2) *'Introduction to Quantitative data analysis'*, where through a self-test they can gauge to what extent their knowledge is up to requirements and, if necessary, they find the material to remedy the shortcomings in their knowledge. The purpose is to make sure that all IOB students start their academic year with the minimal knowledge required.

The remedial actions and intensive guidance with regards to language continues throughout the first semester: (1) a specific language course (given by Linguapolis) focusing on academic writing; (2) feedback (by Linguapolis) on the students' first paper; and finally (3) additional classes for the small group of students that do not manage to pass the English test (ITACE) organised during the introduction week. Given that the starting positions of students are quite divergent (type of educational system, the quality, the courses differ from country to country), it remains however difficult to provide tailor-made language education for such a heterogeneous group. The same issue arises also for quantitative data analysis, economics and computer skills, where the divergence among the knowledge and skills among students is also important. Several measures, such as an online pre-course, a pre-test quantitative data analysis, a pre-test and crash course economics, a crash course STATA, a crash course excel, intensive tutorial sessions and the modular system allowing a selection of quantitative and qualitative courses, are implemented to offer as much as possible tailor-made education so as to allow all students to chose tracks that build upon their interests and strengths and those students with certain deficiencies to catch up until the required levels.

As most students arrive at IOB without family and friends or any acquaintance with Belgium, IOB tries to strengthen their social well-being. Besides practical arrangements we stimulate contact with former students which they can meet at the opening of the academic year, and with Belgian students through a buddy project. In the first week of October, there is a kick-off weekend where students can get acquainted with each other and some staff members in an informal atmosphere. Besides all of the above measures to adequately guide students through practical and academic challenges, it should be noted that an important asset with regards to guidance is the student secretariat. This secretariat, comprised of highly efficient staff – in terms of quickly resolving any issue students have, whether with classes, exams, family problems, administration, housing, etc. – is the closest point of contact for students and its openness and helpfulness has always been highly appreciated.

A last aspect of study guidance is supporting students in choosing their study trajectory. During the introduction week the programme director explains the structure of the Master programmes and the coordinators of '*Research Methods II*' present different options and related prerequisites. At several moments students have the opportunity to exchange ideas on

papers and dissertation topics in relation to tracks and optional courses *(see chapter 2.1.4 and 2.4.2)*. Tutorship and the open door policy stimulate students to contact staff.

2.3.2. Material Provisions

a) Availability of class rooms

From module II onwards, most courses are held in the main building of the institute (S-building). This is very convenient, not only as lectures don't have to venture too far, but also for students who can then easily access lecturers and the student secretariat before or after class. However, during Module I the group of students is generally too large to be seated in these classrooms. We then book classrooms in the proximity of the IOB-building. A positive side effect is that it allows students to get acquainted with the whole city campus and to get into contact with students of other faculties from the start of their Master programmes. All classrooms have the material and electronic provisions necessary for the specific course (beamer, computers, etc).

b) Availability of self-study venues

IOB students can make use of all the UAntwerp's infrastructure at the City Campus. There are 900 study desks available in the Library, including 200 with a computer. In addition there are ten separate rooms for group work in the library. Besides the University also offers a large study area in and around building E (Agora), containing 12 computers. Moreover, students can easily access the wireless internet connection of the UAntwerp all around the campus by using their student log-in and password.

IOB makes available some additional study places which can be used solely by IOB students. These include a study room for up to 20 students in the basement of the IOB-building (S -107) and several large tables (4) and computers (3) in the IOB hallways (S111, S120, S123, S126, S136). Finally, if desired and not in use by IOB staff, our students can also make use of the IOB meeting rooms, flip charts and/or beamers upon their request. Besides the tranquillity, the proximity to the IOB staff's offices has proven to be an asset of these venues.

c) Library offer for IOB students

The Institute has its own library collection that is classified in a separate reading room in the library of humanities and social sciences of the UAntwerp. Each year, the institute spends about 60,000 euros on scientific literature. The offer in the library includes about 100 subscriptions to scientific journals, most of which are available electronically. The reading room collection includes about 9,500 books, where an older part of the collection is classified in the stockroom of the library. In addition to the vast offer at the IOB reading room, students can additionally make use of the collections of the other faculties.

2.4. Improvement measures

2.4.1. Internal system of quality assurance in education

In 2007, the assessment panel suggested to further develop the system of internal quality assurance at IOB. They advised to evaluate the programmes and courses more often and to define target figures and an associated strategy. The paragraphs below illustrate the substantial progress that IOB has made in this regard.

In 2008, IOB appointed a staff member for quality assurance in education: the CIKO (0,5 FTE). In the subsequent years, a strong internal system of quality assurance has been elaborated in line with the policy of the UAntwerp. This system is comprised of student surveys,

focus group discussions, study time registration, and data analysis and further complemented by feedback of student representatives, alumni, and a Sounding Board. Students are asked to participate in every survey at the end of each module and in one additional evaluative activity, i.e. a total of 5 evaluation moments.

All courses and lecturers[30] are at least evaluated every three years through **a student survey** and the results are used in the formal evaluation of ZAP-members. If a lecturer scores below 3.5/6[31] on two or more dimensions of a student survey, the CIKO contacts the IOB Chair. The latter will invite the lecturer to discuss the results and to agree on a lecturer-monitoring plan. Incentives to invest in high quality education are built into the evaluation matrix for senior staff members (*see annex II-9, see chapter 2.2.1*). Apart from their use as a formal evaluation instrument, the survey results are included in the feedback forms and monitored intensively through that instrument.

Focus group discussions are organised after each module. During the focus group meetings with a selected group of students the CIKO discusses various aspects of the courses, programmes and IOB student life. The aim is to give constructive feedback and to formulate suggestions for improvement to the education commission and course-teams, and this output is followed-up through the feedback forms. Sometimes, a focus group is directed to specific topics e.g. the value and acquirement of learning outcomes (2013), students' view on the results of study time registration (2013), and the overall evaluation of the three Master programmes (2014). A first group of participants is selected by the CIKO to guarantee a variety in age, educational and professional background, nationality, sex, etc. The student representatives are also invited so that they can follow-up the feedback process in the OWC. Other students are invited to participate voluntarily.

Study time registration was organised from the start of the new curricula in 2007-2008. This was triggered by the advice of the assessment panel in 2007, that IOB should establish an operational (institutional) system for study time measurements. A detailed report of these results was made and discussed during an education day or a meeting of the OWC. The exercise was very intensive but useful in the early days of the new curriculum. In 2010-2011 we experimented with electronic study time registration by all students, but unfortunately the response rate was too low to achieve sufficient representativeness. We restarted study time registration in 2012-2013 with a selection of students. The results obtained were discussed with the students and later presented and discussed in the OWC. From 2013-2014 onwards we decided to only work with electronic time-registration, where we invite all students to participate but try to increase the response rate by focussing on one course or activity and by informing students on the relevance of the exercise. The output of the study time registration for specific courses was followed-up through the feedback sheets. When time registration is not linked to a specific course, the results are immediately discussed in the OWC. In addition to study time registration, workload is monitored through the focus group discussions and student surveys.

A final instrument of quality assurance in education is **data analysis**, where we analyse students' grades during and after the academic year. Immediately after a course we compute averages, standard deviations and number of failures for each unit and for the entire course. The information is included in the feedback sheet where striking data is highlighted.

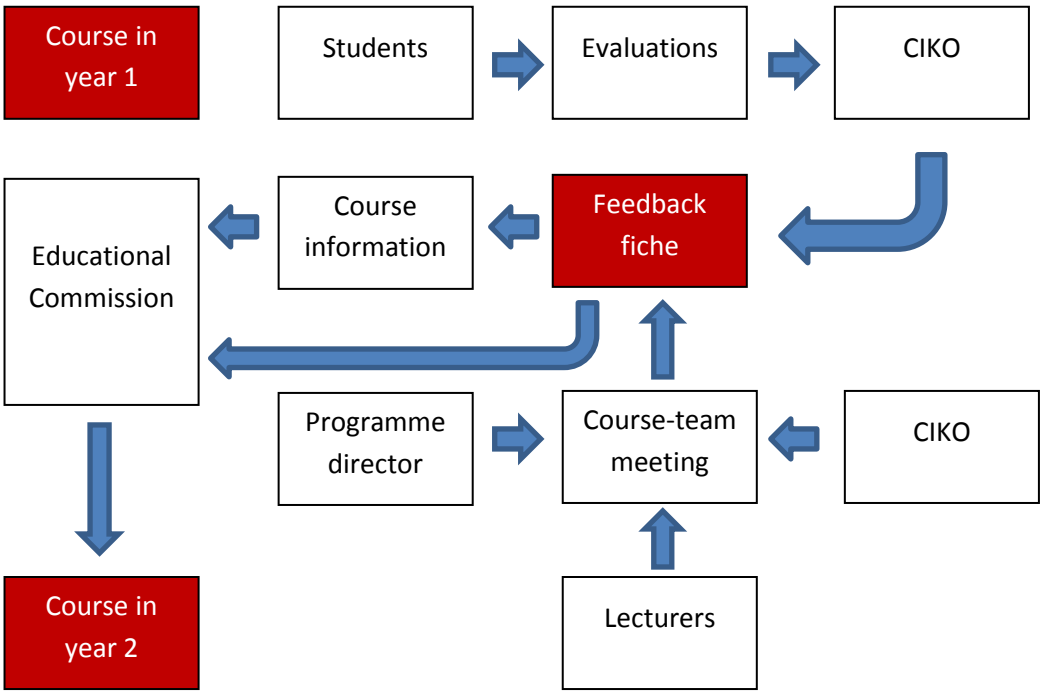
[30] Formally, only ZAP must be evaluated and only every five years. At IOB, we use a higher frequency and include AAP with a substantial teaching task in the evaluation rounds.
[31] The scales range from 0 to 6 with 6 being the most positive score. A standard questionnaire consists of 12 dimensions, a questionnaire for team-teaching consists of 7 dimensions.

A synthesis document regarding grading is discussed in the first meeting of the OWC of the next academic year. This document compares grades between Masters and courses and over time. Depending on the year, specific topics can be picked up and discussed more profoundly. In 2014, we focused intensively on the link between background variables and study results[32]. We constructed a comprehensive database including all students since 2007, containing more than 30 variables on student background information, selection scores and previous and current study results. In a next step, we will invest in more in-depth analysis of this information.

Until 2012-2013, the output from different quality assurance instruments were reported separately, whereas since 2013-2014, all output is aggregated in a **feedback sheet** per course. During the course-team meeting, the respective lecturers can give a reaction to the comments of students and add their own remarks. Next, actions for improvement are defined, which are then followed-up and re-evaluated during the subsequent year. Remarks that go beyond the scope of a course are discussed in the Education Commission. In 2014, the University has identified the use of feedback sheets at IOB as one of the best practice in terms of 'quality culture'[33]. The sheets support individual and collective processes of quality reflection, where staff is stimulated to build on earlier feedback processes and learn from each other. As such the quality assurance circle is closed and transparency is increased significantly (*see figure 2.7*).

[32] UFOO 2013 – IOB Database: supporting IOB's education and assessment policy.
[33] For the occasion of the '*Onderwijsbeleidsdag*' of 9 July 2014, the University identified best practices with regard to its 7 strategic policy lines. The feedback sheets of IOB were selected within the line '*Kwaliteitscultuur*'.

Figure 2.7: Feedback sheets and quality assurance



In 2007, the assessment panel advised IOB to provide a job-description for the **student representatives**. As such, the role of the student representatives is now explained in a detailed document and clarified during the kick-of weekend. At the end of this weekend students can apply for the various functions and a week later elections are held. The student representatives are 5 people: a student president (or chair); one student representative for each Master programme and finally two student representatives for the Board and OWC.

In 2007, the assessment panel suggested to try facilitating the establishment of a genuine **alumni** association. In 2012 IOB appointed a part-time alumni coordinator. Several initiatives were started up ranging from networking activities to research seminars and information exchange. Alumni are also involved in quality assurance processes. In *chapter 3.3* we further elaborate on IOB alumni policy.

2.4.2. Improvements with regard to the education process

The content, format and context of all three Master programmes have undergone significant changes since 2007.

a) Content

In 2007, the assessment panel believed that the vertical coherence within the Master in GD could be strengthened. The panel suggested to improve on the balance between the economic focus on the one hand and the multidisciplinary character on the other hand. The assessment panel was of the opinion that the impact of globalisation on various issues of Development Studies should be the main focus of the Master in GD.

As explained in *chapters 1.2* and *2.1* the renewed curriculum of the Master in GD indeed focusses on the impact of globalisation on development issues. The strength of the Master in GD is its link between global and local solutions regarding the impact of globalisation, and this from a multitude of academic disciplines. The global perspective is elaborated in the course

'*Globalisation and Development*' of module II, the local level acquires center stage in the course '*Local Institutions and Poverty Reduction*' in module III. The (sub)units of the respective courses link to each other and/or the globalisation issue in general. Within the course of module III, two subunits are especially directed towards GD students: '*Assessing the Impact of Trade Policies'*, and '*International Migration and Development'*. Other relevant subunits are *'Access to Product Markets and Value Chains', 'Access to Financial Services', 'Access to Natural Resources',* and '*Struggles over Land Rights and Ecologically Responsible Land Use'*.

The course-team and content of the third module course is clearly multidisciplinary. A multidisciplinary approach has also been guaranteed within the course '*Globalisation and Development'*, as two external lecturers with a non-economic background complemented the in-house expertise until 2013-14. With the recent appointment of two new ZAP members on '*International Development, Globalisation and Poverty*' and '*Environment and Local Development* respectively, the picture will be somewhat redrawn. From 2014-2015 onwards we will offer renewed units on '*Climate/Sustainable Development'*[34], and on '*Global Value Chains*' from a multidisciplinary perspective.

Another intervention which will increase the coherence within all Master programmes is the diversification of assignments within the first module. For some of the units within '*Theories of Development*' and '*Research Methods II*' students of the different programmes will get the same kind of assignment but with different content for each Master programme. This idea will be implemented from 2015-2016 onwards.

In 2007, the assessment panel remarked that the Master in G&D was rather restricted in its geographical focus on Sub-Sahara Africa.

There is no longer a geographical focus in the Master in G&D. Instead, all courses adopt a thematic perspective. In the optional course '*From Violent Conflict to Peace and State Reconstruction*' (module III) this perspective is supplemented by in-depth case studies drawn from Sub-Saharan Africa. In this way, interested students can still profit from the IOB's expertise with regard to this region while dropping the earlier restricted geographical focus simultaneously resulted in a higher demand for the Master in G&D.

Due to changes in development practices and studies, it was decided to loosen the focus on aid within the Master in DEM. The course '*Managing Aid*' was replaced by the course '*National Institutions, Poverty Reduction Strategies and Aid*' with as main objective to assess the effects of actors and factors at the macro level on aid processes and outcomes. For the alternative track in the third module, '*Development Interventions and Local Institutional Change*', internal quality assurance processes learned that students do not always perceive the link between this module and the previous one. As the emphasis lies on the effect of local institutions on development, livelihood strategies, actor-focussed approaches, and access theory there is a clear link however; M&E does not operate within a vacuum, nor in a world of perfect information, hence the understanding of local dynamics and power relations is crucial in monitoring and evaluating local development interventions. From 2014-2015 onwards, an additional session for DEM students will be incorporated in the course '*Local Institutions and Poverty Reduction*'. During this session, the relevance of the course in module III for the Master in DEM and the links with the course '*Evaluating Development Effectiveness*' will be made more explicit. Staff will point at potential topics for the end-of-module paper within '*Local Institutions and Poverty Reduction'* that

[34] At the time of submitting the self-evaluation report, it was uncertain whether the unit on climate would already be introduced in 2014-2015. In any case, the lecturers will have a clear course design before the arrival of the assessment panel

are especially interesting for DEM students. Furthermore, subunits within the course of module III will incorporate aspects of M&E whenever possible.

One of the principles of the three Master programmes is the inclusion of quantitative and qualitative research skills in the programme of all students. In 2007, the assessment panel was of the opinion that, with respect to quantitative methods in the Master in DEM, further efforts could be made to enhance the students' capacity to handle the needed quantitative analysis methods. Internal quality assurance processes showed that this need was present in all three Master programmes and therefore several initiatives were developed to remedy this issue. During the selection procedure, increased attention is now paid to ensure that candidates have sufficient statistical knowledge. As such, students with a background in law, anthropology, etc. have to score quite well on other selection parameters to be admitted (*see chapter 2.1.5.*). Furthermore, IOB developed an e-course and a self-test on descriptive statistics, so students can test their knowledge before arrival (*see chapter 2.3.1*). As the unit '*Introduction to Quantitative Data Analysis*' within '*Research Methods I*' still remained a severe burden to several students, tutorials and a Q&A session before the exam, were introduced in 2013-2014. Students highly appreciated these interventions.

For quantitative courses within '*Research Methods II*' the lack of computer skills sometimes appeared to be a handicap and therefore remedial courses in Excel and STATA were organized. In the course '*Working with Data*', the hands-on design, workload and lack of experience with Excel were identified as core problems. To remedy, more staff attended the classes to help students with the exercises and intermediate assessments and feedback were introduced to make sure that students had processed former content when starting the following session. Evaluations showed that students were more satisfied with the content of the course but that the workload increased substantially for students and staff. Therefore, intermediate assessments were dropped in 2014-2015 and replaced by a Q&A session before the exam. Despite all the efforts to guide students successfully through the quantitative courses, it remains a burden for quite a lot of them. Most students manage to pass the courses, but some of them do doubt the relevance of quantitative research skills and especially statistical skills for their future careers. At several moments in the past, the OWC confirmed its belief in the usefulness of knowledge on quantitative and qualitative research for all graduates of all Master programmes. Stepwise we try to reconcile this philosophy with the feedback from students. 2014-2015 is a transition year: as the basis in quantitative methods is guaranteed through the unit '*Quantitative Data Analysis*' in '*Research Methods I*', students are only obliged to choose a unit on a qualitative research method within '*Research Methods II*' and no longer a quantitative one. In the near future, a more thorough reform will be implemented[35]: '*Research Methods I*' will focus on understanding the logic behind a research design. The course will give equal attention to quantitative and qualitative research approaches in contrast to the current bias towards quantitative data analysis. '*Research Methods II*' will focus on research skills. Students will be highly stimulated to compose a mixed study package of quantitative and qualitative methodologies but they will no longer be obliged to do so. Hence, the philosophy of IOB that students should possess a basis in both quantitative and qualitative research methods will be maintained. The programmes will ensure that students with no interest and/or limited background knowledge in one of both research traditions will acquire the necessary skills to understand research in the other tradition. However, contrary to the current situation they will

[35] Currently, a working group further elaborates the proposal for the respective courses. In addition to the course content, they will work on a proposal for a renewed pre-course on quantitative data analysis.

have the opportunity to focus more strongly on the research methods of their interest.

In 2007, the assessment panel advised to further develop the use of individualised learning opportunities with respect to both flexible learning trajectories and a spreading of the programme over two or more years. It should be noted that IOB doesn't offer a formal trajectory spread over more than one year – even though there is a target group of students from the North for such a trajectory – as the modular structure makes it impossible to offer a less intensive programme spread over more years, in which each period is comparable in terms of workload. The same holds true for individualized learning opportunities as it is currently no practice to exempt students for certain courses or units. Furthermore, as the student population originates from various countries and regions, it is very difficult to get a clear view on all students' background knowledge and skills. There is a huge variance in degrees and various students graduated a long time ago, so as an alternative, IOB strongly invests in student-centred teaching (*see chapter 2.1.3*). Within most courses, students have opportunities to emphasize their own focus and as such make a personal contribution based on former knowledge and experience (*discussed elaborately in previous chapters*). Another future possible development is the design of a so called '*Mobility Window*' in the first module, which would entail a predefined course package of 18 ECTS that students can attend at a university in the South. It is a way to move towards even more diverse learning paths, provide students from the North – who often have little to no professional experience – field and work exposure in the development sector in the South, and to further internationalise the programmes. In 2015, this possibility will be explored in the framework of an University's Fund for Educational Development (UFOO).

b) Coordination

In 2007, the assessment panel suggested to organize coordination at the level of a module and not at the level of the sub-module and this in order to prevent overlap. The OWC has followed this suggestion for modules II and III, as these modules consist of only one course per Master, which is composed of several (sub)units lectured by different IOB staff. The coordination among these different staff members (the course-team) is in hands of a ZAP staff member (the course coordinator) and an AAP staff member (the tutor) who organise course meetings to discuss and fine-tune course content, methods, assessment tools, etc. Furthermore, feedback sheets and course information sheets are specific instruments which facilitate coordination. In module IV, there is only one coordinator (the programme director) for the three Master programmes, responsible for aligning topics, students, supervisors and assessors. The first module consists of 3 courses with each course having its own coordinator. As '*Research Methods I*' and '*Research Methods II*' strongly link to each other, there is a need for extra coordination, which is currently taken up by the OWC and by bilateral contacts between teachers of specific units.

In 2007, the assessment panel, advised to better manage the different contributions of external experts in the Master programme of G&D as compared to the previous version of the programme. Because there is currently a better alignment between internal expertise and programme content, and at the same time ZAP-staff has increased, the number of external lecturers decreased substantially in all three Master programmes. The few external lecturers who offer an entire (sub)-unit also participate in the course team meetings as to ensure better alignment. If external staff supervise EOMPs, they are obliged to use the same standard assessment sheets.

c) Guidance

In 2007, the assessment panel perceived it necessary to provide a mentor for the students to help them select the particular trajectory in the curriculum that is most appropriate to their professional background and future aspirations. IOB experimented with this system during the first year of the new curriculum and assigned a mentor from the AAP-staff to each student. After this experimental year, the system was evaluated and it was decided to drop it, as true mentorship calls for specific skills and insight in all courses and options. As we could not guarantee high quality guidance for all students, it was decided to invest in better dissemination of information and support at course level, instead of individual guidance. At the general level, the '*Academic Survival Guide*', the course information sheets and the '*Assessment Guide*' are crucial documents to guide students through the year. If students experience problems, chapter 13 - '*Who is who*' – of the *'Academic Survival Guide'* guides them to the right person for support. At the course level, this is the tutor or the course coordinator. At the programme level, this is the programme director, for practical issues students can contact the student secretariat and for personal problems the social secretariat.

In addition, several initiatives help students to choose a track and optional courses. First, they have to motivate their track choice at the time of their application and then the staff investigate whether their expectations match with the programme content. Next, there is an information session on the programmes and on optional courses within '*Research Methods II*' during the introduction week. The content and prerequisites of optional courses are clarified on the basis of the course information. For some optional courses staff reads through the students' files to ensure that students have the necessary background knowledge and as such avoid too much overlap with previous education. In module II, we organize a brainstorm session per track to support students in choosing optional courses, topics for the EOMPs and a dissertation topic. If students wish to change a chosen track within a module, they can do so if the change is well motivated. Finally and highly appreciated by students, IOB is characterized by a high degree of involvement, openness and accessibility of staff.

d) Workload

In 2007, the assessment panel qualified the workload in the former IOB programmes as unsatisfactory. The panel wondered whether the workload of the revised curricula would be more in line with the requirements for a one year programme. In addition, the panel advised to better balance the workload over the year.

We designed the programmes as such to end up with an equal spread of workload over the four modules.

Table 2.7: Modular structure IOB Master programmes

	# ECTS	# Class weeks
Module I	18	13 weeks
Module II	12	8,5 weeks
Module III	12	8,5 weeks
Module IV	18	18 weeks

Source: study guide IOB Programmes and academic calendar

The modular system and continuous assessment, makes strong coordination of classes and assignments necessary in terms of timing, scope and deadlines. As mentioned before, we continuously monitor the workload of students and when we encounter an overload,

the lecturers are contacted and are asked to consider changes. However, various factors decrease the reliability of the information and make it difficult to come to broad conclusions and simple solutions. First, the response rate in study time measurements is typically quite low and because there are huge differences between individual students this can create significant measurement errors. Students' workload differs because of former education, reading, writing and English language skills, study experience, etc. Due to the limited student number and/or response rate, the opinion of few students can have a substantial effect on the overall results. Second, the outcome of study time registration differs significantly from the survey results. Third, there is a quite large difference between objective and subjective study time as interest in the course subject, general well-being and the consistency of the programme can influence the perceived workload. Regardless of these nuances, signals of an overload are taken up seriously and analysed. If necessary, course content and assignments are adapted but often it is sufficient to intervene in the modalities of a course e.g. by communicating clear on expectations or by coordinating deadlines, etc.

In what follows, we give an overview of the most important interventions with regard to workload:

- Assignments and deadlines are coordinated within the course teaching teams. As three courses run parallel during the first module, the CIKO is involved in the planning of courses and assignments. Students get a schematic overview of the first trimester to facilitate planning.
- In 2009-2010 we introduced a 4-day (including weekend) break after each module.
- In 2012-2013, we launched e-courses on statistics and academic English. The objective is to remedy a lack of background knowledge prior to the start of the programmes. This should decrease the workload during the year.
- In 2013-2014, we measured the average reading speed of our students. Lectures were asked to take this into account when planning reading assignments.
- The social secretariat supports students that face personal problems. As our possibilities for psychosocial guidance are limited, the '*University's service for student guidance and advice*' agreed to receive students for an exploratory talk, and refer them to specialized support if necessary (2013-2014).
- In 2014-2015 we introduced a study and exam week before the Christmas Holidays which enabled us to spread time in-between exams more.
- In 2014-2015 we dropped the intermediate assessments for the course '*Working with Data*'. To compensate for the decrease in individual feedback, we increased the possibilities for intermediate collective feedback. Students now work on the same dataset and get a correction key after each session and there is a feedback session planned before the exam.
- In 2013-2014 the literature assignment was dropped as a separate assignment within the EOMP of the course '*Local Institutions and Poverty Reduction'.*
- In preparation of the reform proposal for '*Research Methods I* and *II*' a study group will reconsider the expected level with regard to statistics at the start and after finalizing the IOB programmes. Probably the package included in the Master programmes will decrease with a positive effect on workload (*see improvement measure regarding quantitative methods, chapter 2.4.2).*

- For several courses, students were involved in optimising the deadlines for assignments. In the interest of students, changes were only approved if this did not have a negative effect on other (sub) units within the same course.

We can conclude that programme planning, study time monitoring and interventions with regard to workload, ended up in intensive but feasible programmes.

e) Blackboard

In 2007, the assessment panel noted that the electronic learning environment (Blackboard) was exclusively being used as a communicative tool. The panel was of the opinion that its use – in the learning process – should be further developed.

For the preparatory e-courses, we use an online learning platform: edu.2.0, offering learning materials, exercises and assessments, and the ability of students to interact with each other and the lecturer (also available through skype).

Within the Master programmes, Blackboard is still mainly used as a communication platform where all learning materials and practical information is available at the start of each module. The lecturers invested recently in a better structured presentation of materials on the platform to facilitate linking of documents to courses and sessions. This connects to the advice of the assessment panel to provide students with the learning materials earlier in the year. In addition, most assignments have to be submitted through Blackboard.

2.5. Critical reflection and future perspectives

Strengths and opportunities

In the past period, IOB has substantially improved the education process, both in terms of content and modalities. Quality assurance procedures are now deeply embedded in the daily working of the three Master programmes, creating a monitoring environment in which both individual lectures and course-teams systematically reflect on their teaching. This quality culture contributes to a high degree of coordination, allowing substantial reflection on learning processes and outcomes and as the correspondence tables show, the intended learning outcomes of all three Master programmes are fully covered. With regards to the content of the Master programmes, permanent effort is done by course-teams to offer students state-of-the-art scientific developments. This process is very much a reflection of the strong link between research and education at IOB. Within the three Master programmes, students have the opportunity to design their own programme, not only in terms of tracks, but also with regard to respective units and subunits and the topic of their presentations in class, their EOMPs and dissertation. Students are guided in this process through initiatives of course-related, practical and social support. The opportunity of individualised programmes is very much appreciated by students, allowing them to increase a particular strength even further, work on certain academic weaknesses and compose their Master programme in terms of past (and future) career choices and overall interests. This student-centred nature contributes significantly to one of the central goals of the three Master programmes: making better development professionals. The most illustrative example of the student-centred nature at IOB is the well thought-out Master dissertation process. This trajectory – which starts from '*Research Methods I*', through both thematic modules and EOMPs, up to the Master dissertation – allows students not only to benefit from multiple supervisors giving advice, but additionally it allows students to specialize in one particular development theme. Another advantage of student-centred education is the

possibility to learn from the diversity of knowledge and experiences present in the student group. This rich source of information and inspiration is further cultivated after the study year in Antwerp, via the network and activities of IOB alumni, to the benefit of both alumni and IOB staff.

Recently, IOB has been able to attract more self-financing students from both in and outside Europe. This is positive in terms of the diversity of the student population but another important advantage is the decrease in IOB's dependency on VLIR-UOS scholarships, our most important source of scholarships up to today.

Points of attention

Regardless of the aforementioned strengths, it is nonetheless possible to determine some areas on which education at IOB can still improve.

One point of attention is that the courses in module I are not very student-centered in character given the relatively big class groups. In October 2014, it has been decided to introduce assignments in module I based on content that is more closely related to the respective Master programmes or students' personal interests. This will be introduced from 2015-2016 onwards. Another option (which will be explored through a UFOO project) is the creation of a so-called 'mobility window' in module I. A selection of students would get the opportunity to follow part of their study programme in the South in combination with an internship. Advantages would be the diversification in course content of the first module and the acquirement of (additional) field experience in the South.

In the same module, the heterogeneity of students poses a challenge in terms of alignment. Students assess and experience the courses differently in terms of difficulty and relevance, where certain methodological courses pose a major challenge for some. At various moments in the past, the OWC confirmed its philosophy to provide students a basis in quantitative and qualitative research, as it argues that this remains a cornerstone of a good development professional. Without amending or re-directing this fundamental philosophy, the Commission, together with the lecturers involved responded to the aforementioned problems by reshuffling course content, re-defining rules for choosing units, clearer communication on prerequisites, adapting teaching and assessment methods, and increasing attention to pre-courses and the methodological background of applicants. As explained in *chapter 2.4.2.*, IOB is currently developing a reform proposal for '*Research Methods I* and *II*'.

In module II and III, the core challenge is time, as within these modules and through optional units and sub-units, the three Master programmes offer a broad array of topics within the specificities of each Master. This substantial diversity of the educational offer results in a continuous balancing exercise between broadening and deepening. By limiting the number of optional units/sub-units within the programme of each student, we try to guard the study load and to guarantee sufficient time for each separate unit/sub-unit to go into depth. Interested students can follow extra units/sub-units as a free student or can read through the provided materials.

Finally, with regard to staff policy IOB should stick to its objectives of (1) high-quality staff (2) gender balance, (3) geographical balance and (4) complementary disciplinary and methodological expertise in research and teaching. Experience has learned us that it remains a real challenge to achieve all four of these objectives at once. Especially the geographical balance, the gender balance and the disciplinary/methodological balance require more attention (and in that order).

Chapter 3: Exit level achieved

3.1. System of assessment, evaluation and examination

3.1.1. Assessment policy

a) The role of the Educational Commission with regard to assessment

The OWC is responsible for the assessment policy in the three advanced Master programmes. This means the commission deliberates on (1) the formulation of the assessment policy; (2) the determination and elaboration of specific assessment methods; (3) educational support and innovation; and finally (4) the procedures of quality control. Most of its advice is directly sent to the IOB board who takes a final decision.

In 2012, a document on IOB's assessment policy was approved, which is yearly actualized. The guiding principles of our assessment policy are twofold: (1) competence-based and (2) student-centred learning. With regard to the first principle, students are evaluated on the integrated application of knowledge, skills, and attitudes that characterize a development professional i.e. such competences are included in the core competences of each Master programme. The Master programmes offer a mix of assessment forms, which are used as a guiding mechanism for students' learning. The same learning outcomes are evaluated through different assessment methods. We aim towards a gradual development of competences with the dissertation as the culmination point.

The student-centred aspect of IOB's assessment policy requires high transparency on assessment methods and evaluation criteria, an aspect the institute heavily focuses on and invests in (*see chapter 3.1.3*). Furthermore, we point at course-related support and guidance throughout the study trajectory (*see chapter 2.3.1*). All these aspects support students in identifying their own strengths and weaknesses and in adapting their learning process where needed. Additionally, students who don't perform well in the first module are invited for an interview by the programme director in order to find out what went wrong and how study results can be improved in the next modules.

A second role of the OWC is the determination and elaboration of specific assessment methods. The OWC guarantees harmonised requirements, evaluation criteria and procedures, i.e. referring in essence to assessment procedures of the end-of-module papers (EOMP), presentations and the Master dissertation. For courses that are not linked to these joint assessments, assessment methods are discussed and determined by the course-team. The OWC discusses and approves these decisions through the course information sheets and the tables of correspondence.

A third role of the OWC with regard to IOB's assessment policy is educational support and innovation. Firstly, the OWC is a discussion forum where best practices, answers to recurrent problems and innovative methods can be shared. Secondly, supporting documents are created within the framework of the OWC such as the Academic Survival Guide and the Assessment Guide. Lastly, the Commission can invest in internal and external educational professionalization, such as the session on high quality assessment. Such efforts aim at strengthening IOB's policy with regard to valid, reliable and transparent assessment.

A final role of the OWC with regard to assessment is quality control. We refer to *chapter 3.1.4* for a more elaborated overview of this issue.

b) The role of the course-teams and lecturers with regard to assessment

Within the policy framework defined by the OWC, the course-teams can design the courses in terms of teaching and assessment methods, where the course coordinator is responsible for the final product but room for manoeuvre is given to each lecturer of a unit, i.e. they can propose an assessment and teaching approach for their own course unit, albeit taking into account the timing and workload of other units within the course. During the first five years after the curriculum reform there was quite intensive coordination within the course-teams in order to increase coherence of all modules. Although coordination efforts did somewhat diminish after the consolidation of the programmes, the introduction of the feedback sheets in 2012-2013, the preparatory processes for the visitation in 2015 and the institutional audit in 2016 increased transparency and coordination significantly by stimulating course-teams to assess the alignment between their courses and the intended learning outcomes.

All the above processes resulted in a variety of assessment methods, where most courses include aspects of permanent evaluation, oral and written assignments, and – to a lesser extent- oral and written exams. If a large course-unit is only assessed through a final exam (such as '*Theories of Development'*), exercises and discussions are included in the course design as possibilities for formative self-assessment. For all assessments, the criteria of evaluation are described in the course information sheet and included in the table of correspondence (see annex II-I).

c) The role of the education and examination regulations with regard to assessment

The education and examination regulations of the UAntwerp arrange the organisation of assessment and examination. In the following paragraphs we elaborate on the most important stipulations that are applicable to the three IOB programmes. The full education and examination regulations (OER) can be consulted in *annex III-1.*

Assessment methods

Each year in September, the OWC determines the assessment methods for all the courses by approving the course information sheets. At the start of each academic year, students can consult the course information in hard copy, on Blackboard or through the website of the University.

Organisation of assessments and exams

In most courses there is a system of permanent evaluation through various assignments, of which the planning is communicated through the course information and the timetable. The course-teams reflect on the composition and feasibility of the total package, which is afterwards double-checked by both the CIKO and the programme director. Some courses during the first module entail exams, where the exact period of examination is approved and defined in June of the preceding academic year. From 2014-2015 onwards, the study and exam period for the first semester starts one week before the Christmas Holidays and ends one week after the Holidays. There are no exam periods during modules II and III, but two weeks are reserved to write the EOMPs. Exams are scheduled by the student secretariat in consultation with both the course-teams and the CIKO, who communicate the schedule at the start of the academic year.

For the Master Dissertation (during the first year) and the *presentation* of the EOMPs, no opportunity is provided for a second session exam. This is explicitly mentioned in

both the course information of the respective courses and in the Academic Survival Guide.

Grading

IOB applies a full credit system, meaning that a student is only successful if he/she has earned a credit for all the courses of the programme. A grade of merit is accorded in line with the stipulations in the OER. Each course is graded with a mark between 0 and 20; with the minimum pass mark set at 10. The student's final result is a credit-weighted average of the exam results obtained for all the components of the student's Master programme and is expressed as a percentage. As every course is composed of several units, IOB defined specific rules with regard to the calculation of the total grade for a course. The rule is the following:

Students pass a course if the weighted, rounded average equals or is higher than 10/20 and if a result of 10/20 or higher is obtained for each (sub)unit making up the course. Students pass the Master programme if they obtain a result equal to or higher than 10/20 for each course. The final result for both a course and the Master, is a weighted, rounded average.

Students fail a course if the weighted, rounded average is lower than 10/20. These students are automatically referred to the second exam session and have to re-sit for all the (sub)units of that course with a result lower than 10/20. If a student still obtains a weighted, rounded average lower than 10/20 during the second exam session, he/she fails for the entire Master programme. If a student obtains a weighted, rounded average equal to or higher than 10/20 for each course during the second exam session, he/she succeeds the Master programme.

If a student fails one or more (sub)units of a course, the final grade received for the course in first session will correspond to the lowest (sub)unit result obtained, even though the weighted, rounded average is equal to or higher than 10/20. These students are recommended to re-sit for the exam(s) of those (sub)units with a result lower than 10/20. First session marks of (sub)units equal to or higher than 10/20 are transferred to second session; students are not allowed to re-sit for these exams. If an exam result in second session is lower than the mark obtained in first session, the highest mark will be taken into account for the final result. If a student obtains an weighted, rounded average equal to or higher than 10/20 for each course during the second exam session, he/she succeeds the Master programme.

Plagiarism

As citing and referencing are relatively new to various members of IOB's student population we are occassionally confronted with cases of plagiarism. Students are therefore informed regarding the rules and implications of plagiarism. First there is the Academic Survival Guide. Next specific information sessions take place on referencing standards and consequences of plagiarism. Third, papers are systematically checked for plagiarism through SafeAssign, comparing submitted assignments against a set of academic papers to identify areas of overlap. If a student is suspected of having committed plagiarism, he or she is invited to a meeting of the fraud commission where a student has the right to be heard and appoint someone of his/her choice to assist him/her during the hearing. After the hearing, a decision is taken in line with the education and examination regulation.

Ombudspersons

Three ombudspersons – one per Master - are assigned to act as liaisons and mediators in the event of teaching or examination-related problems. The disputes are related to the application of the education and examination regulation. The faculty ombudspersons are academic staff members, usually AAP. They cannot act as mediators in disputes over

programme components in which they have a personal involvement. The ombudspersons attend the examination boards with an advisory vote. If requested by a student they can assist during procedures related to fraud.

Announcement of the results

Students receive their grades in the week after the end of each module. A feedback week is scheduled in the subsequent week. Due to the inherent international nature of the student population, IOB provides an addendum to the degree, explaining the grading system and specifying the dispersion of results obtained. The overall percentage obtained by the student is translated into an ECTS grade, indicating his or her performance within the student population.

Study progress measures

IOB applies the rules of the UAntwerp regarding study progress. This means that the examination board may impose certain measures to monitor the study progress of a student in case the student fails to obtain at least 50% of the credits he/she enrolled in during the first year. In cases of obvious negligence of the student, the examination board may refuse further enrolment. This measure will only be imposed if no study progress is unequivocally ascertained.

d) The role of the examination boards with regard to assessment

At the start of each academic year, the Board composes an examination board for every Master programme according to the rules of the OER. However, since 2014-2015 the roles of these examination boards are reduced, as they do not formally affirm grades anymore. Nonetheless, the examination boards are still competent in declaring students successful and in assigning a grade of merit. Furthermore, the examination board is supposed to treat cases of internal appeal. In the past, the examination board had to decide on punitive measures after the fraud commission had detected a case of plagiarism or fraud. But since the academic year 2013-2014, the latter decides autonomously.

3.1.2. Relation between the assessment methods and the intended learning outcomes

IOB's assessment policy is competence-based. Consequently, the assessment plan integrates knowledge, skills and attitudes. Such an integration has gradually developed through the programme, leading to the dissertation as the culmination point. In the following paragraph we relate each group of competences to a set of assessment methods (*see annex II-1 for a more detailed overview of the relation between intended learning outcomes and assessment methods*).

a) Competences related to understanding and applying basic development theories and concepts

This group of competences is first of all related to the course '*Theories of Development*'. As the learning outcomes strongly focus on knowledge acquirement and insight, the lecturers decided to assess this course by exams, where the exam questions vary in terms of topics and level of competence, i.e. some questions aim reproduction while others insight or application. In the specific theory contributions of the courses of modules II and III, various assignments and papers also accord attention to the ability of students to apply theories and concepts. For example, in the checklist used for the EOMPs and the Master dissertation '*theoretical soundness*' is one of the assessment criteria.

b) Academic reading competences

Reading skills are essential to process the course content and to successfully pass all of the assignments.

c) Academic writing competences

The most important assessments related to academic writing are the paper in '*Research Methods I*', the EOMPs and the Master dissertation. In addition, students have to write a significant amount of essays, memos, notes, etc. For the paper for '*Research Methods I*', 40% of the grade is determined on the basis of citing and referencing, language and structure. The checklist for dissertations and end-of-module papers includes a criteria '*format and layout*' which refers explicitly to the academic manner of writing and to structuring texts. In addition, lecturers are free to include academic writing skills as one of the criteria for an assignment. Students and lecturers can check the Academic Survival Guide for detailed guidelines and criteria.

d) Academic oral competences

As previously mentioned, IOB focuses on presentation and discussion skills within this group of competences. With regard to presentations, the most important assessments are related to the EOMPs and the Master dissertation, where at both instances, students present their work within a conference format. The assessment of presentations focuses on content, structure, language and eloquence. Similar to academic writing skills, students are gradually prepared for these conferences, starting first with smaller in-class presentations. The formats here vary from life presentations to video presentations and poster sessions. Students and lecturers can check the Academic Survival Guide for detailed guidelines and criteria.

Discussion skills are assessed through permanent evaluation, in which the teacher assesses a student's participation in class discussions, debates and Q&A sessions. In addition, each student acts as discussant for the EOMP of a fellow-student. Although there are no universal criteria for student participation and discussion and debate efforts, lecturers are encouraged to objectify the assessment and to be transparent on the issue through the course information. Most lecturers include criteria like frequency, relevance, quality and soundness of the interventions.

In line with the learning outcomes, students of the Master in G&D are also assessed on negotiation competences. Insight in negotiation processes is assessed through the memo that students write after the Development Monopoly Game. This simulation game is part of the course '*Governance for Development*'. The criteria to assess the memo are the following: '*critical understanding and analytical structuring of game experiences*' and '*ability to link game dynamics to real life contexts*'. In addition, students practice basic negotiation skills during the game and get feedback from the lecturers on their performance. Finally, insight in negotiation processes is also assessed through discussions, papers, presentations and exams for other units and courses in which case studies or applications deal with negotiations.

e) Methodological competences

Within this group of competences it is useful to distinguish between the assessment of insight on the one hand, and skills on the other hand, where the former is linked to critical reflection on research design. The paper in the course '*Research Methods I*' is crucial in the sense that students reflect on different aspects of research in a development context (epistemology, different methods, validity, use, etc.) and are assessed separately on these aspects. Together with knowledge from other methodological courses, '*Research Methods I*' offers a framework

for critical reflection on research design, pivotal for the subsequent assignments and papers of other units. In the checklists for the EOMPs and the Master dissertation, this insight is assessed through the criterion of '*empirical soundness*', which is inter alia composed of '*relevance and motivation of the research method*' and '*critical awareness of strengths and weaknesses of method used*'. Besides insight, knowledge and comprehension are also assessed through the methodological units of '*Research Methods II*', which additionally assess methodological skills through application exercises. Hence, a final element that comprises the criterion of '*empirical soundness*' used in the checklist is '*appropriate implementation of research methods*'.

Several programme-specific courses deal with research methods. In the Master in DEM, students learn specific methods to study and evaluate (dimensions and aspects of) development and development interventions, which are assessed through application exercises in the form of an assignment, a presentation or paper. In the Master in GD, students learn quantitative tools to analyse the impact of globalisation, which are assessed through home assignments and an exam using criteria that assess the ability to apply concepts and to analyse critically. Students of the Master in G&D, GD and DEM who choose specific sub-units of the course '*Local Institutions and Poverty Reduction*' learn tools to analyse value chains, gender issues, poverty & inequality.

f) Competences related to the policy field

In the EOMPs and the dissertation students show their ability to make a policy relevant analysis, to formulate good policy recommendations, and to reflect on the supportability of such recommendations. In the assessment sheet, this is reflected in the holistic criteria '*usefulness and supportability*' and in the specific criteria '*relevant policy recommendations for the development actor*'. At the same time, the papers and the related presentations assess academic writing and oral skills within a policy context.

In addition, each Master accords gives attention to policy strategies and approaches within its own thematic field. Theories are applied to specific cases and students discuss the relevance of the course content for policy actors. Some assignments explicitly link to a policy context (see annex II-1).

g) Academic and professional attitude

An academic attitude of critical (self-) reflection, analytical and independent thinking is indispensable in being successful in most assignments. This crucial attitude is assessed through two of the holistic criteria for the Master dissertation and the EOMPs: '*critical reflection, personal contribution and originality*' and '*awareness of strengths and weaknesses*'. Notwithstanding that the assessment of a professional attitude is less explicit, we are convinced that successful students have acquired multicultural skills, a constructive and open attitude, skills with regard to time management and group work as such aspects are interwoven in the daily reality of the programmes. Since 2014-2015, we offer three sessions on multicultural communication. Through a blog and in-class discussions a process of formative self- and peer-assessment with regard to multicultural skills is started up.

h) Thematically specialised competences

The relation between this group of competences and the assessment methods lies in the specific content that is dealt with in the assessments, and not necessarily in the format. However, within each specialisation, it is important to acquire knowledge, insight and competences to apply these to concrete cases. The variety of assessment methods and criteria

used in the courses of modules II and III guarantee the coverage of these levels of competence (*see annex II-1*). With regard to content, we decided to, where possible, diversify the assignments in module I for the three Master programmes. This will be introduced from 2015-2016 onwards. Each group will receive an assignment that links thematically in terms of content to their respective Master programme.

3.1.3. Communication on assessment methods (transparency)

IOB dedicates much attention to transparency about assessment at both a general and course specific level. The Academic Survival Guide clarifies the rules, expectations and evaluation criteria with regard to citing and referencing, policy papers, the Master dissertation and presentations. Relevant rules from the OER are clarified and students get an overview of people to contact in case of problems. The Assessment Guide for Students consists of assessment method cards, which contain a basic description of several assessment methods, clarify the goals and expectations and contain tips on how to prepare for the assessment. By indicating to students which methods are used, the students can easily read what the method entails and what is expected of them.

At course level, the course information sheets guarantee transparency, containing information on prerequisites, learning outcomes, course content, teaching methods and planning, assessment methods and criteria, study material and contact information. With regard to assessment, the sheet contains information on the type of assessment, the criteria, the weight, the timing, and possibilities for feedback. For some courses, examples of exam questions or paper topics are included. The course information sheets use the same terminology as the Assessment Guide. In addition, most teachers clarify the assessment method during class and post more detailed instructions on Blackboard.

Once the assessment is concluded and corrected, the lecturers organise individual or collective feedback moments or post general comments on Blackboard (e.g. a model answer or a list of common mistakes). After each module, the academic calendar foresees a feedback week: during this week staff is stimulated to organise feedback and students to ask for it. For standard course components, such as EOMPs, presentations and the Master dissertation, the assessment and feedback system is most elaborated. The assessment criteria for these three types of assignment were developed centrally and feedback is linked to these criteria. The writing of the EOMP is structured around specific feedback moments on structure and on a first draft of the paper. For their first academic paper of '*Research Methods I*' students have to submit a draft which is commented upon by language specialistists with regard to academic writing, and by AAP with regard to citing and referencing. Afterwards, there is an individual feedback moment for each student. For the Master dissertation, each student is entitled to approximately 25 to 30 hours of coaching by his/her supervisor. The student is responsible for contacting the supervisor and together they agree on arrangements with regard to follow-up and feedback. Both the EOMPs and the Master dissertation are presented in a conference format where students receive immediate feedback from their peers and from the assessors on the content and presentation of their work.

3.1.4. Quality assurance of the assessment (validity and reliability)

The general system of quality assurance is explained in *chapter 2.1.4*. Both student evaluations and focus group discussions deal with assessment. The questionnaires and discussions give attention to the organization, feasibility, authenticity and reliability of the

assessment, while study time registration assesses the feasibility of the programmes itself. Through a thorough analysis of grades, possible outliers in grading can be identified (e.g. low success rate, high dispersion within or between courses, etc.).

From 2012 onwards, the OWC increased its efforts with regard to assessment policy. In the context of 2 subsequent UFOO[36] projects, IOB conducted an external benchmark exercise for the Master dissertation. As a follow-up, the learning outcomes and requirements for the dissertation were refined and geared to one another. The Assessment Guide for students and staff was written and the Academic Survival Guide was fine-tuned with regard to the dissertation. In line with the previous projects, the UFOO staff member constructed an all-encompassing database supporting IOB's education and assessment policy.

In March 2014, the OWC – through a professionalization session on high quality assessment attended by all teaching staff – introduced a new instrument for quality assurance of assessment: the assessment sheet. An assessment sheet is composed by the lecturer of a specific course unit and aggregates information about the assessment in that specific unit, containing assessment instructions and information with regard to validity (links between learning outcomes and assessment criteria), reliability (correction keys, model answers, criteria shemes) and transparency (instructions and feedback) of the assessment. While the primary objective of the assessment sheets is an increase in the overall quality of assessment, a secondary objective is to stimulate lecturers to reflect on the quality of their assessments and on possible improvements. During the academic year 2014-2015, the CIKO collects the filled-in assessment sheets and will give first feedback to the lecturers. From 2015-2016 onwards the OWC will assess the validity and reliability of assessments annually on a sample basis[37], where the CIKO, the programme director and the chair of the OWC will prepare the discussion. On request, the CIKO can support a lecturer in (re-)designing an assessment method.

A final instrument that we use to assess – between others - the validity of the assessments is the table of correspondence (see annex II-1). There is a table for every Master programme visualizing the correspondence between the intended learning outcomes at the programme level, the learning outcomes of the courses, the teaching and the assessment methods. From 2014-2015 onwards, the OWC will discuss the tables of correspondence annually.

3.2. Quality of the Master Dissertation

In chapter 2.1.4 the learning outcomes, process, guidance, and learning track of the Master dissertation was explained. The aim of this chapter is to explain in detail the assessment process and criteria, and the final realised quality of the Master dissertations.

a) Assessment sheet Master dissertation

The assessment criteria of the Master dissertation have been developed together with (and in line with) the learning outcomes. Both were compared with national and international assessment criteria of advanced Masters in Development Studies. In line with best practices on assessment, the assessment sheet allows on the one hand to assess the overall product of the dissertation – such holistic criteria include: internal consistency, overall argument, critical judgement, and originality – while on the other hand adequately assessing vital separate elements of the dissertation – such as research question and design, conclusion and recommendations, and format and layout (*see annex III-4* for the full assessment

[36] In 2012 and 2013 the call for UFOO projects focused on assessment policy.
[37] At a unit level, the quality of assessment will be assessed every 4 years. On special request by the lecturer or on the basis of a negative evaluation, the quality of assessment within a unit can be evaluated earlier.

sheet and criteria). Since students choose their own topics within a multidisciplinary area, the assessment criteria need to be flexible enough to capture this divergence and allow students to demonstrate individuality, hence IOB's assessment criteria do not only capture analytical aspects of the dissertation but also capture pivotal holistic skills and qualities of an advanced Master dissertation. This assessment method not only allows for objective and transparent grading, it additionally provides for an opportunity for feedback: the student is made aware of some strong points, specific weaknesses or shortcomings in specific parts, while at the same time (s)he receives feedback on the style, coherency, originality, usefulness and overall quality of his/her paper.

b) Procedure of grading

The written output of the Master dissertation (70%) is evaluated by a jury consisting of at least three persons, usually two senior staff members (including the supervisor) and one junior staff member. This increases the degree of reliability. Subsequently, the student will be invited to a public presentation (20%), where we opt for a formula of thematically clustered half-day sessions during which students present their papers in sequences, similar to a conference. The student is allowed maximum 15 minutes to present her/his theses and this process is followed by questions from the assessors and a discussion. Finally, the student's learning attitudes and learning process are assessed by the supervisor only (10%). Deliberations take place after the conference and in order to pass, the student should obtain a mark of at least 10/20. In order to attain consistency in the grading of students (reliability) and to be fully transparent towards students (transparency), juries are provided with the aforementioned standard list of criteria for the assessment.

The holistic criteria mentioned above play a key role in arriving at the grade for the dissertation. The supplementary criteria are designed to pick up on features of the dissertation which relate to specific learning outcomes and features which are not assessed on the basis of the holistic criteria. The range of marks for the overall holistic level determines the upper and lower limits of the final mark to be awarded. The supplementary criteria determine the final grade awarded between the upper and lower limit determined by the previously mentioned holistic criteria. If the difference between the marks that individual jury members have awarded for the paper and the presentation however exceeds 2 points, an additional reader is assigned. There is no opportunity to re-sit for the dissertation during the first academic year of enrolment. Students who failed on their dissertation or do not submit their dissertation in August, can only submit their dissertation (again) if they enrol for the subsequent academic year.

c) Final realised quality of Master dissertations

Dissertations that have led to a publication

Different dissertations are of such high quality that they merit to be converted into an IOB working paper (12), discussion paper (7) or into a peer-reviewed scientific article or book contribution (10). Each year the Research Board takes a decision on the 3 best dissertations to be valorised by providing financial and institutional support to graduates in order to convert their dissertation into a scientific publication.

External benchmark

In 2013 an external benchmark of the dissertations was organised by means of an UFOO-project. IOB commenced a singular try-out collaboration with the International Institute

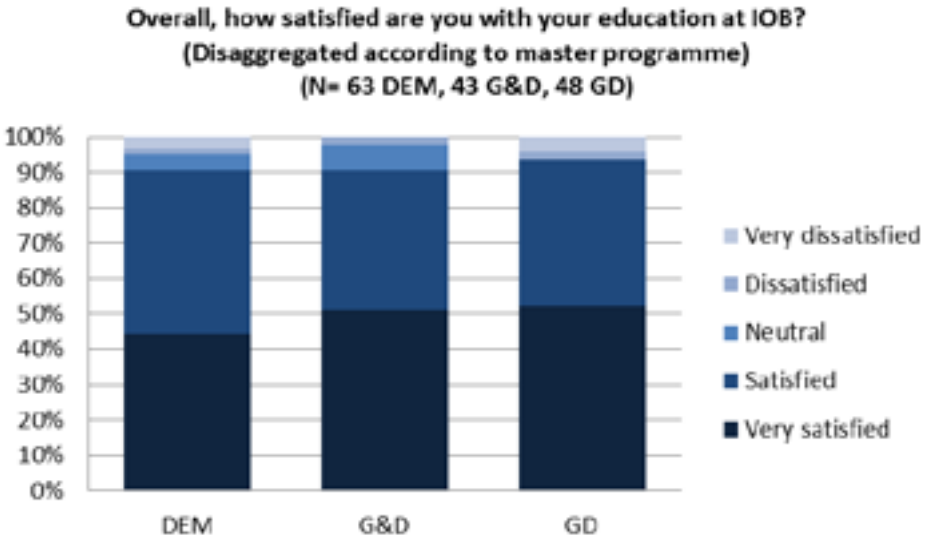
of Social Studies of The Hague (ISS). ISS was selected given that their audience and master programmes are similar to IOB and they were explicitly asked to grade 9 dissertations (3 for each master programme at IOB of the academic year 2011-2012) using our assessment criteria and sheet. Additionally, we sent our document on the Master dissertation, so that they would understand our setup and the dissertation's process, and possibly give feedback on this as well. The selection of the 3 dissertations per master proceeded as follows: 1 with a high mark (15/20 or above), 1 with a medium mark (between 12-14/20), and 1 with a low mark (10/20 or below).

The results of this exercise are reported in annex III-5. On the whole, they confirm our internal quality process: (1) Assessment consistency between supervisor and internal assessor proved to be very high; (2) with 6 out of the 9 selected dissertations scoring equally high at internal and external assessment consistency; and (3) furthermore, with the exception of one dissertation, no selected dissertation received a lower mark by the external assessor than it received at IOB.

3.3. Career options and follow-up programmes for alumni

In a recent alumni survey (2014), two questions are asked to alumni[38]: (1) '*How satisfied are you with the education you received at IOB*'; (2)'*Would you encourage someone else to study at IOB*'? Overall the results are very encouraging: an overwhelming majority of former Master students (92%) are (very) satisfied with their education at IOB, while the results of the second question are even more impressive: close to four out of five alumni would definitely encourage others to study at IOB. The disaggregated results show that there are no substantial differences in appreciation between the three Master programmes (*see Figures 3.1 and 3.2*).

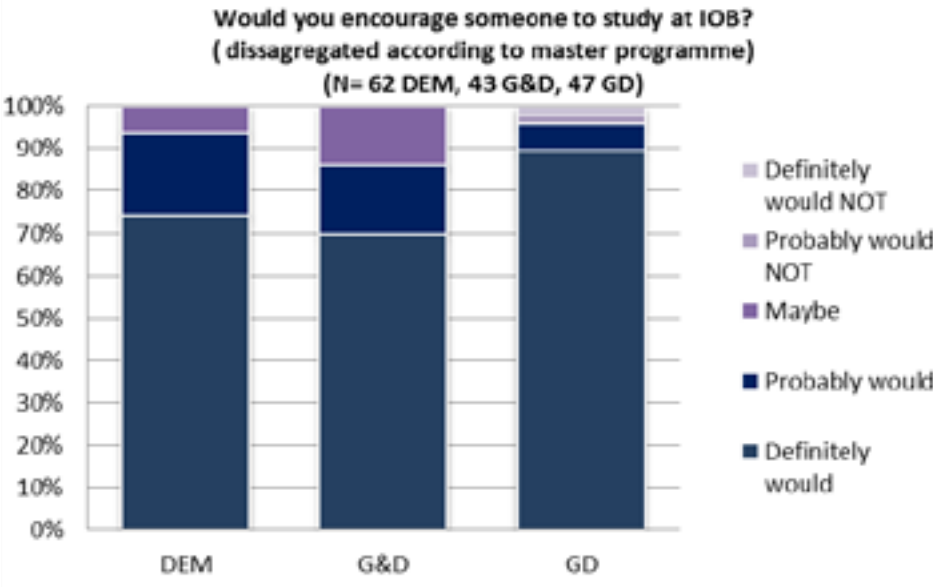
Figure 3.1: Overall satisfaction with education at IOB (disaggregated according to Master programme)



Source: IOB Alumni Survey 2014

[38] Alumni graduated from IOB since 2007-2008 (start new curriculum). N = 394, n= 155 (39.3% response rate).

Figure 3.2: Recommending IOB to someone (disaggregated according to Master programme)



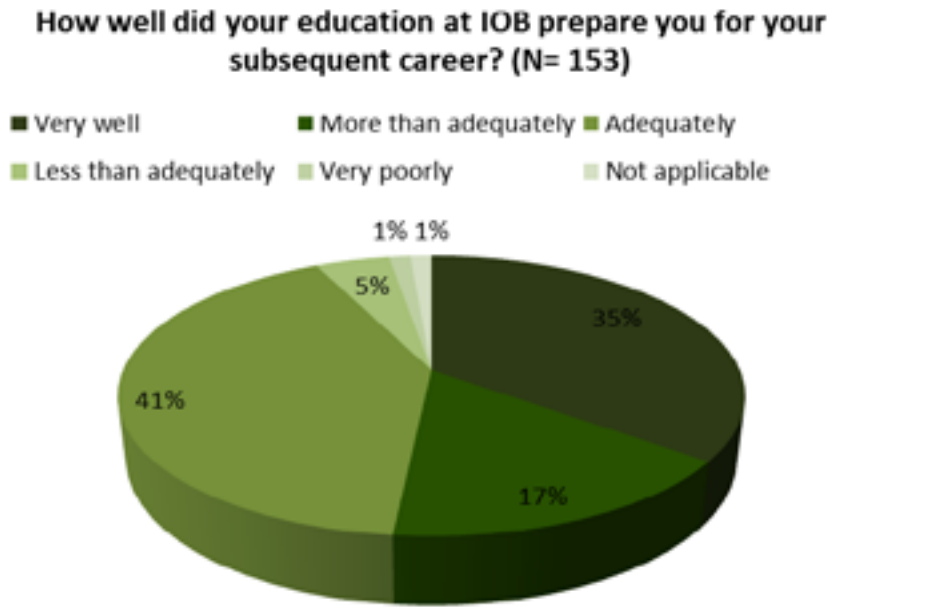
Source: IOB Alumni Survey 2014.

After graduating from one of the IOB Master programmes, 33% of the alumni pursued another study of which 8% commenced a PhD, more than 50%[39] followed another Master programme, 21% a shorter term course and 19% another type of education. With regard to the field of studies after an IOB Master programme, the choices follow logically from the themes within the Master programmes.

As mentioned before, most of the IOB student population has professional experience prior to commencing a Master programme at IOB. The recent survey sought to enquire what effect a Master programme at IOB had on their professional career after graduation. The pie chart shows how well IOB education prepared the alumni for their subsequent career (*see figure 3.3)*, whereas the second graph maps out whether alumni were able to improve their job as a result of the education received at IOB (*see figure 3.4*). The results are positive as 93% of alumni found that IOB education prepared them at least adequately for their subsequent career, while slightly over half found themselves to be more than adequately prepared. However, in order to be fully prepared for the professional challenges after graduation, 66% of the alumni would like to add the following topics and/or skills to one of the three Master programmes: more quantitative research methods, more hands-on training – especially on M&E, and more attention towards environmental challenges, policy analysis, and Asia.

[39] This number should be nuanced however, as some alumni may have misinterpreted the question by taking their Master degree at IOB as an additional further study and as such inflate the number of additional Master studies being pursued after graduating from IOB.

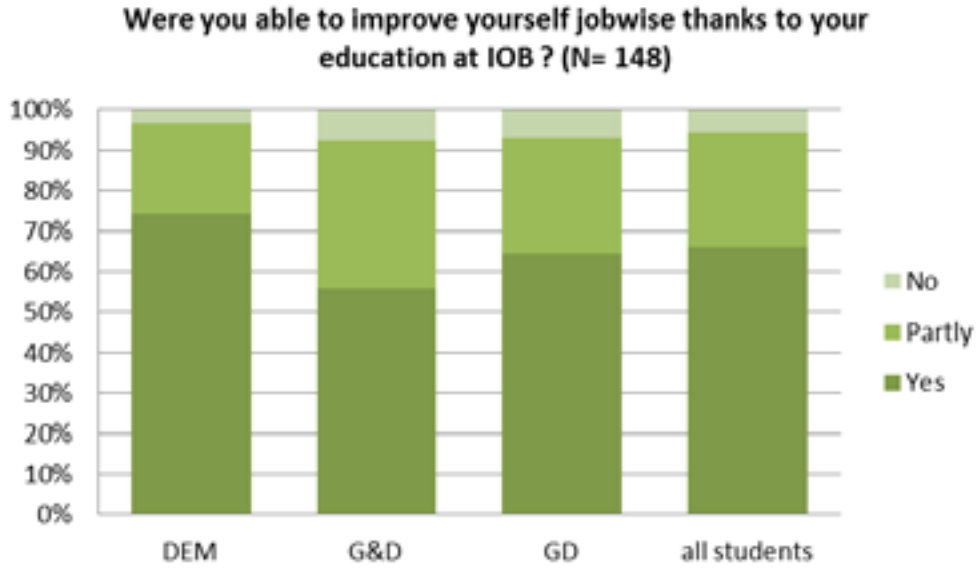
Figure 3.3: Adequate preparation for subsequent career



Source: IOB Alumni Survey 2014

With regard to improving their job as a result of one of the Master programmes, 66% of alumni state that they were indeed able to improve their job after graduation, with over 90% indicating to have improved their job at least partly after graduation. This job-wise improvement is consistently high across the three Master programmes, with the Master programme of DEM scoring the highest.

Figure 3.4: Jobwise improvement

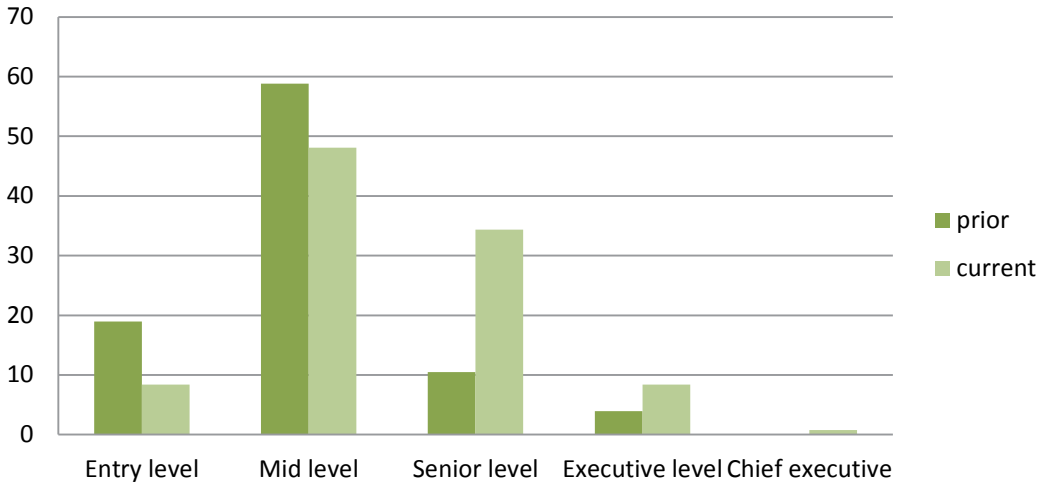


Source: IOB Alumni Survey 2014

Figure 3.5 shows the position the alumni held before and after one of the three Master programmes. After studying at IOB, there is a decrease in entry and mid-level positions in the advantage of senior and executive level positions.

Figure 3.5: Level of seniority among IOB alumni

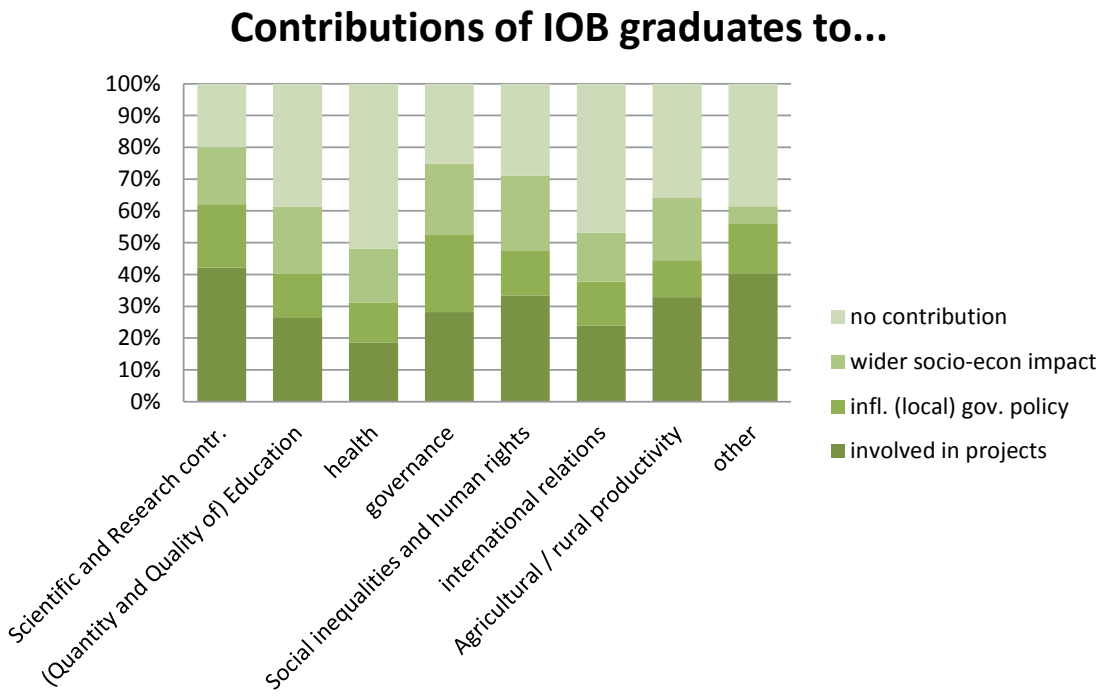
Current position (work) and position prior to studying at IOB (N= 131)



Source: IOB Alumni Survey 2014

Besides aiming to have a positive impact on their career, the Master programmes also aspire to strengthen students' ability to stimulate development in broader society. Measuring the impact of studying at IOB on '*development*' as such is not feasible, however we have asked our former students how they perceive themselves and their contribution to both the organization where they work (organizational contribution) as well as the broader field/ thematic sector they aim to contribute to (societal contribution). With regard to the organization they work in, 90% states to have been able to introduce new practices or innovations in their professional environment as a result of skills/knowledge acquired at IOB. With regard to societal contributions, alumni contributed the most towards scientific contributions, governance, and social inequalities & human rights, which is to a large extent in line with the content of the Master programmes (*see figure 3.6*). Additionally, alumni are not only involved in one (or more) projects but also clearly are involved in influencing (local) government policy.

Figure 3.6: Perceived organisational and societal contributions of IOB graduates



Source: IOB Alumni Survey 2014

The aforementioned graphs clearly indicate that the profile of graduates from one of the Master programmes are not young students, but rather mid- to high level professionals in all key sectors of development and from all over the world. Hence, investing in sustaining relations between the institute and its alumni and amongst alumni themselves, is a win-win situation.

First of all, networking among graduates in various professional settings in their countries of origin and beyond can contribute to building much-needed relationships among different sectors of the development arena and as such become '*brokers of development*'. Moreover, alumni from different countries exchanging information, knowledge, and best practices are ways of stimulating much needed south-south cooperation among developing countries. Finally, for the institute itself, the good relations with alumni has added value in both research[40] and education[41].

To this end, various alumni initiatives have been organized. In 2010 a first extensive alumni survey was organized to map the profile of the IOB alumni and their preferences. A part-time alumni coordinator was appointed in 2012.

Several instruments are available for alumni to keep informed of what is going on at IOB: an IOB Facebook page (including national and graduation groups), Twitter and/or LinkedIn group, a monthly newsletter and a tri-annual alumni magazine, '*Exchange to Change*'. An online alumni platform has also been created, where alumni can update their personal information as well as find contact details and profiles of over 950 registered alumni. Moreover, '*meet and- greet*' sessions[42] are held when an IOB professor or postdoctoral researcher is on

[40] Joint research projects, joint publications, knowledge of local situations and context, PhD students and research networks.
[41] Promotion of IOB master programmes, assisting current students in their dissertation field work, alumni as guest speakers for training programmes, etc.
[42] There have been meet and greet sessions in Benin, Burundi, Cameroun, DRC, Ecuador, Kenya, Nicaragua, Rwanda, Tanzania and Uganda(several).

field-visit in a country where several IOB alumni live, allowing for informal meetings between the two. Alumni seminars are organized, alternating in Antwerp (2011,-12,-13) and in the South (since 2014). For the Antwerp-based alumni seminar, a call for papers was launched among alumni to come to Antwerp and present their ongoing research. So far, three alumni have been invited (from Ghana, Ethiopia and Vietnam) and their presentations were streamed live via our website in order for other alumni to tune in. The in-country seminar is organized in the South (the Philippines, 2014) and invites alumni from within the country to present their own research and keep in touch with each other's work. Additionally, a networking seminar was organized in Uganda (2014) informing Ugandan alumni of the ongoing IOB research projects in Uganda (6, one of which is a joint project with an alumnus), exploring possible synergies, and setting up an Ugandan alumni chapter. The future strategy is to further increase alumni input into alumni activities through providing follow-up trainings/refresher courses and as such exploit the full peer-to-peer learning potential among alumni and staff.

3.4. Return on degree

For this section we mainly base our discussion on the information delivered by DHO, namely the 'time-to-graduation' (see annex III-3). In *chapter 2.1.6*, the percentage of students who complete the Master programme in three years have already been discussed whereas this section will touch shortly on the graduation rates per enrolled cohort. It is very positive to note that the percentages of students that complete the advanced Master programme in exactly the determined one year, range between 69-83% for DEM, between 67-100% for GD, and between 71-94% for G&D, for the years 2008-2009 until 2012-2013. In 2014 we conducted some first regression analyses based on the newly constructed comprehensive database of students' results and background characteristics to assess the possible impact of specific background characteristics and in order to further fine-tune our selection procedure. These first analyses showed that there were no variables that had significant impact on final grades at IOB.

So even though the incoming student population is very diverse in terms of academic and professional background, our intake policy and student guidance seems to allow most students to complete the advanced Master programme in one year.

3.5. Realisations with regard to internationalisation

Typically, internationalisation initiatives distinguish between two types of instruments aiming to provide students with international competences: (1) international mobility; and (2) internationalisation at home. Even though our Advanced Master programmes are an atypical case due to the large number of international incoming mobility students, we will nevertheless adhere to the traditional subdivision between those two instruments.

3.5.1. International Mobility

International mobility[43] of students is the more straightforward instrument of internationalisation. With on average more than 90% of students being incoming foreign students, there is an abundance of incoming mobility. Even more remarkable is the extent of diversity, varying from 21 to 28 different nationalities within one batch of Master students. In the Master programmes however, there is no outgoing student credit mobility – at least not by the VLUHR standards[44] – among our students. Nonetheless, students do have the possibility of

[43] Students go abroad to study or engage in an internship or research during a certain period of time, in order to develop international and intercultural competencies.
[44] Min 15 credits or 3 consecutive months abroad.

going abroad for fieldwork or an internship in function of their Master dissertation. On average 20% of students take advantage of this opportunity (see annex III-6).
Additionally, the Master programmes also build on staff mobility. Several foreign experts are involved in the Master programmes as guest lecturers, and, inversely, IOB staff also teach or present seminars in Master programmes abroad or within the framework of long-term institutional university cooperation (*see annex III-6*).

Given the extraordinary wealth of different nationalities, cultures, languages, professional experiences and disciplinary backgrounds present at IOB, stimulating outgoing credit mobility is not absolutely necessary for the development of students' intercultural and international skills and competencies as such skills are developed to a large extent through internationalisation at home. Nevertheless, in the framework of a future UFOO project, IOB will examine the desirability, feasibility and sustainability of introducing a mobility window into the curriculum of the Master programmes, allowing students to attend specific classes and/or complete an internship at a partner university in the South.

3.5.2. Internationalisation at home

By incorporating specific activities and content in the curriculum, students can develop both generic and content specific international and intercultural skills. *Table 3.1* distinguishes between several dimensions of the international and intercultural skills, i.e. language skills, intercultural competencies, global engagement, personal growth and international disciplinary learning. All of the skills listed in the table are developed to at least some degree among students, even though they are not always made explicit in the programme or evaluated as such.

Table 3.1: Intercultural and International Competencies (OOF ICOM)

Language skills	Writing a text in another language	e.g. write several documents in English (literature review, policy paper, dissertation, ...) ; course academic writing in English
	Speaking in another language	e.g. debate during class, group work presentation, public defence of dissertation but also among each other the common language is English
	Understand spoken text in another language	e.g. understand professors, guest lecturers and fellow-students
	Reading a text in another language	e.g. read scientific articles, books, websites, policy documents, grey literature
Intercultural competencies	General definition	*The ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes* (Deardorff, 2006)
	Cultural self-knowledge	e.g. team building activities during introduction weekend, sessions on intercultural communication including group blog.
	Cultural flexibility and resilience	e.g. living in a foreign country, in a different culture, surrounded by a multitude of different cultures in the classroom
	Cultural openness	e.g. team building activities during introduction weekend, group work
	Cultural knowledge	e.g. learning from case studies from different countries, cultures
	Cultural communication competencies	Intercultural communication sessions
	Cultural conflict resolution	e.g. group work with different cultures, living together with different cultures
	Multiperspectiveness	e.g. role play, simulation games where students take up different roles to learn how others view the same reality

Global Engagement	International orientation	e.g. international literature, case studies from around the world, guest lecturers
	Develop an own opinion about societal or international issues	e.g. assignments based on case studies and development issues
	Express an own opinion about societal or international issues	e.g. debate during class about international issues
	Show societal engagement	e.g. students are development professionals
Personal growth	Function independently	e.g. Master dissertation
	Work together and network	e.g. group work, attend a conference, alumni network
	Have confidence	e.g. public defence of dissertation
	Be flexible	e.g. intermediate assignments?
	Look into different perspectives	e.g. multidisciplinary approach, discussions in heterogeneous group, module course combined with summer school with different audience.
	Show some creativity	e.g. dissertation
	Have a clear view on future professional or study possibilities	e.g. criteria 'motivation' in application procedure, most students return to previous job e.g. based on alumni survey professional activities of IOB alumni is presented
	Being able to cope with stressful situations	e.g. heavy workload throughout the year with several deadlines needing careful planning e.g. take home exam 18h to finish paper to mimic situations in professional life
International disciplinary learning	Being able to situate the discipline within its international context	e.g. most students have professional experience and several assignments explicitly tap into the professional experience whereby students learn from each other's experience
	Being able to recognize different cultural perspectives within the discipline	e.g. use of international literature, class discussion in heterogeneous group, position papers, guest lecturers, IOB is characterised by variety of research approaches.
	Knowledge about the professional field in different countries	e.g. role play, alumni networks, discussions in heterogeneous group, long-term institutional cooperation with several universities, joint research projects with partners in the South
	Knowing international organisations relevant for the professional field	e.g. visit to OECD & UNESCO or World Bank e.g. guest speakers from international organisations

Source: OOF ICOM 2011-2013

The recent alumni survey learned us that *learning outcome 8* is one of the most positively valued learning objectives, confirming that these skills and competencies are indeed acquired by students. These findings were also substantiated in the sounding board meeting with alumni in Uganda, where students also rated the multicultural learning objective as one of the most attained learning objectives during their study at IOB. They also classified this learning outcome among the top three of capacities and knowledge they need in their professional life as a development professional. From this, we can conclude that even if this is not always fully made explicit in the curriculum and validated as such, the Master programmes are able to strengthen the international and intercultural competencies of students, building mostly on incoming diploma mobility and internationalisation at home.

IOB is now in the process of developing a three year internationalisation plan for further developing internationalisation for the future. Both diversifying the types of outgoing mobility (especially towards more institutionalised forms of mobility) and a further capitalisation on international and intercultural competencies in the curriculum could be interesting pathways for the future.

3.6. Improvements with regard to the realisation of learning outcomes and assessment

a) General

In 2007, the assessment panel advised to develop good evaluation modes, and this in conformity with the modular approach and the multidisciplinary nature of the revised programmes. The assessment of the second and third modules consist of smaller intermediate assignments for the separate course (sub)-units and an integrating assessment at the end: the EOMPs. The coordination with regard to the intermediate assignments in terms of timing and workload and the organization of EOMPs (requirements, timing and points/score) are organized through the course-team meetings, whereas all cross-curricular subject and issues are organized by the OWC.

With regard to module I, currently the assessment is organized at the level of the course units, but this could be integrated more at a higher level. For '*Theories of Development*', assessment is done through a classic exam, but in 2013-2014 we took a first step in integrating the various disciplines of this course by organizing a final debate. One of the objectives is to give students formative feedback on their understanding of the three course units. Another important issue, especially within a modular teaching approach is feedback. In chapter 3.1.3. we give an overview of relevant initiatives like the feedback week, feedback on academic English by Linguapolis, compulsory drafts for the EOMPs and standardized assessment sh assessment. Most important is the increased attention to the transparency, validity and reliability of assessments which is explained in chapters 3.1.3 and 3.1.4.

b) The Master Dissertation

In 2007, the assessment panel advised to improve the quality of the Master thesis. In line with this advice, we strongly invested in improving the dissertation process and the dissertation's quality. The effectiveness of the efforts made was confirmed by the 2013 external benchmark exercise.

We offer students clear and rigorous information on the requirements of the Master Dissertation and embed the dissertation in a learning process (*see chapters 2.1.4 and 3.2*).

As we realized that fieldwork increased the risk on failure for the dissertation, we limited the maximum stay to 6 weeks and restricted the travel grant for fieldwork to students that passed all other courses successfully.

For 2014-2015, we refined the intended learning outcomes of the Master dissertation and translated them into very detailed guidelines for students. The refined learning outcomes were also the basis for a renewed assessment sheet and related keys for the Master Dissertation, EOMP and presentations (see chapter 3.2).

In 2007, the assessment panel, advised IOB to further develop and materialize the intention for an oral presentation of the Master Dissertation. IOB further elaborated on this idea and introduced an oral presentation for both the EOMP and the dissertation where the presentations take place in a conference format. First, the student presents the core of his/her work, next there is a discussant and finally there is the occasion for questions from other people. The presentations are assessed through the standardized assessment sheet.

3.7. Critical reflection and future perspectives

As mentioned before, one of the main objectives of the Master programmes is to create better development professionals. In this regard, it is positive to note that, in general, students are very satisfied with the way IOB has prepared them for their subsequent career: most students have substantially improved themselves jobwise and, at least according to their own perceptions, they have been able to contribute to their organization and to the broader society. As such they have become '*brokers in development*'. They also share their experiences and knowledge through the growing IOB alumni network. As this network has been valued so highly by students and staff, IOB will continue investing in alumni services during the coming years.

An absolute strength of the three Master programmes is the high level of internationalisation. The enormous diversity of nationalities at IOB allows students to not only learn from lecturers but also through in-class interaction and/or through the case-studies presented by their peers. In addition to '*internationalisation at home'*, IOB will further explore the possibilities of outgoing mobility. For students this aspect is currently limited to fieldwork for the dissertation, however, in the short term, we will explore the possibility of a '*Mobility Window'*, while this may eventually lead to joint degrees or more extensive exchange in other academic fields.

With the introduction of the new curricula in 2007, a variety of assessment methods were implemented in the Master programmes, where intermediate assignments for specific units are complemented with a more comprehensive assessment at the course level. Different moments and types of feedback aim to support students in their gradual learning process. This is also strengthened by explicit linking of the different end-of-module papers with the Master dissertation. This linkage has substantially improved the quality of the latter, which was confirmed in a first external benchmark exercise. Other strengths of the dissertation process are the concrete learning outcomes which were subjected to international comparison, the extensive student guidelines, and the standardized assessment sheet. Notwithstanding, it remains important to activate students early in the year as the time period and time span of the dissertation are not ideal. The various interventions with regard to the dissertation have however substantially improved the success rate for this programme component. For methodological courses, comparable efforts have been made and future efforts are being designed. All the above, together with the extensive study guidance effort, results in a high return on degree, with an average of 78% of Master programme students graduating within one year and 88% within three years.

Recently, IOB has significantly invested in quality control with regard to assessment, with an assessment policy anchored in regular educational procedures, and with assessment sheets ensuring that lectures invest towards high validity, transparency and reliability of assessment. This effort to achieve high transparency towards students is reflected in the course information sheets, the Academic Survival Guide, the Assessment Guide and the overall attention to feedback. We learned from the current reflection process that the assessment of discussion skills, negotiation skills, and attitudes can still be improved. More concrete criteria can be formulated for these competences in order to develop more transparent and reliable assessment instruments.

Chapter 4: Conclusion

4.1. Strengths and points of improvement of the three advanced Master programmes.

With regard to the learning outcomes of the three Master programmes, we conclude that they are in line with the current state of the art in development studies and each has an added value for students who want to improve themselves as development professionals. The modular architecture of the programmes guarantees the combination of a student-centred learning trajectory with research-based education. After an initial, more standardised input in theories of development and research methods, students can largely design their own learning trajectory, in function of their own strengths and weaknesses, and in function of their future career choices. The diversity of students' orientations matches well with the multidisciplinary teams of lecturers who organise the different courses. At the same time, the relatively broad thematic definition of a course allows for a flexible redefinition of course contents in function of new insights, changing research interests and/or available expertise, from both within and outside IOB. Finally, a dissertation process which is built on the basis of EOMP's guarantees both coherence with the taught input during the courses and coherence in terms of the form of the required output. The external benchmark study of our Masters dissertations carried out by ISS is convincing evidence that the new set-up works as intended.

Secondly, the initiatives undertaken for study guidance have considerably expanded, among others to meet specific students' needs concerning language and ICT, but also to strengthen social interactions within the class group. The heterogeneity of our student group constitutes one of our greatest assets, provided we can cultivate a good basis for peer-to-peer learning.

Another point worth mentioning is the considerable improvement in mechanisms of quality assurance since the last assessment panel, at different levels. Quality assurance refers to a quadruple checking of (i) the consistency of education processes with the learning outcomes of the master programmes, (ii) our achievements in terms of students' learning process, (iii) the quality of our teaching staff and (iv) a validity check on the relevance of the learning outcomes for the professional field of development practitioners. Our ability to have systematic backup from a CIKO, an UFOO and a staff member dedicated to cultivating an alumni network has been of great help in this regard. They are the practical drivers of quality assurance through instruments like focus groups, student evaluations, alumni surveys, benchmark studies, assessment fiches and assessment forms. The multi-level organisation of the Master programmes in course teams and OWC constitutes another element of quality assurance.

As a result of all this, students report to be very satisfied with their study at IOB: they take home a lot of knowledge and experience and the Master programme did provide them additional leverage in view of future career options. In turn, the number of applications has remained consistent notwithstanding a stricter selection policy. We have been able to attract more non-VLIR-scholarship students and more non-scholarship students, also from the South.

Nevertheless, there are some points of improvement that will need due attention in the near future. There is some room for improvement in communicating the contents and objectives of our Master programmes and in linking different courses between modules II and III. More importantly we need to address some remaining (and persisting) problems in module I, which are related to the heterogeneity in our intake of students. The interactive

and multidisciplinary organisation of the thematic courses in modules II and III implies that students can share a common basis of understanding and ideally, the routes towards this common understanding are differentiated in function of the strengths and weaknesses of the incoming students. To the extent we can solve this problem, we can also deepen the students' subsequent learning trajectories. Another point of attention remains the recruitment of new staff members. Somewhat paradoxically, the international character of our students is not mirrored in the international character of our tenured and tenure track teaching staff. Also in terms of gender composition and in terms of disciplinary profile, we could do better than we do now, even if these deficiencies are partly compensated by composition of the post-doc teaching staff and researchers.

4.2. Future policy options

Some of the deficiencies we identified in this report are in the process of being resolved, some of them require additional input.

For the near future, we think that, given the evolution in the global landscape of Master programmes, it is important to explore the possibilities offered by a 'mobility window', allowing a limited group of students to have a South experience already in the first trimester. Such a mobility window might be valuable in attracting students already well acquainted with development theory and research methods, improve the relevance of their work and constitute one of the options to open different learning trajectories already in the first trimester. Such an initiative might also, later-on, prepare the way towards joint-master programmes with selected south partners.

In part, our plans for the future will however also be determined by other actors. One of the most important elements in this regard is the ongoing debate about changes in the scholarship policy defined by both the Federal Government and by VLIR-UOS. In part, these policy changes may well provide for an opportunity to transform our Master programmes into a joint initiative involving actors and institutes from the North as well as from the South, but in a more pessimistic scenario, the changes imply that the scholarship opportunities for people from the least developed countries are effectively eliminated. As things stand, we will be able to attract sufficient numbers of students, including from the Global South, to keep on working as usual. It would however be a missed opportunity for students from LDCs to learn from other country's development experiences.

Bibliography

Deardorff, D.K. (2006) "The Identification and Assessment of Intercultural Competence", *Journal of Studies in International Education*, 10: 3, 241-266.

EADI (2006) *Draft guide for the EADI Peer Review of Development Studies*, *http://www.eadi.org/fileadmin/Documents/Events/Directors__Meeting/EADI_peer_review_of_development_studies.pdf (last consulted 1 December 2014).*

IAC/EADI *International Accreditation Council for Global Development Studies and Research*, http://www.eadi.org/index.php?id=1398 (last consulted 27 November 2014).

OOF ICOM (2011-2013) *Internationale Competenties*, http://www.internationalecompetenties.be/nl/icoms/ (last consulted 4 December 2014).

Woolcock, M. (2007) "Higher Education, Policy Schools, and Development Studies: What Should Masters Degree Students be taught?", *Journal of International Development*, 19:1, 55-73.

Annexes

Annex 0-1: Administrative details of the programmes

- Master in Globalisation and Development
- Master in Governance and Development
- Master in Development Evaluation and Management

Algemene informatie

Graad en kwalificatie	**Master of Science in Globalisation and Development**
Academiejaar	2013 - 2014
Soort opleiding	Master-na-master
Studieomvang	60 studiepunten
Onderwijsta(a)l(en)	Engels
Studiegebied(en)	• Economische en toegepaste economische wetenschappen • Rechten, notariaat en criminologische wetenschappen • Politieke en sociale wetenschappen
Instelling	Universiteit Antwerpen (UA)
Opleidingslocatie(s)	Antwerpen
Opleidingsinformatie	http://www.uantwerpen.be/nl/onderwijs/aanbod/adma-globalisation-development/profile/
Aansluiting en vervolgopleidingen	http://www.uantwerpen.be/nl/onderwijs/aanbod/adma-globalisation-development/profile/
Onderwijs- en examenreglement	http://www.uantwerpen.be/nl/onderwijs/van-studiekeuze-tot-diploma/studieloopbaan/oer/

Het Hogeronderwijsregister

Algemene informatie

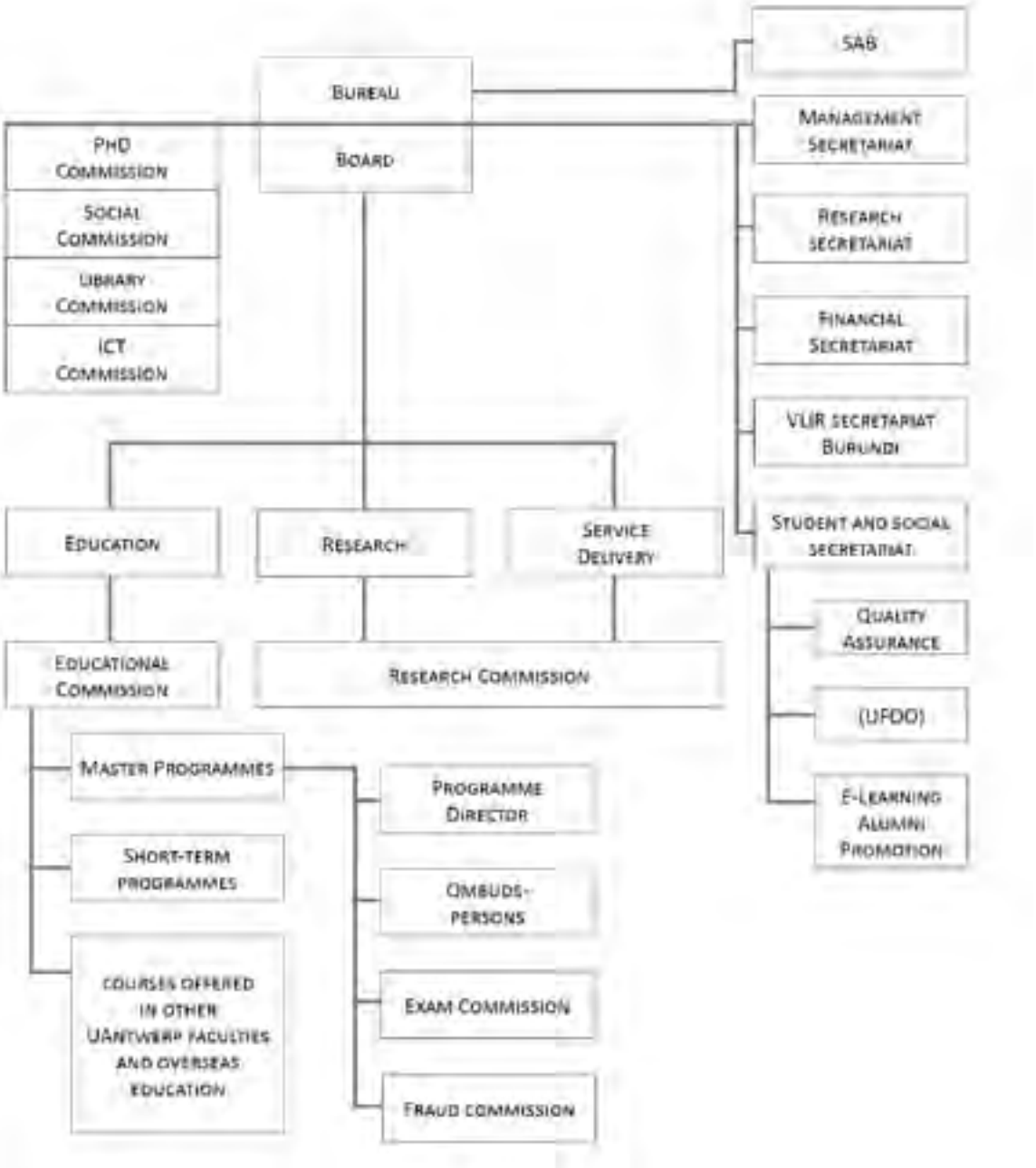
Graad en kwalificatie	**Master of Science in Governance and Development**
Academiejaar	2013 - 2014
Soort opleiding	Master-na-master
Studieomvang	60 studiepunten
Onderwijsta(a)l(en)	Engels
Studiegebied(en)	• Economische en toegepaste economische wetenschappen • Rechten, notariaat en criminologische wetenschappen • Politieke en sociale wetenschappen
Instelling	Universiteit Antwerpen (UA)
Opleidingslocatie(s)	Antwerpen
Opleidingsinformatie	http://www.uantwerpen.be/nl/onderwijs/aanbod/adma-governance-development/profile/
Aansluiting en vervolgopleidingen	http://www.uantwerpen.be/nl/onderwijs/aanbod/adma-governance-development/profile/
Onderwijs- en examenreglement	http://www.uantwerpen.be/nl/onderwijs/van-studiekeuze-tot-diploma/studieloopbaan/oer/

Het Hogeronderwijsregister

Algemene informatie

Graad en kwalificatie	**Master of Science in Development Evaluation and Management**
Academiejaar	2013 - 2014
Soort opleiding	Master-na-master
Studieomvang	60 studiepunten
Onderwijsta(a)l(en)	Engels
Studiegebied(en)	• Economische en toegepaste economische wetenschappen • Rechten, notariaat en criminologische wetenschappen • Politieke en sociale wetenschappen
Instelling	Universiteit Antwerpen (UA)
Opleidingslocatie(s)	Antwerpen
Opleidingsinformatie	http://www.uantwerpen.be/nl/onderwijs/aanbod/master-development-evaluation/profile/
Aansluiting en vervolgopleidingen	http://www.uantwerpen.be/nl/onderwijs/aanbod/master-development-evaluation/profile/
Onderwijs- en examenreglement	http://www.uantwerpen.be/nl/onderwijs/van-studiekeuze-tot-diploma/studieloopbaan/oer/

Annex 0-2: Organogram of the Master programmes and the executive bodies



Annex I-1: Comparison of the DLR with the intended learning outcomes of the Master programmes in GD, G&D and DEM

As there is a 100% match between the DLR and the intended learning outcomes of the three master programmes, what follows is an overview of both the discipline specific learning outcomes and the learning outcomes of the three master programmes.

The first eight intended learning outcomes sketch out the joint DLR of the three Master programmes. This joint set is complemented with learning outcomes for each programme separately.

Joint learning outcomes for the Master programmes in Globalisation and Development, Governance and Development, and Development Evaluation and Mangagement

1. The graduate can explain the evolution over time of development concepts and theories in social sciences.
2. The graduate can use these theories to analyse and explain divergences in development outcomes between countries and regions from a multidisciplinary perspective.
3. The graduate is able to critically reflect upon tools and methods to analyse and conduct research, having achieved a basis in both qualitative and quantitative research whilst specializing in one of both.
4. The graduate is able to process social science literature in development studies , i.e. critical reading, reporting, presenting and discussing in relevant fora.
5. The graduate - both in personal and in group - is able to timely produce scientifically founded (policy) documents, literature reviews, papers and dissertations.
6. The graduate is able to present and to debate scientifically founded (policy) documents, literature reviews, papers and dissertations in relevant fora.
7. The graduate is able to explore divergent policy alternatives and to discuss these with the aim of reaching workable outcomes.
8. The graduate is able to work and discuss constructively within a multicultural environment composed of people with different affective, cognitive and behavioural orientations.

Specific learning outcomes for the Master in Science in Governance and Development:

9. The graduate can explain the processes of state formation, state failure and state reconstruction and the role of governance structures in development.
10. The graduate can identify, critically discuss and negotiate possible approaches and strategies to governance and development.
11. Depending on the chosen track the graduate is able to analyse key elements of conflict, peace and state reconstruction OR is able to analyse the interactions of local actor strategies and institutional structures and their influence on inequality, poverty and well-being.

Specific learning outcomes for the Master in Science in Globalisation and Development:

9. The graduate is able to analyse, explain and interpret the effects of globalisation on development, trade, labour, and poverty reduction.
10. The graduate can identify and critically discuss possible approaches, research methods and strategies to development in their relationship with globalisation.
11. The graduate can analyse how inequality, poverty, and well-being is generated by interactions of local actor strategies and institutional structures, and is able to apply these insights to specific thematic issues in the field of globalization.

Specific learning outcomes for the Master in Science in Development Evaluation and Management:

9. The graduate is able to explain and understand the behaviour of donors and recipients in development processes.
10. The graduate can explain the importance of monitoring and evaluation (M&E), is able to understand the importance of the organizational and political dimensions of M&E and is familiar with different M&E methodologies.
11. Depending on the chosen track the graduate is able to assess the effect of national and international actors and social, political and economic factors on aid processes and outcomes OR is able to assess the effect of local and national actors and factors on inequality, poverty and well-being.

Annex II-1: Comparative overview of courses in relation to the intended learning outcomes of the Master programmes

- Table of Correspondence of the Master in Globalisation and Development
- Table of Correspondence of the Master in Governance and Development
- Table of Correspondence of the Master in Development Evaluation and Management

Table of Correspondence of the Master in Globalisation and Development

Table of correspondence: summary

	Learning outcomes										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Theories of Development	x	x		x		x	x	x			
Research Methods I			x	x	x			x			
Research Methods II			x	x	x			x			
Globalisation and Development		x	x	x	x	x	x	x	x	x	
Local Institutions and Poverty Reduction		x	x	x	x	x	x	x	x	x	x
Dissertation		x	x	x	x	x	x		x	x	x

Table of correspondence: detailed overview

The cells in grey represent the courses. For each course the relevant intended learning outcomes of the programmes are listed. Next, the courses are subdivided in (sub)units. For each (sub)unit the intended learning outcomes are listed as well as the teaching methods, assessment methods and assessment criteria.

Module I: Theories of Development, Research Methods I, Research Methods II – 18 credits

	Teaching Method	Assessment method	Assessment Criteria
Theories of Development (learning outcomes 1, 2, 4, 6, 7, 8) – 8 credits			
▪ Students can use the different concepts of well-being, inequality and poverty. ▪ Students can explain the theory and empirics of the determinants of economic development. ▪ Students can explain the theory and empirics underlying the relationship between politics, governance and economic development.			
Unit 1: Economic and Institutional Development - 3,5 credits			
▪ Students can give the stylized facts of 200 years of economic development, and explicate the debates and policy implications of different models of economic development. ▪ Students can explain the role of markets, the state, social norms, population growth, natural resources and other fundamental determinants of economic development.	▪ Lecture ▪ Q&A ▪ Debate ▪ Interactive (collective action game).	Written exam without oral presentation (100%)	Knowing, understanding and applying concepts and theories of economic and institutional development.
Unit 2: Politics of Development – 2,5 credits			
▪ Students can explain the main theories of development and political regimes and systems, and are able to explain the links between politics, governance and development. ▪ Students can explain the most important empirical research that links democracy and development.	▪ Lecture ▪ Discussion ▪ Group and individual work. ▪ Q&A sessions: Students prepare for class by reading materials in order to stimulate discussion.	Written exam without oral presentation. (100%)	Knowing, understanding, and applying concepts and theories of development.
Unit 3: Poverty and Inequality – 2 credits			
▪ Students can understand the multidimensional character of the concepts of poverty, well-being and inequality. ▪ Students can reflect on the intrinsic and instrumental importance of different dimensions of poverty, well-being and inequality. ▪ Students are able to understand the political implications of making use of whatever concept or measure of poverty, well-being or inequality.	▪ Lecture ▪ Interactive: students prepare for class by reading materials in order to stimulate discussion in the classroom setting.	Oral exam, open book, with written preparation. (100%)	Knowing and understanding the normative and political concerns involved in making use of the concepts of well-being, poverty and inequality.

	Teaching Method	Assessment method	Assessment Criteria
Research Methods I (learning outcomes 3, 4, 5, 8) – 4 credits			
Unit 1: Research in a Development Context – 2 credits			
▪ Students are able to understand and explain the different roles of applied research in development arenas, linking them to own experience in development interventions. ▪ Students are able to critically reflect upon different epistemological stances. ▪ Students are able to compare and argument for/against different sorts of research methods (quantitative - qualitative). ▪ Students are able to understand and explain issues of causality and validity in both quantitative and qualitative research. ▪ Students are able to find and interpret relevant academic literature. ▪ Students are able to write an academic research paper in academic English. ▪ Students are able to correctly cite and refer to literature in an academic research paper.	▪ Lectures ▪ Practical sessions	Essay (maximum 4000 words) (100%)	▪ Content of the essay ▪ Academic writing ▪ Citing & referencing
Unit 2: Introduction to Quantitative Data Analysis – 2 credits			
▪ Students are able to apply basic methods of descriptive and inferential statistics. ▪ Students are able to correctly interpret statistical analysis in a development policy context.	▪ Lectures ▪ Practical sessions. ▪ Tutorials	Written exam without oral presentation (open book) (100%)	▪ Understanding basic concepts ▪ Application of statistical methods ▪ Interpretation of results

	Teaching Method	Assessment method	Assessment Criteria
Research Methods II (learning outcomes 3, 4, 5, 8) – 6 credits Students choose units for 6 credits			
Unit 1: Working with Data – 1,5 credit			
▪ Students are able to retrieve household-level data, and calculate and interpret statistics on welfare, poverty and inequality. ▪ Students can generate graphs and compute descriptive statistics for a large household dataset using MS Excel spreadsheet functions. ▪ Students are able to evaluate and synthesise in a report the results of his/her calculations with respect to wealth indicators, poverty measures and poverty profiling.	▪ introductory lectures ▪ computer exercises in Excel. ▪ Self-practice on PC through exercises	▪ assignment (20%) ▪ written exam with oral presentation (closed book)(80%)	▪ producing the correct answers ▪ using the appropriate calculation techniques ▪ soundness of the interpretations of the results ▪ ability to discover patterns in the data
Unit 2: Regression Analysis and Inference – 3 credits			
▪ Students are able to investigate functional relationships among variables through correlation and regression analysis and apply the technique using a data set from a developing country. ▪ Students are familiar with regression analysis to investigate functional relationships among variables. ▪ Students are able to detect and deal with the various problems that can invalidate the standard regression assumptions. ▪ Students are able to understand and interpret data using graphical methods complementing regression techniques.	▪ Lectures without computer practicals. ▪ Lectures with computer practicals. ▪ Reading and self-practice on PC.	▪ Project-based assignment (80%) ▪ Short exercise (20%)	Knowledge, application and interpretation of techniques
Unit 3: Time Series Data – 1,5 credit			
▪ Students are able to graph and summarize time series data using univariate and multivariate models. ▪ Students can reproduce the basics of summarizing and graphing time series data. ▪ Students are able to summarize stationary time series data in univariate and multivariate models and to use this skill for testing hypotheses and prediction. ▪ Students are able to explain the dangers associated with using standard analysis on non-stationary data. They are able to detect problems, test for stationarity and suggest solutions.	▪ Lecturers with computer practicals.	Written exam with oral presentation (open book) (100%)	Knowledge, application and interpretation of techniques.
Unit 4: Cross-Section and Panel Data – 1,5 credit			
▪ Students are able to graph and summarize grouped data using different methods. ▪ Students know the basics of summarizing and graphing grouped data. ▪ Students are familiar with the dangers of using standard analysis on grouped data. Students can apply different methods for handling grouped data ▪ Students are able to perform basic tests for differentiating between available methods.	▪ Lecturers with computer practicals.	Written exam with oral presentation (open book) (100%)	Knowledge, application and interpretation of techniques.
Unit 5: Qualitative Field Research and Data Collection – 3 credits			
▪ Students are able to understand, design and conduct qualitative field research. ▪ Students comprehend the nature and use of qualitative research methods (interviews, (focus) group(s) interviews, life histories, (participant) observation, ethnography). ▪ Students are able to take into account practicalities and challenges when designing qualitative research and organizing (qualitative) fieldwork. ▪ Students are able to apply knowledge about qualitative research, methods and fieldwork in the set-up of an interview guide and research design. ▪ Students are able to conduct qualitative interviews.	▪ Lectures ▪ Practice sessions ▪ Skills training	▪ Presentation of a case study (20%) ▪ Qualitative research proposal (80%)	Comprehension and application
Unit 6: Participatory Research and Development Methods - 3 credits			
▪ Students are able to understand the principles of participatory approaches, evaluate widely used participatory methods and reflect upon their suitability in different development contexts. ▪ Students are able to understand and critically reflect upon participatory research and development approaches and participatory methods.	▪ Lectures ▪ Practice sessions ▪ Discussion ▪ Simulation game	▪ Memo 1 (17%) ▪ Memo 2 (17%) ▪ 1 written assignment (66%)	▪ Application ▪ Comprehension ▪ Analytical capacity ▪ Critical reflection ▪ Academic writing skills

Unit 7: Multi-Actor Processes in Development: Negotiation, Collaboration and Mediation – 1,5 credit			
▪ Students are able to understand and critically reflect upon complex negotiation, collaboration and mediation processes in a development context. ▪ Students understand key theoretical concepts related to complex negotiation, collaboration and mediation processes in a development context. ▪ Students understand the policy relevance and practical implications of those theoretical concepts for development practice. ▪ Students have the skills to negotiate in a multi- actor setting.	▪ Lectures ▪ Practice sessions (simulation game)	▪ 2 written assignments (67%) ▪ class participation (33%)	▪ Connection of theoretical concepts with simulation exercise ▪ Critical observations of learning process during the simulation game
Unit 8: Analysing Text and Discourse in Development – 1,5 credit			
▪ Students are able to understand and analyse the role of texts and of discourse in development. ▪ Students understand key theoretical concepts related to text and discourse analysis. ▪ Students critically evaluate the role of discourse and framing in development. ▪ Students are able to apply theory and to analyse discourse in development related contexts	▪ Lectures ▪ Practice sessions	2 written assignments (50% each)	▪ Application of knowledge ▪ Analytical skills
Unit 9: Qualitative data analysis – 1,5 credit			
▪ Students are able to organize and analyse qualitative data and develop conceptualisation strategies. ▪ Students comprehend the opportunities and challenges related to the analysis of qualitative data and are able to critically evaluate strategies for conceptualisation. ▪ Students are able to code qualitative data. ▪ Students are able to organize and analyse qualitative data using NVivo software.	▪ Lectures ▪ Practice sessions ▪ Skills training	Written assignment (100%)	▪ Comprehension ▪ Application

Module II: Globalisation and Development – 12 credits

	Teaching Method	Assessment method	Assessment Criteria
Globalisation and Development (learning outcomes 2, 3, 4,5,6,7,8,9,10)			
Unit 1: Globalisation: the basic issues – 0,5 credit			
▪ Students can explain the basic characteristics of globalisation, identify key concepts such as global public goods, global governance and global value chains, and use these to define and measure globalization.	▪ Lectures ▪ Directed self-study ▪ Class exercise	Individual take home assignment (100%)	▪ Knowledge of and insight in basic concepts such as global public goods, global governance and global value chains. ▪ Capacity to define and measure globalisation based on the basic concepts. ▪ Capacity to critically assess existing concepts and measures.
Unit 2: Subunits on different globalisation topics – 7,5 credits **Students choose 3 out of 4 subunits**			
Subunit 2a: Trade Policy: Poverty Impact and Policy implications			
▪ Students can explain the main theoretical approaches to analysing the trade-poverty nexus. ▪ Students can explain the potential channels through which trade liberalization/protection may influence poverty. ▪ Students can identify the impact of trade policy reforms and formulate adequate complementary measures to cope with trade shocks.	▪ Lectures ▪ Directed self-study	▪ Written examination, complemented with oral defence (closed book) (70%) ▪ Group assignment (policy advice) with presentation (30%)	• Knowledge and understanding of content. • Capacity to analyse critically. • Capacity to apply concepts in provided cases. • Capacity to present content in a structured and attractive way, adequately 'translated' for a particular audience, here: a country's Minister of Trade. • Capacity to build and defend an argument. • Capacity to work in group.
Subunit 2b: Financial Globalisation and the Poor			
▪ Students can explain the concept of financial globalisation, identify the different types of external flows, measure the degree of financial globalisation of specific countries or regions, and identify the causes and consequences of the financial globalisation crisis. ▪ Students can sum up the literature regarding the impact of financial globalisation on the poor at the macro as well as micro level. ▪ Students are able to design, both at the macro and micro level, current best practices to cope with and prevent financial crises.	▪ Lectures ▪ Directed self-study ▪ Class exercise	▪ Exercise measuring the level and evolution of financial globalization, using the concepts seen in class and the measures/ databases (made) available. (30%) ▪ Policy briefing note for the Minister of Finance of a particular country describing a set of policy highlights to optimize development impact of a financial globalization strategy, at the macro as well as at the micro-level, taking into account global level opportunities/constraints. (60%) ▪ Participation in class. (10%)	▪ Knowledge and understanding of content. ▪ Capacity to analyse critically. ▪ Capacity to apply concepts in particular cases ▪ Capacity to build and defend an argument, adequately 'translated' for a particular audience. (here: a briefing note targeted to country's Minister of Finance).
Subunit 2c: Global Value Chain			
▪ Students understand the main concepts related to Global Value Chains (GVCs) and its policy frameworks. ▪ Students have a practical knowledge on the changes occurring at the global production level, and see how these changes impact at the level of firms and individuals in developing countries; ▪ Students are able to critically assess the potential of GVC participation/ integration on different groups of beneficiaries in developing countries and understand the limitations of the approach; ▪ Students are confident with the main international frameworks regulating global production, and understand how to comply with them; ▪ Students are able to master concepts in a multidisciplinary way, combining insights from economics, law, anthropology and political sciences. ▪ Students are able to identify an appropriate mix of practical measures allowing developing countries to enter and upgrade into global value chains.	▪ Participative lectures ▪ Directed self-study ▪ Students' presentations of selected case studies ▪ Simulation exercise	▪ Short essay (1,000 words) (60%) ▪ Case study presentation during classes (25%); ▪ Participation in class, including a simulation exercise based on an assessment of a proposal on how to include and maximize the advantages of a developing country's participation in GVC (15%)	▪ Knowledge and understanding of the framework. ▪ Capacity to master the framework and use it critically in class exercise and simulation. ▪ Capacity to present content in a structured and attractive way, and to extract the most relevant features out of the cases analyzed. ▪ Capacity to work in a group ▪ Capacity to communicate basic concepts to a broad, multidisciplinary, audience.
Subunit 2d: Global environment-development nexus			

▪ Students are able to understand sustainable development within a historical context and broader perspective. ▪ Students are able to understand the fundamental characteristics of an economics approach to an environmental analysis. ▪ Students develop a critical appreciation of how a wide variety of factors, including politics and power have an impact on the nexus between environment and development. ▪ Students are able to understand and analyse a number of key concepts and cases within the global environment-development nexus.	▪ Lectures ▪ Directed self-study	▪ Written exam without oral presentation (100%).	• Knowledge and understanding of content. • Capacity to analyse critically. • Capacity to apply concepts in provided cases. • Capacity to build and defend an argument.
Unit 4: End-of-Module Paper and conference – 4 credits			
▪ Students are able to write, present and defend an analytical paper on a topic related to one (or more) of the Subunits of Unit 2.	▪ Writing a policy paper ▪ Conference: presentation and defense ▪ Individual guidance by supervisor	Paper (70%) Presentation (20%) Learning process (10%)	See chapter 8 ASG

Module III: Local Institutions and Poverty Reduction Strategies – 12 credits

	Teaching Method	Assessment method	Assessment Criteria
Local Institutions and Poverty Reduction (learning outcomes 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)			
Unit 1: Theory and Concepts – 2 credits			
▪ Students are able to understand actor-oriented and institutional development theories to the analysis of the social processes that generate and reproduce poverty and exclusion. ▪ Students understand that the sustainable reduction of poverty and exclusion requires a fundamental change in the way societal institutions function. They are also aware of the difficulties of such a change, given the inevitable path-dependency of all social change processes. ▪ The knowledge generated in Unit I provides students with the necessary conceptual foundations to apply actor-oriented and institutional development theories to the analysis of the specific topics and contexts dealt with in Units II and III.	▪ Lectures ▪ Discussion ▪ Directed self-study	▪ Oral exam with written preparation (open book) (100%)	▪ Understanding of concepts and theories. ▪ Ability to relate and compare different theories and/or to apply theories to real world experiences and cases. ▪ Capacity of formulation and argument during exam.
Unit 2: Introduction to specific topics – 4 credits **Students choose 2 out of 9 subunits**			
Subunit II-1: Access to Public Services			
▪ Students are able to discuss the accountability of public services in connection with evolving notions of 'universal' basic needs, historical state formation and local worldviews.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-2 Access to Natural Resources			
▪ Students are able to critically analyse a range of theoretical perspectives about access to natural resources. ▪ Students are able to analyse the link between natural resources and conflict, and the narratives which are created about this.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-3 Access to Markets and Value Chains			
▪ Students acquire theoretical and conceptual tools to analyse how local producers can upgrade and integrate in global markets in a more beneficial way; they can apply and critically evaluate these tools. ▪ Students comprehend how production organizes locally in response to global demand and supply forces. ▪ Students comprehend the importance of market and non-market forces in private sector development, including local institutional dynamics, social value, power and agency. ▪ Students can synthetize discussions on standards in selected product markets.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.

Subunit II-4: Access to Financial Services			
▪ Students have knowledge of the historical development and the current state the microfinance industry. ▪ Students manage conceptual tools to understand financial market failure as well as microfinance innovations (contract design, interaction with and embeddedness in local institutions) and their relevance in the struggle to maintain a credit culture. ▪ Students understand the potential and the limitations of 'stand-alone microfinance', 'microfinance Plus' and 'Green Microfinance' in achieving poverty reduction and environmental protection. ▪ Students have knowledge of the over-indebtedness crises and the related political attack on 'neo-liberal microfinance'. ▪ Students have the capacity to apply the knowledge of the sub-unit to policy discussions about the role of microfinance in poverty reduction and sustainable development.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-5: Gender and Development – A Local Institutional Perspective			
▪ Students understand the mutually influencing relationship between 'gender relations' and 'development'. ▪ Students know that gender blind assumptions lead to policy failures and are able to apply gender analysis frameworks. ▪ Students can critically reflect upon the notion of 'the household' and are able to analyse intra-household relations from a gender perspective. ▪ Students understand that access to and control over resources is influenced by and may influence 'gender relations'. ▪ Students can synthesize and reflect upon the widely diverging evidence with respect to the impact of microfinance on women's empowerment. ▪ Students understand the importance of natural resource property rights for gender equality and women's empowerment, and they can analyse changes in property rights systems from a gender perspective. ▪ Students understand the importance of collective action to bring about institutional change, particularly changes in gender relations.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-6: Local Governance			
▪ Students are able to critically analyse structures and dynamics of local governance, and in particular the different actors which play a role in shaping local governance. ▪ Students understand processes of decentralization and different theoretical perspectives on this issue. ▪ Students understand a non-state centric perspective in local governance, by highlighting the role of non-state actors in processes of local governance.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-7: Struggles over Land Rights and (ecologically responsible) Land Use			
▪ Students have knowledge of the theoretical and policy debate about access to and governance of land and natural resources, in particular from the competing perspectives of economic theory and 'legal pluralism' approaches. ▪ Students have knowledge of the new struggles over land use in the context of the ecological-climate crisis and the increasing commodification of nature, in particular through mechanisms such as payments for ecosystem services (e.g. carbon trading, REDD+ schemes) ▪ Students are able to relate the debates about these topics to policy proposals aiming to improve productivity, equity of access to land and ecological sustainability.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-8: Assessing the Impact of Trade Policies			
▪ Students understand the different mechanisms that play a role in the transmission of trade policies to the household. ▪ Students are able to apply selected quantitative methodologies to estimate or simulate the welfare and poverty impact of trade policies.	▪ Lecture ▪ Discussion ▪ Skills training ▪ Directed self-study	▪ Take home assignment i.e. a hands-on exercise (100%)	▪ Ability to apply quantitative methodologies in trade policies ▪ Capacity for analysis and interpretation of results ▪ Capacity to provide sound policy-oriented research proposal
Subunit II-9: International Migration and Development			
▪ Students understand the multifaceted theoretical perspectives on the impact of international migration on development in migrant sending societies in the developing world. ▪ Students are capable to use different theoretical approaches and make use of an appropriate conceptual framework to deal with the inherent heterogeneity of the migration-development nexus.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Unit 3: End-of-module paper and conference – 6 credits			
▪ Students are able to apply the concepts and theoretical perspectives on 'poverty as a local institutional process' within a personal analysis of a chosen policy issue. ▪ Students are able to adequately report on their findings and views, both in written and oral form. ▪ Students are capable of participating in a well-informed debate.	▪ Writing a policy paper ▪ Conference: presentation and defense ▪ Individual guidance by supervisor	Paper (68%) Presentation (8%) Discussant role (8%) Learning process (16%)	See chapter 8 ASG

Module IV: Dissertation – 18 credits

	Teaching Method	Assessment method	Assessment Criteria
Dissertation (learning outcomes 2, 3,4,5,6,7 + 9,10,11) –18 credits			
▪ The student is able to independently formulate a relevant, clear and specific problem statement, research objective(s) and research question(s), referring to a contemporary development problem which connects to the agenda of important development actors. ▪ The student is capable of producing a theoretically sound literature study, demonstrating analytical, synthetic and critical academic problem-solving and is capable of integrating the literature study to sustain a coherent argument. ▪ The student is able to select a relevant and feasible research method, motivate the research approach adopted and implement the research method appropriately and with critical awareness. ▪ The student demonstrates sound critical judgment and reflective assessment and is capable of creative and original personal argumentation. ▪ The student is able to produce a concise and clear conclusion and able to formulate useful and supportable recommendations. ▪ The student is able to achieve internal consistency throughout the dissertation. ▪ The student has conducted research in a scientific manner in academic English and adheres to formal requirements with respect to format/layout and language. ▪ The student is able to communicate concisely and scientifically the essence of the dissertation, argue in a well-founded manner and able to convincingly answer questions. ▪ The student shows a positive learning attitude with regards to commitment, motivation, dedication, independence and punctuality.	▪ Introductory sessions ▪ Brainstorm session ▪ Speed-dating ▪ Directed self-study ▪ Research and Analysis ▪ Desk study ▪ (fieldwork) ▪ (internship) ▪ Writing a policy paper ▪ Conference: presentation and defense ▪ Individual guidance by supervisor	▪ Paper (70%) ▪ Presentation (20%) ▪ Learning process (10%) ▪ Supervisor and 2 assessors ▪ Conference format	Paper: ▪ Usefulness & supportability ▪ Internal consistency & reasoned argument ▪ Use of information/ data to sustain argument ▪ Critical reflection, personal contribution & originality ▪ Awareness of strengths & weaknesses ▪ Research problem ▪ Theoretical soundness ▪ Format & Layout ▪ Conclusions & recommendations ▪ Empirical soundness Presentation: ▪ Content & structure ▪ Language & eloquence Learning process: ▪ Independence ▪ Attitude & commitment

Table of Correspondence of the Master in Governance and Development

Table of correspondence: summary

	Learning outcomes										
	1	2	3	4	5	6	7	8	9	10	11
Theories of Development	x	x		x		x	x	x			
Research Methods I			x	x	x			x			
Research Methods II			x	x	x			x			
Governance for Development		x	x	x	x	x	x	x	x	x	
Track 1: From Violent Conflict to Peace and State Reconstruction		x	x	x	x	x	x	x	x	x	x
Track 2: Local Institutions and Poverty Reduction		x	x	x	x	x	x	x		x	x
Dissertation		x	x	x	x	x	x		x	x	x

Table of correspondence: detailed overview

The cells in grey represent the courses. These courses are subdivided in (sub)units. For each (sub)unit the intended learning outcomes are listed as well as the teaching methods, assessment methods and assessment criteria.

Module I: Theories of Development, Research Methods I, Research Methods II – 18 credits

	Teaching Method	Assessment method	Assessment Criteria
Theories of Development (learning outcomes 1, 2, 4, 6, 7, 8) – 8 credits			
▪ Students can use the different concepts of well-being, inequality and poverty. ▪ Students can explain the theory and empirics of the determinants of economic development. ▪ Students can explain the theory and empirics underlying the relationship between politics, governance and economic development.			
Unit 1: Economic and Institutional Development - 3,5 credits			
▪ Students can give the stylized facts of 200 years of economic development, and explicate the debates and policy implications of different models of economic development. ▪ Students can explain the role of markets, the state, social norms, population growth, natural resources and other fundamental determinants of economic development.	▪ Lecture ▪ Q&A ▪ Debate ▪ Interactive (collective action game).	Written exam without oral presentation (100%)	Knowing, understanding and applying concepts and theories of economic and institutional development.
Unit 2: Politics of Development – 2,5 credits			
▪ Students can explain the main theories of development and political regimes and systems, and are able to explain the links between politics, governance and development. ▪ Students can explain the most important empirical research that links democracy and development.	▪ Lecture ▪ Discussion ▪ Group and individual work. ▪ Q&A sessions: Students prepare for class by reading materials in order to stimulate discussion.	Written exam without oral presentation. (100%)	Knowing, understanding, and applying concepts and theories of development.
Unit 3: Poverty and Inequality – 2 credits			
▪ Students can understand the multidimensional character of the concepts of poverty, well-being and inequality. ▪ Students can reflect on the intrinsic and instrumental importance of different dimensions of poverty, well-being and inequality. ▪ Students are able to understand the political implications of making use of whatever concept or measure of poverty, well-being or inequality.	▪ Lecture ▪ Interactive: students prepare for class by reading materials in order to stimulate discussion in the classroom setting.	Oral exam, open book, with written preparation. (100%)	Knowing and understanding the normative and political concerns involved in making use of the concepts of well-being, poverty and inequality.

	Teaching Method	Assessment method	Assessment Criteria
Research Methods I (learning outcomes 3, 4, 5, 8) – 4 credits			
Unit 1: Research in a Development Context – 2 credits			
▪ Students are able to understand and explain the different roles of applied research in development arenas, linking them to own experience in development interventions. ▪ Students are able to critically reflect upon different epistemological stances. ▪ Students are able to compare and argument for/against different sorts of research methods (quantitative - qualitative). ▪ Students are able to understand and explain issues of causality and validity in both quantitative and qualitative research. ▪ Students are able to find and interpret relevant academic literature. ▪ Students are able to write an academic research paper in academic English. ▪ Students are able to correctly cite and refer to literature in an academic research paper.	▪ Lectures ▪ Practical sessions	Essay (maximum 4000 words) (100%)	▪ Content of the essay ▪ Academic writing ▪ Citing & referencing
Unit 2: Introduction to Quantitative Data Analysis – 2 credits			
▪ Students are able to apply basic methods of descriptive and inferential statistics. ▪ Students are able to correctly interpret statistical analysis in a development policy context.	▪ Lectures ▪ Practical sessions. ▪ Tutorials	Written exam without oral presentation (open book) (100%)	▪ Understanding basic concepts ▪ Application of statistical methods ▪ Interpretation of results

	Teaching Method	Assessment method	Assessment Criteria
Research Methods II (learning outcomes 3, 4, 5, 8) – 6 credits Students choose units for 6 credits			
Unit 1: Working with Data – 1,5 credit			
▪ Students are able to retrieve household-level data, and calculate and interpret statistics on welfare, poverty and inequality. ▪ Students can generate graphs and compute descriptive statistics for a large household dataset using MS Excel spreadsheet functions. ▪ Students are able to evaluate and synthesise in a report the results of his/her calculations with respect to wealth indicators, poverty measures and poverty profiling.	▪ introductory lectures ▪ computer exercises in Excel. ▪ Self-practice on PC through exercises	▪ assignment (20%) ▪ written exam with oral presentation (closed book)(80%)	▪ producing the correct answers ▪ using the appropriate calculation techniques ▪ soundness of the interpretations of the results ▪ ability to discover patterns in the data
Unit 2: Regression Analysis and Inference – 3 credits			
▪ Students are able to investigate functional relationships among variables through correlation and regression analysis and apply the technique using a data set from a developing country. ▪ Students are familiar with regression analysis to investigate functional relationships among variables. ▪ Students are able to detect and deal with the various problems that can invalidate the standard regression assumptions. ▪ Students are able to understand and interpret data using graphical methods complementing regression techniques.	▪ Lectures without computer practicals. ▪ Lectures with computer practicals. ▪ Reading and self-practice on PC.	▪ Project-based assignment (80%) ▪ Short exercise (20%)	Knowledge, application and interpretation of techniques
Unit 3: Time Series Data – 1,5 credit			
▪ Students are able to graph and summarize time series data using univariate and multivariate models. ▪ Students can reproduce the basics of summarizing and graphing time series data. ▪ Students are able to summarize stationary time series data in univariate and multivariate models and to use this skill for testing hypotheses and prediction. ▪ Students are able to explain the dangers associated with using standard analysis on non-stationary data. They are able to detect problems, test for stationarity and suggest solutions.	▪ Lecturers with computer practicals.	Written exam with oral presentation (open book) (100%)	Knowledge, application and interpretation of techniques.
Unit 4: Cross-Section and Panel Data – 1,5 credit			
▪ Students are able to graph and summarize grouped data using different methods. ▪ Students know the basics of summarizing and graphing grouped data. ▪ Students are familiar with the dangers of using standard analysis on grouped data. Students can apply different methods for handling grouped data ▪ Students are able to perform basic tests for differentiating between available methods.	▪ Lecturers with computer practicals.	Written exam with oral presentation (open book) (100%)	Knowledge, application and interpretation of techniques.
Unit 5: Qualitative Field Research and Data Collection – 3 credits			
▪ Students are able to understand, design and conduct qualitative field research. ▪ Students comprehend the nature and use of qualitative research methods (interviews, (focus) group(s) interviews, life histories, (participant) observation, ethnography). ▪ Students are able to take into account practicalities and challenges when designing qualitative research and organizing (qualitative) fieldwork. ▪ Students are able to apply knowledge about qualitative research, methods and fieldwork in the set-up of an interview guide and research design. ▪ Students are able to conduct qualitative interviews.	▪ Lectures ▪ Practice sessions ▪ Skills training	▪ Presentation of a case study (20%) ▪ Qualitative research proposal (80%)	Comprehension and application
Unit 6: Participatory Research and Development Methods - 3 credits			
▪ Students are able to understand the principles of participatory approaches, evaluate widely used participatory methods and reflect upon their suitability in different development contexts. ▪ Students are able to understand and critically reflect upon participatory research and development approaches and participatory methods.	▪ Lectures ▪ Practice sessions ▪ Discussion ▪ Simulation game	▪ Memo 1 (17%) ▪ Memo 2 (17%) ▪ 1 written assignment (66%)	▪ Application ▪ Comprehension ▪ Analytical capacity ▪ Critical reflection ▪ Academic writing skills

Unit 7: Multi-Actor Processes in Development: Negotiation, Collaboration and Mediation – 1,5 credit			
▪ Students are able to understand and critically reflect upon complex negotiation, collaboration and mediation processes in a development context. ▪ Students understand key theoretical concepts related to complex negotiation, collaboration and mediation processes in a development context. ▪ Students understand the policy relevance and practical implications of those theoretical concepts for development practice. ▪ Students have the skills to negotiate in a multi- actor setting.	▪ Lectures ▪ Practice sessions (simulation game)	▪ 2 written assignments (67%) ▪ class participation (33%)	▪ Connection of theoretical concepts with simulation exercise ▪ Critical observations of learning process during the simulation game
Unit 8: Analysing Text and Discourse in Development – 1,5 credit			
▪ Students are able to understand and analyse the role of texts and of discourse in development. ▪ Students understand key theoretical concepts related to text and discourse analysis. ▪ Students critically evaluate the role of discourse and framing in development. ▪ Students are able to apply theory and to analyse discourse in development related contexts	▪ Lectures ▪ Practice sessions	2 written assignments (50% each)	▪ Application of knowledge ▪ Analytical skills
Unit 9: Qualitative data analysis – 1,5 credit			
▪ Students are able to organize and analyse qualitative data and develop conceptualisation strategies. ▪ Students comprehend the opportunities and challenges related to the analysis of qualitative data and are able to critically evaluate strategies for conceptualisation. ▪ Students are able to code qualitative data. ▪ Students are able to organize and analyse qualitative data using NVivo software.	▪ Lectures ▪ Practice sessions ▪ Skills training	Written assignment (100%)	▪ Comprehension ▪ Application

Module II: Governance for Development – 12 credits

	Teaching Method	Assessment method	Assessment Criteria
Governance for Development (learning outcomes 2,3,4,5,6,7,8,9,10)			
Unit 1: The state, law and development – 2,5 credits			
▪ Students can explain the processes of state formation, state failure and state reconstruction, as well as the nexus between law, development, governance and conflict	▪ Directed self-study ▪ Lectures ▪ Student presentations ▪ Discussion	▪ Presentation/discussion (60%) ▪ Participation (40%)	Presentation/discussion ▪ Content: critical understanding of texts and themes. ▪ Structure/timing ▪ Capacity to analyse critically. ▪ Capacity to present content in a structured and attractive way: communication with audience, PowerPoint ▪ Capacity to build and defend an argument. ▪ (see criteria for presentation in chapter 6 in Academic Survival Guide) For participation: ▪ Presence. ▪ Comprehension of texts discussed. ▪ Frequency of interventions. ▪ Quality of interventions. ▪ Oral and debating skills. ▪ Linking with other participants and debating behaviour.
Unit 2: The political economy of governance and development – 3,5 credits			
▪ Students can explain the role of local, national and global governance structures, both public and private, in the developmental process. ▪ Students can understand and debate about interventions that aim to improve governance for development, e.g. reduce corruption, improve public service delivery, and increase the accountability of leaders.	▪ Lectures ▪ Discussion ▪ Directed self-study ▪ Student presentations (ppt+video)	▪ Video presentation (25%). ▪ Presentation of own reflections on an article (25%). ▪ Moderation of a class discussion (25%). ▪ Overall participation to the discussions (25%).	For presentation and reflection: ▪ Critical understanding of texts and themes. ▪ Capacity to analyse critically. ▪ Capacity to present content in a structured and attractive way. ▪ Capacity to build and defend an argument. ▪ See criteria for presentation in chapter 8 in Academic Survival Guide. For participation in the discussion: ▪ Quality of intervention. ▪ Soundness of arguments. ▪ Continuous assessment.
Unit 3: Governance, institutions and institutional change: Development Monopoly – 2 credits			
▪ Students can analytically structure their game experiences (Development Monopoly), retranslate these back into a real life context and link this to theories of governance, institutions and institutional change. ▪ Students can collaborate in a constructive way with their group members.	▪ Lectures ▪ Simulation game ▪ Debriefing ▪ Discussion	▪ Participation in the simulation exercise (25%) ▪ Memo written by students as individual debriefing. (75%)	For participation: ▪ Active participation. ▪ Quality of participation. For memo: ▪ Critical understanding and analytical structuring of game experiences. ▪ Linking game dynamics to real life contexts, illustrated with additional literature. ▪ Linking game dynamics to theory and compulsory literature.
Unit 4: End-of-Module Paper and conference – 4 credits			
▪ Students are able to write, present and defend an analytical paper on a development topic related to this module.	▪ Writing a policy paper ▪ Conference: presentation and defense ▪ Individual guidance by supervisor	Paper (70%) Presentation (20%) Learning process (10%)	See chapter 8 ASG

Module III: Local Institutions and Poverty Reduction Strategies OR From Violent Conflict to Peace and State Reconstruction – 12 credits

	Teaching Method	Assessment method	Assessment Criteria
Track 1: 'Governance and Conflict' **From Violent Conflict to Peace and State Reconstruction** **(learning outcomes 2,3,4,5,6,7,8,9,10,11)**			
Unit 1: Analysis of violent conflict **Unit 2: Conflict resolution and the peace process - 8 credits** **Unit 3: State-building after violent conflict**			
▪ Students are able to analyse the dynamics, drivers and dimensions of conflict in Sub-Sahara Africa and (under)development within such a context. ▪ Students have a deep understanding of the role of state, non-governmental and intergovernmental actors in conflict dynamics, peace processes, in conflict mediation and resolution, and in post-conflict reconstruction. ▪ Students are familiar with policies of conflict resolution, peace-keeping and state-building after violent conflict. Students can use analytical as well as policy and practice oriented tools for knowledge based interventions, in particular in conflict affected professional environments.	▪ Directed self-study ▪ Discussion ▪ Lectures ▪ Student presentations ▪ Guest lectures	▪ Presence and active participation in class (25%) ▪ Memo and presentation (25%) ▪ Multiple choice exam (25%) ▪ Open book exam (25%)	For presence and active participation: ▪ quality of intervention ▪ soundness of arguments (during class debates in general and during the intervention as a respondent to a presentation in particular) For memo and presentation: ▪ good understanding of the compulsory texts and themes ▪ capacity to analyze critically ▪ capacity to present content in a structured and attractive way ▪ capacity to build and defend an argument ▪ capacity to search for and interpret additional literature ▪ capacity to write a critical memo. For multiple choice exam: ▪ capacity to reproduce knowledge of information and analysis presented in class ▪ capacity to apply that knowledge in a way that reflects deeper insightful understanding. For open book exam: ▪ capacity to disentangle and analyze different aspects and dimensions of a 'governance and conflict'-related theme ▪ capacity to make use of the literature and to apply a combination of scholarly analysis to a particular theme ▪ capacity to write a coherent, well-argued and policy-relevant analysis ▪ capacity to do the above in a limited period of time.
Unit 3: End-of-Module Paper and conference – 4 credits			
Students are able to write, present and defend an analytical paper on a topic related to one (or more) of the units.	▪ Writing a policy paper ▪ Conference: presentation and defense ▪ Individual guidance by supervisor	Paper (70%) Presentation (20%) Learning process (10%)	See chapter 8 ASG

	Teaching Method	Assessment method	Assessment Criteria
Track 2: 'Local Governance and Poverty Reduction' Local Institutions and Poverty Reduction (learning outcomes 2, 3, 4, 5, 6, 7, 8, 10, 11)			
Unit 1: Theory and Concepts – 2 credits			
▪ Students are able to understand actor-oriented and institutional development theories to the analysis of the social processes that generate and reproduce poverty and exclusion. ▪ Students understand that the sustainable reduction of poverty and exclusion requires a fundamental change in the way societal institutions function. They are also aware of the difficulties of such a change, given the inevitable path-dependency of all social change processes. ▪ The knowledge generated in Unit I provides students with the necessary conceptual foundations to apply actor-oriented and institutional development theories to the analysis of the specific topics and contexts dealt with in Units II and III.	▪ Lectures ▪ Discussion ▪ Directed self-study	▪ Oral exam with written preparation (open book) (100%)	▪ Understanding of concepts and theories. ▪ Ability to relate and compare different theories and/or to apply theories to real world experiences and cases. ▪ Capacity of formulation and argument during exam.
Unit 2: Introduction to specific topics – 4 credits **Students choose 2 out of 9 subunits**			
Subunit II-1: Access to Public Services			
▪ Students are able to discuss the accountability of public services in connection with evolving notions of 'universal' basic needs, historical state formation and local worldviews.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-2 Access to Natural Resources			
▪ Students are able to critically analyse a range of theoretical perspectives about access to natural resources. ▪ Students are able to analyse the link between natural resources and conflict, and the narratives which are created about this.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-3 Product Markets and Value Chains			
▪ Students acquire theoretical and conceptual tools to analyse how local producers can upgrade and integrate in global markets in a more beneficial way; they can apply and critically evaluate these tools. ▪ Students comprehend how production organizes locally in response to global demand and supply forces. ▪ Students comprehend the importance of market and non-market forces in private sector development, including local institutional dynamics, social value, power and agency. ▪ Students can synthetize discussions on standards in selected product markets.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-4: Access to Financial Services			
▪ Students have knowledge of the historical development and the current state the microfinance industry. ▪ Students manage conceptual tools to understand financial market failure as well as microfinance innovations (contract design, interaction with and embeddedness in local institutions) and their relevance in the struggle to maintain a credit culture. ▪ Students understand the potential and the limitations of 'stand-alone microfinance', 'microfinance Plus' and 'Green Microfinance' in achieving poverty reduction and environmental protection. ▪ Students have knowledge of the over-indebtedness crises and the related political attack on 'neo-liberal microfinance'. ▪ Students have the capacity to apply the knowledge of the sub-unit to policy discussions about the role of microfinance in poverty reduction and sustainable development.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.

Subunit II-5: Gender and Development – A Local Institutional Perspective			
▪ Students understand the mutually influencing relationship between 'gender relations' and 'development'. ▪ Students know that gender blind assumptions lead to policy failures and are able to apply gender analysis frameworks. ▪ Students can critically reflect upon the notion of 'the household' and are able to analyse intra-household relations from a gender perspective. ▪ Students understand that access to and control over resources is influenced by and may influence 'gender relations'. ▪ Students can synthesize and reflect upon the widely diverging evidence with respect to the impact of microfinance on women's empowerment. ▪ Students understand the importance of natural resource property rights for gender equality and women's empowerment, and they can analyse changes in property rights systems from a gender perspective. ▪ Students understand the importance of collective action to bring about institutional change, particularly changes in gender relations.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-6: Local Governance			
▪ Students are able to critically analyse structures and dynamics of local governance, and in particular the different actors which play a role in shaping local governance. ▪ Students understand processes of decentralization and different theoretical perspectives on this issue. ▪ Students understand a non-state centric perspective in local governance, by highlighting the role of non-state actors in processes of local governance.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-7: Struggles over Land Rights and (ecologically responsible) Land Use			
▪ Students have knowledge of the theoretical and policy debate about access to and governance of land and natural resources, in particular from the competing perspectives of economic theory and 'legal pluralism' approaches. ▪ Students have knowledge of the new struggles over land use in the context of the ecological-climate crisis and the increasing commodification of nature, in particular through mechanisms such as payments for ecosystem services (e.g. carbon trading, REDD+ schemes) ▪ Students are able to relate the debates about these topics to policy proposals aiming to improve productivity, equity of access to land and ecological sustainability.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-8: Assessing the Impact of Trade Policies			
▪ Students understand the different mechanisms that play a role in the transmission of trade policies to the household. ▪ Students are able to apply selected quantitative methodologies to estimate or simulate the welfare and poverty impact of trade policies.	▪ Lecture ▪ Discussion ▪ Skills training ▪ Directed self-study	▪ Take home assignment i.e. a hands-on exercise (100%)	▪ Ability to apply quantitative methodologies in trade policies ▪ Capacity for analysis and interpretation of results ▪ Capacity to provide sound policy-oriented research proposal
Subunit II-9: International Migration and Development			
▪ Students understand the multifaceted theoretical perspectives on the impact of international migration on development in migrant sending societies in the developing world. ▪ Students are capable to use different theoretical approaches and make use of an appropriate conceptual framework to deal with the inherent heterogeneity of the migration-development nexus.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Unit 3: End-of-module paper and conference – 6 credits			
▪ Students are able to apply the concepts and theoretical perspectives on 'poverty as a local institutional process' within a personal analysis of a chosen policy issue. ▪ Students are able to adequately report on their findings and views, both in written and oral form. ▪ Students are capable of participating in a well-informed debate.	▪ Writing a policy paper ▪ Conference: presentation and defense ▪ Individual guidance by supervisor	Paper (68%) Presentation (8%) Discussant role (8%) Learning process (16%)	See chapter 8 ASG

Module IV: Dissertation – 18 credits

	Teaching Method	Assessment method	Assessment Criteria
Dissertation (learning outcomes 2, 3,4,5,6,7 + 9,10,11) –18 credits			
▪ The student is able to independently formulate a relevant, clear and specific problem statement, research objective(s) and research question(s), referring to a contemporary development problem which connects to the agenda of important development actors. ▪ The student is capable of producing a theoretically sound literature study, demonstrating analytical, synthetic and critical academic problem-solving and is capable of integrating the literature study to sustain a coherent argument. ▪ The student is able to select a relevant and feasible research method, motivate the research approach adopted and implement the research method appropriately and with critical awareness. ▪ The student demonstrates sound critical judgment and reflective assessment and is capable of creative and original personal argumentation. ▪ The student is able to produce a concise and clear conclusion and able to formulate useful and supportable recommendations. ▪ The student is able to achieve internal consistency throughout the dissertation. ▪ The student has conducted research in a scientific manner in academic English and adheres to formal requirements with respect to format/layout and language. ▪ The student is able to communicate concisely and scientifically the essence of the dissertation, argue in a well-founded manner and able to convincingly answer questions. ▪ The student shows a positive learning attitude with regards to commitment, motivation, dedication, independence and punctuality.	▪ Introductory sessions ▪ Brainstorm session ▪ Speed-dating ▪ Directed self-study ▪ Research and Analysis ▪ Desk study ▪ (fieldwork) ▪ (internship) ▪ Writing a policy paper ▪ Conference: presentation and defense ▪ Individual guidance by supervisor	▪ Paper (70%) ▪ Presentation (20%) ▪ Learning process (10%) ▪ Supervisor and 2 assessors ▪ Conference format	Paper: ▪ Usefulness & supportability ▪ Internal consistency & reasoned argument ▪ Use of information/ data to sustain argument ▪ Critical reflection, personal contribution & originality ▪ Awareness of strengths & weaknesses ▪ Research problem ▪ Theoretical soundness ▪ Format & Layout ▪ Conclusions & recommendations ▪ Empirical soundness Presentation: ▪ Content & structure ▪ Language & eloquence Learning process: ▪ Independence ▪ Attitude & commitment

Table of Correspondence of the Master in Development Evaluation and Management

Table of correspondence: summary

	Learning outcomes										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Theories of Development	x	x		x		x	x	x			
Research Methods I			x	x	x			x			
Research Methods II			x	x	x			x			
Evaluating Development Effectiveness		x	x	x	x	x	x	x	x	x	
Track 1: National Institutions, Poverty Reduction Strategies and Aid		x	x	x	x	x	x	x	x		x
Track 2: Local Institutions and Poverty Reduction		x	x	x	x	x	x	x	x		x
Dissertation		x	x	x	x	x	x		x	x	x

Table of correspondence: detailed overview

The cells in grey represent the courses. These courses are subdivided in (sub)units. For each (sub)unit the intended learning outcomes are listed as well as the teaching methods, assessment methods and assessment criteria.

Module I: Theories of Development, Research Methods I, Research Methods II – 18 credits

	Teaching Method	Assessment method	Assessment Criteria
Theories of Development (learning outcomes 1, 2, 4, 6, 7, 8) – 8 credits			
▪ Students can use the different concepts of well-being, inequality and poverty. ▪ Students can explain the theory and empirics of the determinants of economic development. ▪ Students can explain the theory and empirics underlying the relationship between politics, governance and economic development.			
Unit 1: Economic and Institutional Development - 3,5 credits			
▪ Students can give the stylized facts of 200 years of economic development, and explicate the debates and policy implications of different models of economic development. ▪ Students can explain the role of markets, the state, social norms, population growth, natural resources and other fundamental determinants of economic development.	▪ Lecture ▪ Q&A ▪ Debate ▪ Interactive (collective action game).	Written exam without oral presentation (100%)	Knowing, understanding and applying concepts and theories of economic and institutional development.
Unit 2: Politics of Development – 2,5 credits			
▪ Students can explain the main theories of development and political regimes and systems, and are able to explain the links between politics, governance and development. ▪ Students can explain the most important empirical research that links democracy and development.	▪ Lecture ▪ Discussion ▪ Group and individual work. ▪ Q&A sessions: Students prepare for class by reading materials in order to stimulate discussion.	Written exam without oral presentation. (100%)	Knowing, understanding, and applying concepts and theories of development.
Unit 3: Poverty and Inequality – 2 credits			
▪ Students can understand the multidimensional character of the concepts of poverty, well-being and inequality. ▪ Students can reflect on the intrinsic and instrumental importance of different dimensions of poverty, well-being and inequality. ▪ Students are able to understand the political implications of making use of whatever concept or measure of poverty, well-being or inequality.	▪ Lecture ▪ Interactive: students prepare for class by reading materials in order to stimulate discussion in the classroom setting.	Oral exam, open book, with written preparation. (100%)	Knowing and understanding the normative and political concerns involved in making use of the concepts of well-being, poverty and inequality.

	Teaching Method	Assessment method	Assessment Criteria
Research Methods I (learning outcomes 3, 4, 5, 8) – 4 credits			
Unit 1: Research in a Development Context – 2 credits			
▪ Students are able to understand and explain the different roles of applied research in development arenas, linking them to own experience in development interventions. ▪ Students are able to critically reflect upon different epistemological stances. ▪ Students are able to compare and argument for/against different sorts of research methods (quantitative - qualitative). ▪ Students are able to understand and explain issues of causality and validity in both quantitative and qualitative research. ▪ Students are able to find and interpret relevant academic literature. ▪ Students are able to write an academic research paper in academic English. ▪ Students are able to correctly cite and refer to literature in an academic research paper.	▪ Lectures ▪ Practical sessions	Essay (maximum 4000 words) (100%)	▪ Content of the essay ▪ Academic writing ▪ Citing & referencing
Unit 2: Introduction to Quantitative Data Analysis – 2 credits			
▪ Students are able to apply basic methods of descriptive and inferential statistics. ▪ Students are able to correctly interpret statistical analysis in a development policy context.	▪ Lectures ▪ Practical sessions. ▪ Tutorials	Written exam without oral presentation (open book) (100%)	▪ Understanding basic concepts ▪ Application of statistical methods ▪ Interpretation of results

	Teaching Method	Assessment method	Assessment Criteria
Research Methods II (learning outcomes 3, 4, 5, 8) – 6 credits Students choose units for 6 credits			
Unit 1: Working with Data – 1,5 credit			
▪ Students are able to retrieve household-level data, and calculate and interpret statistics on welfare, poverty and inequality. ▪ Students can generate graphs and compute descriptive statistics for a large household dataset using MS Excel spreadsheet functions. ▪ Students are able to evaluate and synthesise in a report the results of his/her calculations with respect to wealth indicators, poverty measures and poverty profiling.	▪ introductory lectures ▪ computer exercises in Excel. ▪ Self-practice on PC through exercises	▪ assignment (20%) ▪ written exam with oral presentation (closed book)(80%)	▪ producing the correct answers ▪ using the appropriate calculation techniques ▪ soundness of the interpretations of the results ▪ ability to discover patterns in the data
Unit 2: Regression Analysis and Inference – 3 credits			
▪ Students are able to investigate functional relationships among variables through correlation and regression analysis and apply the technique using a data set from a developing country. ▪ Students are familiar with regression analysis to investigate functional relationships among variables. ▪ Students are able to detect and deal with the various problems that can invalidate the standard regression assumptions. ▪ Students are able to understand and interpret data using graphical methods complementing regression techniques.	▪ Lectures without computer practicals. ▪ Lectures with computer practicals. ▪ Reading and self-practice on PC.	▪ Project-based assignment (80%) ▪ Short exercise (20%)	Knowledge, application and interpretation of techniques
Unit 3: Time Series Data – 1,5 credit			
▪ Students are able to graph and summarize time series data using univariate and multivariate models. ▪ Students can reproduce the basics of summarizing and graphing time series data. ▪ Students are able to summarize stationary time series data in univariate and multivariate models and to use this skill for testing hypotheses and prediction. ▪ Students are able to explain the dangers associated with using standard analysis on non-stationary data. They are able to detect problems, test for stationarity and suggest solutions.	▪ Lecturers with computer practicals.	Written exam with oral presentation (open book) (100%)	Knowledge, application and interpretation of techniques.
Unit 4: Cross-Section and Panel Data – 1,5 credit			
▪ Students are able to graph and summarize grouped data using different methods. ▪ Students know the basics of summarizing and graphing grouped data. ▪ Students are familiar with the dangers of using standard analysis on grouped data. Students can apply different methods for handling grouped data ▪ Students are able to perform basic tests for differentiating between available methods.	▪ Lecturers with computer practicals.	Written exam with oral presentation (open book) (100%)	Knowledge, application and interpretation of techniques.
Unit 5: Qualitative Field Research and Data Collection – 3 credits			
▪ Students are able to understand, design and conduct qualitative field research. ▪ Students comprehend the nature and use of qualitative research methods (interviews, (focus) group(s) interviews, life histories, (participant) observation, ethnography). ▪ Students are able to take into account practicalities and challenges when designing qualitative research and organizing (qualitative) fieldwork. ▪ Students are able to apply knowledge about qualitative research, methods and fieldwork in the set-up of an interview guide and research design. ▪ Students are able to conduct qualitative interviews.	▪ Lectures ▪ Practice sessions ▪ Skills training	▪ Presentation of a case study (20%) ▪ Qualitative research proposal (80%)	Comprehension and application
Unit 6: Participatory Research and Development Methods - 3 credits			
▪ Students are able to understand the principles of participatory approaches, evaluate widely used participatory methods and reflect upon their suitability in different development contexts. ▪ Students are able to understand and critically reflect upon participatory research and development approaches and participatory methods.	▪ Lectures ▪ Practice sessions ▪ Discussion ▪ Simulation game	▪ Memo 1 (17%) ▪ Memo 2 (17%) ▪ 1 written assignment (66%)	▪ Application ▪ Comprehension ▪ Analytical capacity ▪ Critical reflection ▪ Academic writing skills

Unit 7: Multi-Actor Processes in Development: Negotiation, Collaboration and Mediation – 1,5 credit			
▪ Students are able to understand and critically reflect upon complex negotiation, collaboration and mediation processes in a development context. ▪ Students understand key theoretical concepts related to complex negotiation, collaboration and mediation processes in a development context. ▪ Students understand the policy relevance and practical implications of those theoretical concepts for development practice. ▪ Students have the skills to negotiate in a multi- actor setting.	▪ Lectures ▪ Practice sessions (simulation game)	▪ 2 written assignments (67%) ▪ class participation (33%)	▪ Connection of theoretical concepts with simulation exercise ▪ Critical observations of learning process during the simulation game
Unit 8: Analysing Text and Discourse in Development – 1,5 credit			
▪ Students are able to understand and analyse the role of texts and of discourse in development. ▪ Students understand key theoretical concepts related to text and discourse analysis. ▪ Students critically evaluate the role of discourse and framing in development. ▪ Students are able to apply theory and to analyse discourse in development related contexts	▪ Lectures ▪ Practice sessions	2 written assignments (50% each)	▪ Application of knowledge ▪ Analytical skills
Unit 9: Qualitative data analysis – 1,5 credit			
▪ Students are able to organize and analyse qualitative data and develop conceptualisation strategies. ▪ Students comprehend the opportunities and challenges related to the analysis of qualitative data and are able to critically evaluate strategies for conceptualisation. ▪ Students are able to code qualitative data. ▪ Students are able to organize and analyse qualitative data using NVivo software.	▪ Lectures ▪ Practice sessions ▪ Skills training	Written assignment (100%)	▪ Comprehension ▪ Application

Module II: Evaluating Development Effectiveness – 12 credits

	Teaching Method	Assessment method	Assessment Criteria
Evaluating Development Effectiveness (learning outcomes 2,3,4,5,6,7,8,9,10)			
Unit 1: Development Effectiveness: Unpacking the Concept – 1 credit			
▪ Students understand the concepts relating to development interventions. ▪ Students understand the underlying theories of development linked to intervention models (projects, programmes).	▪ Discussion ▪ Lectures ▪ Reading exercises ▪ Group discussion ▪ Individual exercises	▪ Group presentation ▪ Group discussion	▪ Understanding and applying concepts ▪ Presentation skills ▪ Performance in Q&A
Unit 2: Development Monitoring and Evaluation: Introducing the Landscape and Approaches – 2 credits			
▪ Students have knowledge about the basics of monitoring and evaluation (definition, objectives, criteria, location in cycle, basic principles, policy & organizational issues, politics of M&E, use/influence of M&E). ▪ Students are able to apply their knowledge with respect to the basics of M&E ▪ Students have a basic insight into scientific approaches in order to monitor and evaluate the effectiveness and impact of development policies. ▪ Students are able to apply their knowledge with respect to scientific M&E approaches and to analyse critically an evaluation.	▪ Interaction ▪ Lectures ▪ Reading exercises ▪ Group discussion ▪ Individual exercises	▪ Final assignment (open questions) (80%) ▪ Elaboration of PowerPoint + note pages + presentation (15%) ▪ Participation (5%)	Final assignment: ▪ Ability to apply learning content to a specific problem ▪ Ability to organise and select the most suited materials to base answers on ▪ Ability to write concise and well-structured answers ▪ Ability to reflect critically on the learning material and to support her/his answers clearly Elaboration of PowerPoint + note pages + presentation: ▪ Content of the ppt - Ability to distinguish essential information from additional details - Ability to structure the information in a clear and concise manner ▪ Note pages: ability to synthesize the learning content ▪ Layout of the ppt Participation ▪ Ability to intervene on the basis of preliminary reading
Unit 3: Selected Approaches to Development Evaluation – 5 credits **Students choose 2 out of 3 subunits**			
Subunit 3a: Qualitative Development Monitoring and Evaluation			
● Students have knowledge about different qualitative monitoring and evaluation approaches and are able to choose and customize the right approach for the right context. ● Students are able to apply qualitative monitoring and evaluation approaches to design monitoring and evaluation systems that support learning and results-based management in development programmes.	▪ Interaction ▪ Lectures ▪ Reading exercises ▪ Group discussion ▪ Individual exercises	▪ Assignment (80%) ▪ Quality of participation in the sessions (20%)	▪ Knowledge of content ▪ Ability to analyse critically ▪ Ability to apply concepts in provided cases ▪ Ability to present content in a structured and attractive way

Subunit 3b: Quantitative Development Evaluation including Cost-Benefit and Cost-Effectiveness Analysis			
▪ Students understand current debates on quantitative development evaluation methodologies ▪ Students are able to design a basic quantitative impact evaluation ▪ Students can choose appropriate methods of quantitative impact assessment ▪ Students have an insight into the principles, possibilities and pitfalls of cost-benefit and cost-effectiveness analysis. ▪ Students are able to perform basic cost-benefit and cost-effectiveness calculations using simplified spreadsheet programmes.	▪ Interaction ▪ Lectures ▪ Reading exercises ▪ Discussion ▪ Group exercises	▪ Paper (45%) ▪ Presentation and discussion (45%) ▪ Novelty of assignment (5%) ▪ Participation in class (5%)	Paper: ▪ Understanding of and insights in basic concepts ▪ Capacity to analyse critically ▪ Ability to write a clear and concise text Presentation and discussion: ▪ Ability to present content in a structured and concise way ▪ Ability to relate with the audience and maintain interest in the topic ▪ Ability to manage time ▪ Ability to answer questions ▪ Ability to provide a well-designed ppt. presentation ▪ Ability to use appropriate language and eloquence in speech Novelty of assignment: ▪ Ability to bring new elements into the paper or discussion based on own experience or related research Participation in class: ▪ Ability to actively participate in class, answer or ask questions, bring interesting elements to the discussions
Subunit 3c: Comparative methods and case-studies			
▪ Students understand the strengths and weaknesses of the case-study approach and are able to assess the methodological standards of a case-study. ▪ Students have a good understanding of what can be compared and what not, including the possibilities and limits of the comparative method.	▪ Interaction ▪ Lectures ▪ Reading ▪ Group discussion ▪ Individual exercises	▪ Assignment (80%) ▪ Quality of participation in discussion (20%)	▪ Knowledge of content ▪ Capacity to analyse critically ▪ Capacity to present content in a structured and attractive way ▪ Capacity to build and defend an argument
Unit 4: End-of-Module Paper and conference – 4 credits			
▪ Students are able to write, present and defend an analytical paper on a topic related to one (or more) of the (Sub)units of the course.	▪ Writing a policy paper ▪ Conference: presentation and defense ▪ Individual guidance by supervisor	Paper (70%) Presentation (20%) Learning process (10%)	See chapter 8 ASG

Module III: Local Institutions and Poverty Reduction Strategies OR National Institutions, Poverty Reduction Strategies and Aid – 12 credits

	Teaching Method	Assessment method	Assessment Criteria
Track 1 ''National Institutions, Poverty Reduction Strategies and Aid' National Institutions, Poverty Reduction Strategies and Aid (learning outcomes 2,3,4,5,6,7,8,9,11**)**			
Unit 1: Economics and Politics of Aid: an introduction – 4 credits			
▪ Students are able to apply the insights of the social sciences, including political science and economics, to critically assess discourses and practice in the field of development and aid. ▪ Students understand the motivations and institutional characteristics of the main international actors (multilateral development organizations, bilateral donors, international development NGOs) and how their interactions with national actors (government, civil society, private sector) shape developmental outcomes. ▪ Students are familiar with the evolution in thinking on development and aid, both by the donors and by critical outsiders, and are able to find and interpret widely used statistical data and indicators on aid. ▪ Students are able to take part in the ongoing debate on the role of aid in development, including its successes and failures, and acquire the basics to make a more advanced analysis of their topic selected for further study.	▪ Lectures ▪ Exercises ▪ Discussion	▪ Written assignment in group (60%) ▪ Individual assessment (through an interview about the group assignment) (40%)	▪ Knowledge of and insight in basic facts and procedures of aid. ▪ Knowledge about the evolution in thinking on development aid. ▪ Capacity to find and interpret widely used statistical aid data and indicators. ▪ Capacity to analyse, synthesize, and critically reflect on economic, and political issues of aid donors and recipients and evolutions of thinking therein.
Unit 2: Monitoring and Evaluation – 2 credits			
▪ Students understand and can explain the importance of M&E in the context of the changing aid modalities and poverty reduction strategies. ▪ Students understand the reform agenda imposed by the changing aid modalities on donors' and recipients' M&E. ▪ Students understand the various components of an M&E system (methodological & systemic). ▪ Students are able to assess a country's M&E system according to a checklist. ▪ Students are able to perform a meta-evaluation according to a checklist.	▪ Lectures ▪ Exercises ▪ Presentation ▪ Discussion on the basis of preparatory reading	▪ Assignment 1 (50%) ▪ Assignment 2 (30%) ▪ Presentation (10%) ▪ Quality of participation in exercises and discussion (10%)	▪ Knowledge and understanding of content. ▪ Capacity to analyse critically. ▪ Capacity to apply content (meta-evaluation and M&E checklist). ▪ Capacity to present content in a structured and attractive way (written and orally) ▪ Capacity to build and defend an argument.
Unit 3: Selected topics – 2 credits **Students choose one out of three subunits**			
Subunit 3a: Governing for Development			
▪ Students can explain the specific governance challenges of six different institutional arenas. ▪ Students can critically reflect upon the determinants of governance, particularly the structural and cultural determinants of governance ▪ Students can identify a number of theoretical approaches relating to structural constraints - such as the structural cleavage model- and how to apply it to a specific case ▪ Students can explain some theories and approaches to analyse political culture, and the most frequently cited studies in this field. ▪ Students know where to find data on the above mentioned topics and are able to use and interpret it. ▪ Students can illustrate the challenges of governance reform, including those related to decentralisation.	▪ **L**ectures ▪ Practice sessions ▪ Presentations	▪ Exercises (30%) ▪ Presentations (50%) ▪ Discussant role and participation in class (20%)	▪ Summarizing literature. ▪ Presenting, explaining and arguing content. ▪ Ability to interpret and work with governance indicators.
Subunit 3b: Macro-economic and Fiscal Management of National Poverty Reduction Strategies under Changing Aid Modalities.			

▪ Students understand the basic technical aspects of the macroeconomic consequences of aid (for exchange rate, fiscal and monetary policy) which enables them to read and understand technical donor (e.g. IMF) documents. ▪ Students understand why and how macroeconomic management of (scaled up) aid has become more complex under the new aid architecture. They can typify different aid instruments/modalities and their different macroeconomic/fiscal consequences/responses. ▪ Students are able to make a country-specific analysis of the macro-economic consequences of (an increase in) aid, using IMF data. ▪ Students understand the basics of Public Finance Management (PFM), understand why and how donors use this under the new aid architecture, and know the international initiatives to harmonize PFM evaluation (e.g. PEFA). ▪ Students can replicate the basics of the budget cycle in recipient countries, understand the theory and practice of translating poverty reduction strategies (PRS) into budgets and are able to apply this knowledge to describe and assess the situation in a particular recipient country.	▪ Lectures ▪ Practice sessions ▪ Exercises	▪ Exercise (40%) ▪ Written assignment (40%) ▪ Quality of participation in discussion (20%)	▪ Knowledge of and insight in basic concepts. ▪ Application of knowledge and insight to a specific (preferably the students' own) country.
Subunit 3c: Engendering Development			
▪ Students know and can explain the underlying rationale for engendering changing aid modalities, national institutions and poverty reduction strategies. ▪ Students understand and can reflect upon the mutually influencing relationship among gender equality and empowerment on the one hand, and economic growth, human development and poverty reduction on the other hand. ▪ Students are able to compare their countries' performance on economic growth, human development, gender equality and empowerment. ▪ Students know the different policy approaches to gender and development and they are able to identify their countries' current policy approach. ▪ Students are able to apply a gender scan/checklist on PRSPs and sector programmes. ▪ Students know different approaches/tools to engender national poverty reduction strategies, national institutions and aid modalities such as sector and general budget support. ▪ Students understand and can explain the usefulness of gender budgeting to engender new national poverty reduction strategies and related processes and aid modalities such as sector and general budget support. ▪ Students understand various approaches and tools of gender budgeting.	▪ Lectures ▪ Exercises ▪ Presentation ▪ Discussion on the basis of preparatory reading	▪ Assignment 1 (40%) ▪ Assignment 2 (40%) ▪ Presentation (10%) ▪ Quality of participation in discussion (10%)	▪ Knowledge and understanding of content. ▪ Capacity to analyse critically. ▪ Capacity to apply content (gender scan). ▪ Capacity to present content in a structured and attractive way (written and orally). ▪ Capacity to build and defend an argument.
Unit 3: End-of-Module Paper and conference – 4 credits			
▪ Students are able to write, present and defend an analytical paper on a topic related to one (or more) of the Subunits of Unit 2.	▪ Writing a policy paper ▪ Conference: presentation and defense ▪ Individual guidance by supervisor	Paper (70%) Presentation (20%) Learning process (10%)	See chapter 8 ASG

	Teaching Method	Assessment method	Assessment Criteria
Track 2: 'Development Interventions and Local Institutional Change' Local Institutions and Poverty Reduction (learning outcomes 2, 3, 4, 5, 6, 7, 8, 9, 11)			
Unit 1: Theory and Concepts – 2 credits			
▪ Students are able to understand actor-oriented and institutional development theories to the analysis of the social processes that generate and reproduce poverty and exclusion. ▪ Students understand that the sustainable reduction of poverty and exclusion requires a fundamental change in the way societal institutions function. They are also aware of the difficulties of such a change, given the inevitable path-dependency of all social change processes. ▪ The knowledge generated in Unit I provides students with the necessary conceptual foundations to apply actor-oriented and institutional development theories to the analysis of the specific topics and contexts dealt with in Units II and III.	▪ Lectures ▪ Discussion ▪ Directed self-study	▪ Oral exam with written preparation (open book) (100%)	▪ Understanding of concepts and theories. ▪ Ability to relate and compare different theories and/or to apply theories to real world experiences and cases. ▪ Capacity of formulation and argument during exam.
Unit 2: Introduction to specific topics – 4 credits **Students choose 2 out of 9 subunits**			
Subunit II-1: Access to Public Services			
▪ Students are able to discuss the accountability of public services in connection with evolving notions of 'universal' basic needs, historical state formation and local worldviews.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-2 Access to Natural Resources			
▪ Students are able to critically analyse a range of theoretical perspectives about access to natural resources. ▪ Students are able to analyse the link between natural resources and conflict, and the narratives which are created about this.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-3 Access to Markets and Value Chains			
▪ Students acquire theoretical and conceptual tools to analyse how local producers can upgrade and integrate in global markets in a more beneficial way; they can apply and critically evaluate these tools. ▪ Students comprehend how production organizes locally in response to global demand and supply forces. ▪ Students comprehend the importance of market and non-market forces in private sector development, including local institutional dynamics, social value, power and agency. ▪ Students can synthetize discussions on standards in selected product markets.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-4: Access to Financial Services			
▪ Students have knowledge of the historical development and the current state the microfinance industry. ▪ Students manage conceptual tools to understand financial market failure as well as microfinance innovations (contract design, interaction with and embeddedness in local institutions) and their relevance in the struggle to maintain a credit culture. ▪ Students understand the potential and the limitations of 'stand-alone microfinance', 'microfinance Plus' and 'Green Microfinance' in achieving poverty reduction and environmental protection. ▪ Students have knowledge of the over-indebtedness crises and the related political attack on 'neo-liberal microfinance'. ▪ Students have the capacity to apply the knowledge of the sub-unit to policy discussions about the role of microfinance in poverty reduction and sustainable development.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.

Subunit II-5: Gender and Development – A Local Institutional Perspective			
▪ Students understand the mutually influencing relationship between 'gender relations' and 'development'. ▪ Students know that gender blind assumptions lead to policy failures and are able to apply gender analysis frameworks. ▪ Students can critically reflect upon the notion of 'the household' and are able to analyse intra-household relations from a gender perspective. ▪ Students understand that access to and control over resources is influenced by and may influence 'gender relations'. ▪ Students can synthesize and reflect upon the widely diverging evidence with respect to the impact of microfinance on women's empowerment. ▪ Students understand the importance of natural resource property rights for gender equality and women's empowerment, and they can analyse changes in property rights systems from a gender perspective. ▪ Students understand the importance of collective action to bring about institutional change, particularly changes in gender relations.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-6: Local Governance			
▪ Students are able to critically analyse structures and dynamics of local governance, and in particular the different actors which play a role in shaping local governance. ▪ Students understand processes of decentralization and different theoretical perspectives on this issue. ▪ Students understand a non-state centric perspective in local governance, by highlighting the role of non-state actors in processes of local governance.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-7: Struggles over Land Rights and (ecologically responsible) Land Use			
▪ Students have knowledge of the theoretical and policy debate about access to and governance of land and natural resources, in particular from the competing perspectives of economic theory and 'legal pluralism' approaches. ▪ Students have knowledge of the new struggles over land use in the context of the ecological-climate crisis and the increasing commodification of nature, in particular through mechanisms such as payments for ecosystem services (e.g. carbon trading, REDD+ schemes) ▪ Students are able to relate the debates about these topics to policy proposals aiming to improve productivity, equity of access to land and ecological sustainability.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Subunit II-8: Assessing the Impact of Trade Policies			
▪ Students understand the different mechanisms that play a role in the transmission of trade policies to the household. ▪ Students are able to apply selected quantitative methodologies to estimate or simulate the welfare and poverty impact of trade policies.	▪ Lecture ▪ Discussion ▪ Skills training ▪ Directed self-study	▪ Take home assignment i.e. a hands-on exercise (100%)	▪ Ability to apply quantitative methodologies in trade policies ▪ Capacity for analysis and interpretation of results ▪ Capacity to provide sound policy-oriented research proposal
Subunit II-9: International Migration and Development			
▪ Students understand the multifaceted theoretical perspectives on the impact of international migration on development in migrant sending societies in the developing world. ▪ Students are capable to use different theoretical approaches and make use of an appropriate conceptual framework to deal with the inherent heterogeneity of the migration-development nexus.	▪ Lecture ▪ Discussion ▪ Directed self-study	▪ Take-home exam i.e. a short essay in response to a question of the lecturer (1500-2000 words). (100%)	▪ Understanding of and ability to apply theory. ▪ Capacity for personal synthesis and reflection. ▪ Capacity of formulation and argument.
Unit 3: End-of-module paper and conference – 6 credits			
▪ Students are able to apply the concepts and theoretical perspectives on 'poverty as a local institutional process' within a personal analysis of a chosen policy issue. ▪ Students are able to adequately report on their findings and views, both in written and oral form. ▪ Students are capable of participating in a well-informed debate.	▪ Writing a policy paper ▪ Conference: presentation and defense ▪ Individual guidance by supervisor	▪ Paper (68%) ▪ Presentation (8%) ▪ Discussant role (8%) ▪ Learning process (16%)	See chapter 8 ASG

Module IV: Dissertation – 18 credits

	Teaching Method	Assessment method	Assessment Criteria
Dissertation (learning outcomes 2, 3,4,5,6,7 + 9,10,11) –18 credits			
▪ The student is able to independently formulate a relevant, clear and specific problem statement, research objective(s) and research question(s), referring to a contemporary development problem which connects to the agenda of important development actors. ▪ The student is capable of producing a theoretically sound literature study, demonstrating analytical, synthetic and critical academic problem-solving and is capable of integrating the literature study to sustain a coherent argument. ▪ The student is able to select a relevant and feasible research method, motivate the research approach adopted and implement the research method appropriately and with critical awareness. ▪ The student demonstrates sound critical judgment and reflective assessment and is capable of creative and original personal argumentation. ▪ The student is able to produce a concise and clear conclusion and able to formulate useful and supportable recommendations. ▪ The student is able to achieve internal consistency throughout the dissertation. ▪ The student has conducted research in a scientific manner in academic English and adheres to formal requirements with respect to format/layout and language. ▪ The student is able to communicate concisely and scientifically the essence of the dissertation, argue in a well-founded manner and able to convincingly answer questions. ▪ The student shows a positive learning attitude with regards to commitment, motivation, dedication, independence and punctuality.	▪ Introductory sessions ▪ Brainstorm session ▪ Speed-dating ▪ Directed self-study ▪ Research and Analysis ▪ Desk study ▪ (fieldwork) ▪ (internship) ▪ Writing a policy paper ▪ Conference: presentation and defense ▪ Individual guidance by supervisor	▪ Paper (70%) ▪ Presentation (20%) ▪ Learning process (10%) ▪ Supervisor and 2 assessors ▪ Conference format	Paper: ▪ Usefulness & supportability ▪ Internal consistency & reasoned argument ▪ Use of information/ data to sustain argument ▪ Critical reflection, personal contribution & originality ▪ Awareness of strengths & weaknesses ▪ Research problem ▪ Theoretical soundness ▪ Format & Layout ▪ Conclusions & recommendations ▪ Empirical soundness Presentation: ▪ Content & structure ▪ Language & eloquence Learning process: ▪ Independence ▪ Attitude & commitment

Annex II-2: Schematic overview of the Master programmes

Master in Globalisation and Development:

https://www.uantwerpen.be/nl/onderwijs/opleidingsaanbod/adma-globalisation-development/study-programme/

Master in Governance and Development:

https://www.uantwerpen.be/nl/onderwijs/opleidingsaanbod/adma-governance-development/study-programme/

Master in Development Evaluation and Management:

https://www.uantwerpen.be/nl/onderwijs/opleidingsaanbod/master-development-evaluation/study-programme/

Annex II-3: ECTS-fiches

Below are the linkages to the respective study programmes. By clicking on a course, you can consult the course information or ECTS-fiche. A more extensive version of the course information can be consulted through blackboard. This version contains detailed information on teaching and assessment methods within (sub)units.

Master in Globalisation and Development:

https://www.uantwerpen.be/nl/onderwijs/opleidingsaanbod/adma-globalisation-development/study-programme/

Master in Governance and Development:

https://www.uantwerpen.be/nl/onderwijs/opleidingsaanbod/adma-governance-development/study-programme/

Master in Development Evaluation and Management:

https://www.uantwerpen.be/nl/onderwijs/opleidingsaanbod/master-development-evaluation/study-programme/

Annex II-4: DHO tables: intake policy, output flow and number of students

- Master in Globalisation and Development
- Master in Governance and Development
- Master in Development Evaluation and Management

Instelling: Universiteit Antwerpen
Opleiding: Globalisation and economic developmen MA
Studieomvang: 60 studiepunten

Benchmark rapport Hoger Onderwijs

Academiejaar

Laatste update gegevens: 31.5.2014

Historiek benaming van de opleiding

2005 - 2006:	Universiteit Antwerpen	Master of Globalisation and Development (IOB)
2006 - 2007:	Universiteit Antwerpen	Master of Globalisation and Development (IOB)
2007 - 2008:	Universiteit Antwerpen	Master of Globalisation and Development (IOB)
2008 - 2009:	Universiteit Antwerpen	Master of Globalisation and Development (IOB)
2009 - 2010:	Universiteit Antwerpen	Master of Globalisation and Development (IOB)
2010 - 2011:	Universiteit Antwerpen	Master of Globalisation and Development (IOB)
2011 - 2012:	Universiteit Antwerpen	Master of Globalisation and Development (IOB)
2012 - 2013:	Universiteit Antwerpen	Master of Globalisation and Development (IOB)
2013 - 2014:	Universiteit Antwerpen	Master of Globalisation and Development (IOB)

Toelichting:

Doelstelling

Dit rapport dient ter ondersteuning van de kwaliteitszorg in het Hoger Onderwijs. Meer specifiek dient het als ondersteuning bij de zelfevaluaties van de opleidingen in de hogescholen en universiteiten. Het rapport biedt informatie over een opleiding in een vergelijkend perspectief. Elke opleiding kan zich aan de hand van de ingevulde indicatoren spiegelen aan Vlaamse gemiddeldes en zich zo een genuanceerder beeld vormen van de eigen sterktes en zwaktes. Indicatoren zoals gebruikt in dit rapport dienen uiteraard geïnterpreteerd te worden in de context van de eigen instelling en opleiding. Een afwijking van een gemiddelde is slechts een aanzet om te gaan zoeken naar onderliggende verschillen. Dit rapport wil vooral informatie aanreiken die het de instellingen en opleidingen mogelijk maakt om meer gericht te gaan zoeken naar verklaringen voor zowel goede als mnder goede resultaten in het kader van de eigen doelstellingen.

Werkwijze

Elk rapport wordt gegenereerd met een voorgedefinieerd standaardsjabloon uit het datawarehouse voor Hoger Onderwijs van het ministerie van Onderwijs en Vorming op basis van de gegevens zoals ze zijn doorgegeven aan de Databank Hoger Onderwijs. Het is dus voor elke instelling/opleiding identiek in opbouw, berekeningswijze en definities.

Inhoud

Het rapport bevat 8 thema's:
- Geografische spreiding.
- Individueel marktaandeel van de inrichtende instellingen.
- aantal actieve inschrijvingen per inrichtende instelling.
- Verdeling geslachten.
- Kengetallen.
- Studierendement.
- Studieduur (time to graduation).
- Ongekwalificeerde uitstroom

Ook kunnen alle indicatoren zowel berekend worden voor een specifieke instelling als over de instellingen heen. De kengetallen, het studierendement en de studieduur kunnen bovendien berekend worden tot op het niveau van de vestigingsplaats waar de studenten zijn ingeschreven.

De aggregaatniveaus zijn:

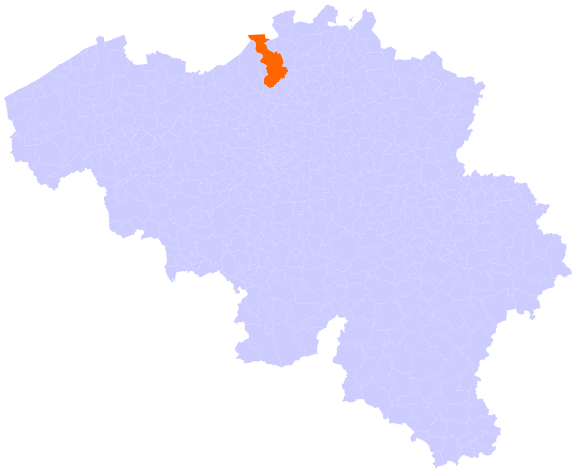
- Alle instellingen
- Instelling
- Vestiginsplaats

De rapporten hebben betrekking op afgesloten academiejaren (dwz. alle data die gebruikt wordt uit de bronsystemen (DHO) werd gevalideerd door de instellingen) of de laatst beschikbare status van de niet afgesloten academiejaren. De teldatum is steeds terug te vinden op het voorblad van het rapport en onder de tabellen waar niet-afgesloten gegevens gebruikt worden.

Profiel opleiding Globalisation and economic developmen MA - Instelling: Universiteit Antwerpen

Academiejaar 2013 - 2014

Geografische spreiding inrichtende instellingen per vestiging

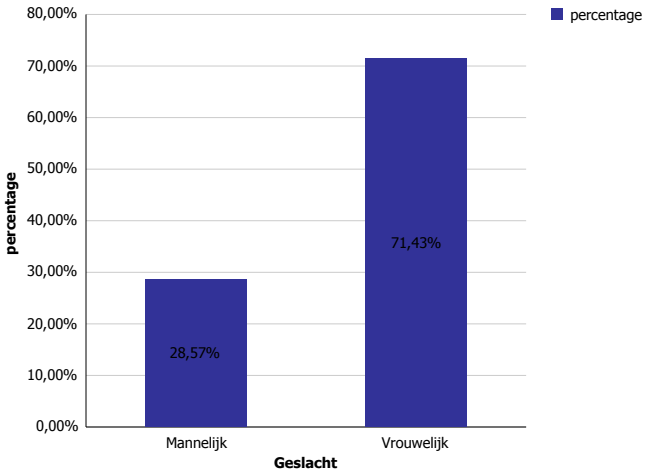


Proportioneel marktaandeel van de inrichtende instellingen

Aantal inschrijvingen instellingen

Instelling	GEMT_NM	Aantal inschrijvingen
Universiteit Antwerpen	Antwerpen	21

Verdeling geslachten



Profiel opleiding Globalisation and economic developmen MA - Instelling: Universiteit Antwerpen

Kengetallen

Definities

Inschrijvingen: In dit rapport tellen we enkel actieve inschrijvingen (dwz inschrijvingen waarvoor men nadien uitschreef werden niet meegeteld)
- Voltijds: Inschrijvingen voor 54 studiepunten of meer worden beschouwd als voltijdse inschrijvingen.
- Niet-voltijds: Inschrijvingen voor 53 studiepunten of minder worden beschouwd als deeltijdse inschrijvingen.
- Mannelijk: Alle actieve inschrijvingen van mannen
- Vrouwelijk: Alle actieve inschrijvingen van vrouwen
- Generatiestudent: Aantal inschrijvingen van studenten die zich voor de eerste maal inschrijven in het hoger onderwijs in Vlaanderen voor een academische of professionele bachelor. Dus studenten die al eens ingeschreven waren in een andere opleiding of instelling tellen hier niet mee.
- Beursstudent: Alle actieve inschrijvingen van studenten die een studietoelage van de Vlaamse Gemeenschap hebben ontvangen (enkel data voor de beschikbare jaren).
- Aantal trajectstarters: Voor elke student in een opleiding wordt telkens het eerste academiejaar opgezocht waarin hij/zij een inschrijving had voor de opleiding. Dit gaat over zowel de actieve als de uitgeschreven studenten Deze cijfers over trajectstarters worden ook gebruikt om in de kruistabellen voor studieduur en laatst gekende inschrijving de cohortes samen te stellen. Daar vertrekken we in de linkerkolom telkens van de trajectstarters met een eerste inschrijving in hetzelfde jaar. Het aantal trajectstarters komt overeen met de som van het aantal generatiestudenten in de tabel kengetallen, het aantal actieve niet-generatiestudenten met een EERSTE inschrijving in de opleiding en de niet-actieve EERSTE inschrijvingen in de opleiding.
- Diploma behaald: Aantal inschrijvingen waarvoor een diploma werd behaald in het desbetreffende jaar.
- Herkomst secundair onderwijs: Voor elke ingeschreven student gaan we na of we een match vinden in de databanken voor secundair onderwijs in Vlaanderen. Als er een match gevonden wordt, gaan we na of er een diploma secundair onderwijs gekend is. Indien gekend nemen we de onderwijsvorm (ASO/TSO/KSO/BSO) voor dit diploma. Indien we geen diploma terugvinden wordt als herkomst Andere opgegeven.
- Herkomst Andere : Zoals hierboven gezegd zijn dit de inschrijvingen waarvoor we geen diploma secundair onderwijs terug vonden. Dit zijn vaak niet-Vlamingen of mensen die ibuiten Vlaanderen hun secundair onderwijs gedaan hebben.

Aantal inschrijvingen en diploma's

Cijfers voor niet afgesloten academiejaren betreffen de status op 31.5.2014

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatie-studenten	Beurs-studenten	Werk-studenten	Diploma behaald	Herkomst ASO**	Herkomst TSO**	Herkomst BSO**	Herkomst KSO**	Herkomst Andere**	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	15	1	9	7	0	nvt	0	13	0	0	0	0	16	**16**
Academiejaar 2009 - 2010	15	3	8	10	0	nvt	0	15	0	0	0	0	18	**18**
Academiejaar 2010 - 2011	15	2	7	10	0	nvt	0	14	0	0	0	0	17	**17**
Academiejaar 2011 - 2012	16	3	6	13	0	nvt	0	17	0	0	0	0	19	**19**
Academiejaar 2012 - 2013	14	3	8	9	0	nvt	0	13	2	0	0	0	15	**17**
Academiejaar 2013 - 2014*	17	4	6	15	0	nvt	0	1	0	0	0	0	21	**21**

* = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014
** =Aangezien in de database deze informatie pas op het einde van het academiejaar wordt opgeladen, zijn de cijfers voor het huidige academiejaar niet correct

Alle instellingen

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatie-studenten	Beurs-studenten	Werk-studenten	Diploma behaald	Herkomst ASO**	Herkomst TSO**	Herkomst BSO**	Herkomst KSO**	Herkomst Andere**	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	15	1	9	7	0	nvt	0	13	0	0	0	0	16	**16**
Academiejaar 2009 - 2010	15	3	8	10	0	nvt	0	15	0	0	0	0	18	**18**
Academiejaar 2010 - 2011	15	2	7	10	0	nvt	0	14	0	0	0	0	17	**17**
Academiejaar 2011 - 2012	16	3	6	13	0	nvt	0	17	0	0	0	0	19	**19**
Academiejaar 2012 - 2013	14	3	8	9	0	nvt	0	13	2	0	0	0	15	**17**
Academiejaar 2013 - 2014*	17	4	6	15	0	nvt	0	1	0	0	0	0	21	**21**

* = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014
** =Aangezien in de database deze informatie pas op het einde van het academiejaar wordt opgeladen, zijn de cijfers voor het huidige academiejaar niet correct

	Aantal trajectstarters
2008	16
2009	17

Alle instellingen

	Aantal trajectstarters
2008	16

Alle instellingen

	Aantal trajectstarters
2010	18
2011	16
2012	16

	Aantal trajectstarters
2009	17
2010	18
2011	16
2012	16

Profiel opleiding Globalisation and economic developmen MA - Instelling: Universiteit Antwerpen

Kengetallen: percentages

Aantal inschrijvingen en diploma's

Cijfers voor niet afgesloten academiejaren betreffen de status op 31.5.2014

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatie-studenten	Beurs-studenten	Werk-studenten	Diploma behaald	Herkomst ASO**	Herkomst TSO**	Herkomst BSO**	Herkomst KSO**	Herkomst Andere **	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	93,75%	6,25%	56,25%	43,75%	0,00%	0,00%	0,00%	81,25%	0,00%	0,00%	0,00%	0,00%	100,00%	**16**
Academiejaar 2009 - 2010	83,33%	16,67%	44,44%	55,56%	0,00%	0,00%	0,00%	83,33%	0,00%	0,00%	0,00%	0,00%	100,00%	**18**
Academiejaar 2010 - 2011	88,24%	11,76%	41,18%	58,82%	0,00%	0,00%	0,00%	82,35%	0,00%	0,00%	0,00%	0,00%	100,00%	**17**
Academiejaar 2011 - 2012	84,21%	15,79%	31,58%	68,42%	0,00%	0,00%	0,00%	89,47%	0,00%	0,00%	0,00%	0,00%	100,00%	**19**
Academiejaar 2012 - 2013	82,35%	17,65%	47,06%	52,94%	0,00%	0,00%	0,00%	76,47%	11,76%	0,00%	0,00%	0,00%	88,24%	**17**
Academiejaar 2013 - 2014**	80,95%	19,05%	28,57%	71,43%	0,00%	0,00%	0,00%	4,76%	0,00%	0,00%	0,00%	0,00%	100,00%	**21**

* = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014
** =Aangezien in de database deze informatie pas op het einde van het academiejaar wordt opgeladen, zijn de cijfers voor het huidige academiejaar niet correct

Alle instellingen

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatie-studenten	Beurs-studenten	Werk-studenten	Diploma behaald	Herkomst ASO**	Herkomst TSO**	Herkomst BSO**	Herkomst KSO**	Herkomst Andere**	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	93,75%	6,25%	56,25%	43,75%	0,00%	0,00%	0,00%	81,25%	0,00%	0,00%	0,00%	0,00%	100,00%	**16**
Academiejaar 2009 - 2010	83,33%	16,67%	44,44%	55,56%	0,00%	0,00%	0,00%	83,33%	0,00%	0,00%	0,00%	0,00%	100,00%	**18**
Academiejaar 2010 - 2011	88,24%	11,76%	41,18%	58,82%	0,00%	0,00%	0,00%	82,35%	0,00%	0,00%	0,00%	0,00%	100,00%	**17**
Academiejaar 2011 - 2012	84,21%	15,79%	31,58%	68,42%	0,00%	0,00%	0,00%	89,47%	0,00%	0,00%	0,00%	0,00%	100,00%	**19**
Academiejaar 2012 - 2013	82,35%	17,65%	47,06%	52,94%	0,00%	0,00%	0,00%	76,47%	11,76%	0,00%	0,00%	0,00%	88,24%	**17**
Academiejaar 2013 - 2014	80,95%	19,05%	28,57%	71,43%	0,00%	0,00%	0,00%	4,76%	0,00%	0,00%	0,00%	0,00%	100,00%	**21**

* = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014
** =Aangezien in de database deze informatie pas op het einde van het academiejaar wordt opgeladen, zijn de cijfers voor het huidige academiejaar niet correct

Profiel opleiding Globalisation and economic developmen MA - Instelling: Universiteit Antwerpen

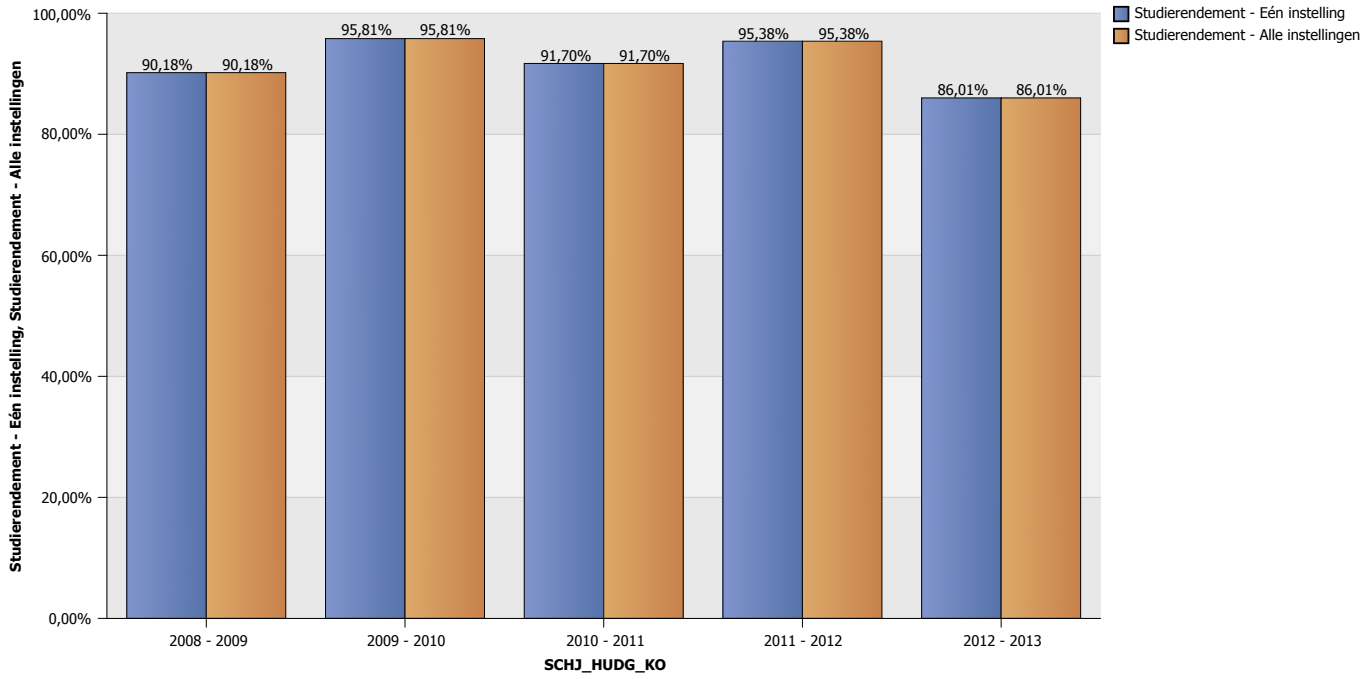
Studierendement

Definities

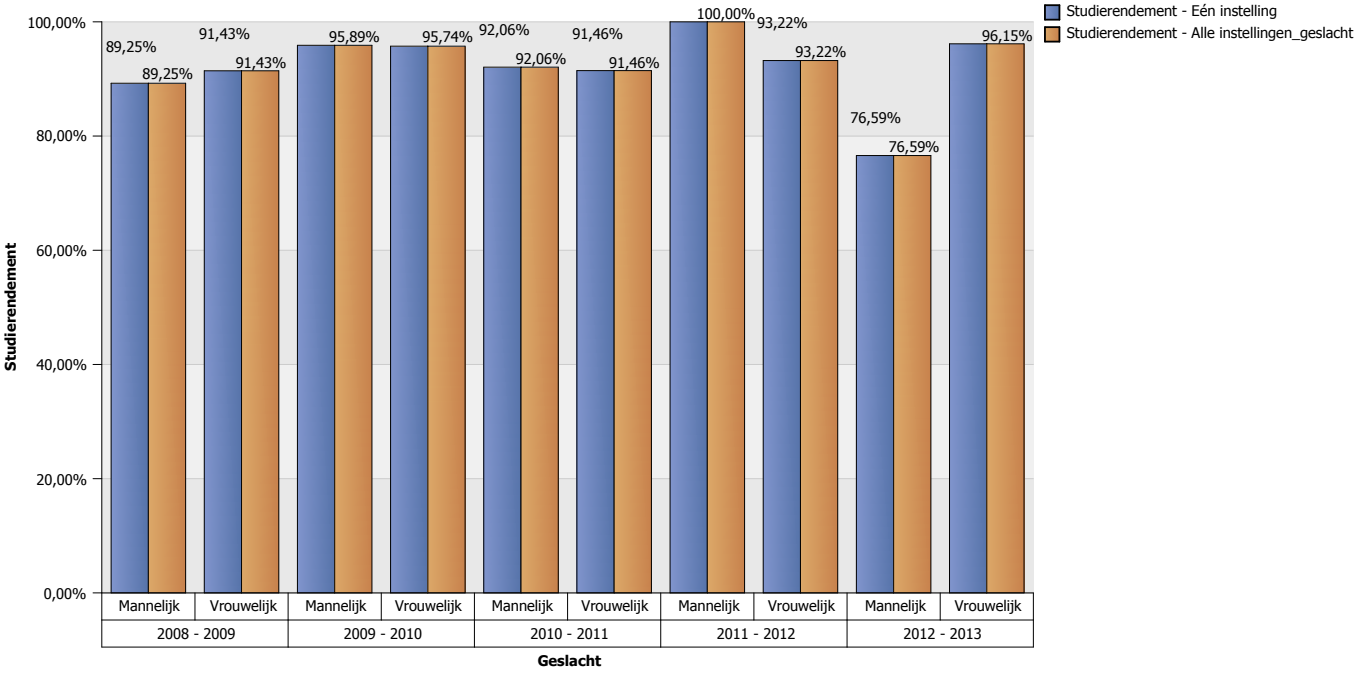
- Studierendement= aantal verworven studiepunten / aantal opgenomen studiepunten volgens de instelling. Dit is dezelfde berekening als degene die gebruikt wordt voor de berekening van de financiering.
- Opgenomen studiepunten volgens de instelling = in het financieringsdecreet staat dat studenten studiepunten kunnen terugkrijgen als ze zich uitschrijven tot een bepaalde datum die in het onderwijs en examenreglement van de instelling moet staan. Als de student zich tijdig uitschrijft krijgt de student zijn studiepunten dus terug maar de instelling krijgt er geen subsidies voor. Nadat er een evaluatie zich heeft voorgedaan of als de student zich te laat heeft uitgeschreven blijven de studiepunten opgenomen en kan hij/zij ze niet terugkrijgen. De studiepunten die wij hier gebruiken voor het aantal opgenomen studiepunten zijn dus de studiepunten die de instelling rapporteert als opgenomen (dus zonder degene die hun studiepunten hebben teruggekregen).
  In deze gegevens zitten ook de uitgeschreven studenten. Als we enkel de actieve inschrijvingen zouden nemen zouden we een te positief beeld krijgen. Mensen die bv na een slecht examen uit de studie weggaan zouden dan niet meetellen.

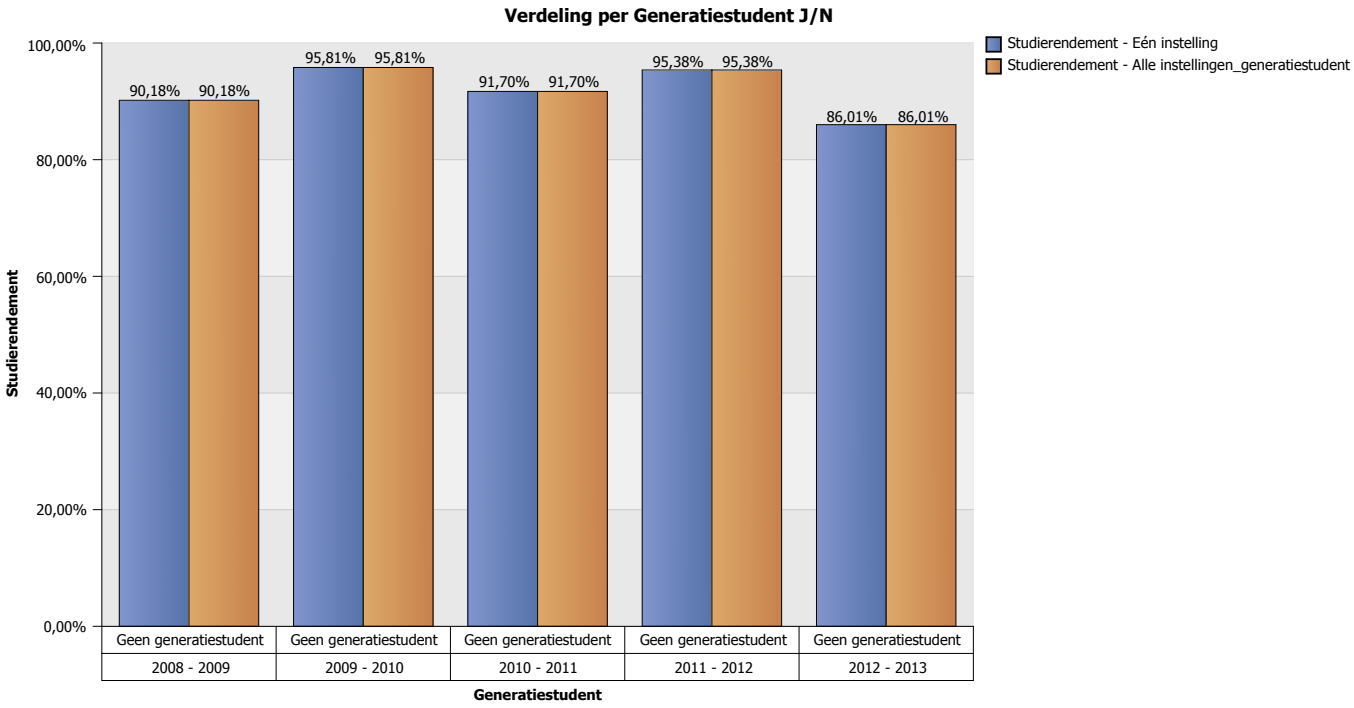
Elders verworven competenties en kwalificaties en gedelibereerde studiepunten worden niet meegeteld als verworven studiepunten.

Totale evolutie alle beschikbare academiejaren



Verdeling per geslacht


Studierendement - Eén instelling
Studierendement - Alle instellingen_geslacht
100,00%
80,00%
60,00%
40,00%
20,00%
0,00%
Studierendement
89,25%
89,25%
91,43%
91,43%
95,89%
95,74%
92,06%
92,06%
91,46%
91,46%
100,00%
93,22%
93,22%
76,59%
76,59%
96,15%
Mannelijk
Vrouwelijk
2008 - 2009
2009 - 2010
2010 - 2011
2011 - 2012
2012 - 2013
Geslacht


Verdeling per Generatiestudent J/N
Studierendement - Eén instelling
Studierendement - Alle instellingen_generatiestudent
100,00%
80,00%
60,00%
40,00%
20,00%
0,00%
Studierendement
90,18%
90,18%
95,81%
95,81%
91,70%
91,70%
95,38%
95,38%
86,01%
86,01%
Geen generatiestudent
2008 - 2009
2009 - 2010
2010 - 2011
2011 - 2012
2012 - 2013
Generatiestudent

Profiel opleiding Globalisation and economic developmen MA - Instelling: Universiteit Antwerpen

Studieduur (Time-to-graduation) Instroomcohortes

Definities

Deze tabel geeft het aandeel studenten weer dat binnen het weergegeven aantal jaren zijn of haar diploma heeft behaald binnen de opleiding. We berekenen dus welk percentage studenten na x aantal jaren zijn diploma behaalde sinds de eerste inschrijving in een bepaalde opleiding. Voor alle duidelijkheid: er wordt dus niet berekend hoeveel studenten er na x academiejaren een academisch bachelordiploma hebben behaald. Er wordt wel berekend hoeveel studenten er na x academiejaren een academisch bachelordiploma hebben behaald voor een bepaalde opleiding sinds de start aan die specifieke opleiding.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van start traject = het eerste jaar in de opleiding. Aangezien we naar het eerste jaar in de opleiding kijken en niet naar het eerste jaar in de opleiding binnen een instelling worden in deze gegevens de zij-instromers niet meegeteld. Deze hebben namelijk al een eerste inschrijving in een andere instelling.
- Aantal academiejaren tot diploma: geeft het aantal jaren weer waarbinnen men zijn diploma heeft behaald. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus zijn diploma behaald in hetzelfde academiejaar als zijn eerste inschrijving voor dit traject.
- Voor de percentages wordt er gedeeld door het aantal trajectstarters van dat academiejaar. De noemer is dus het totaal van alle studenten die een eerste inschrijving in het traject hebben genomen in het vermelde academiejaar. Het aantal trajectstarters per jaar voor uw instelling en alle instellingen staan onder de relevante tabellen.

Aantal afgestudeerden per studieduur

Aantal gediplomeerden per instroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	12	2		**14**
	2009	13	2		**15**
	2010	12	1	1	**14**
	2011	16			**16**
	2012	12			**12**

	Aantal trajectstarters
2008	16
2009	17
2010	18
2011	16
2012	16

Alle instellingen

Aantal gediplomeerden per instroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	12	2		**14**
	2009	13	2		**15**
	2010	12	1	1	**14**
	2011	16			**16**
	2012	12			**12**

	Aantal trajectstarters
2008	16
2009	17
2010	18
2011	16
2012	16

Percentage afgestudeerden per studieduur

Time-to-graduation ratio instroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	75,00%	12,50%		**87,50%**
	2009	76,47%	11,76%		**88,24%**
	2010	66,67%	5,56%	5,56%	**77,78%**
	2011	100,00%			**100,00%**
	2012	75,00%			**75,00%**

Alle instellingen

Time-to-graduation ratio instroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	75,00%	12,50%		**87,50%**
	2009	76,47%	11,76%		**88,24%**
	2010	66,67%	5,56%	5,56%	**77,78%**
	2011	100,00%			**100,00%**
	2012	75,00%			**75,00%**

Profiel opleiding Globalisation and economic developmen MA - Instelling: Universiteit Antwerpen

Laatst gekende inschrijving zonder diploma

Definities

- Laatst gekende inschrijving zonder diploma: Deze tabel geeft het aandeel studenten weer dat binnen het weergegeven aantal jaren zonder diploma is uitgestroomd uit de opleiding. We kijken daarvoor naar de laatst gekende inschrijving van de ongekwalificeerde studenten. Indien er in het academiejaar van die laatst gekende inschrijving geen diploma is uitgereikt beschouwen we de student het jaar nadien als ongekwalificeerde uitstroom. (in theorie kan hij natuurlijk naar het buitenland zijn gegaan waar we de student niet kunnen traceren). Sabbatjaren worden alsvolgt opgevangen: Stel dat iemand als drop out wordt gerekend in 2010-2011 omdat de laatst gekende inschrijving genomen is in 2009-2010 (en de student geen diploma heeft ontvangen). Als deze student nu in 2011-2012 opnieuw een inschrijving neemt in het betreffende traject zal hij bij herberekening van het rapport ook geen drop out meer zijn in 2010-2011. Uiteraard kunnen we dit pas herberekenen als de finale gegevens van 2011-2012 beschikbaar zijn.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van start traject = het eerste jaar in de opleiding in de instelling (de instelling van de eerste inschrijving in het traject. Let op: hij kan zijn diploma wel behaald hebben in een andere instelling). Aangezien we naar het eerste jaar in de opleiding kijken en niet naar het eerste jaar in de opleiding binnen een instelling worden in deze gegevens de zij-instromers niet meegeteld. Deze hebben namelijk al een eerste inschrijving in een andere instelling.
- Aantal academiejaren tot drop out: geeft het aantal jaren weer dat men een inschrijving had in het traject. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus slechts 1 academiejaar een inschrijving gehad in het betreffende traject. Het jaar nadien werd geen inschrijving van deze student teruggevonden.
- De noemer is het totaal van alle studenten die hun eerste inschrijving in het traject hebben genomen aan de betreffende instelling. Zij-instromers worden dus niet meegeteld in de cijfers van de instellingen. Het aantal trajectstarters per jaar voor uw instelling en alle instellingen staan onder de relevante tabellen.

Aantal niet-gediplomeerde studenten per eerste academiejaar traject en jaren tot eventuele uitstroom.

Aantal		Aantal academiejaren tot laatste inschrijving zonder diploma		
		1	2	3
Academiejaar van start traject	2012			
	2011			
	2010	3		
	2009	2		
	2008	1	1	

	Aantal trajectstarters
2008	16
2009	17
2010	18
2011	16
2012	16

Alle instellingen

Aantal		Aantal academiejaren tot laatste inschrijving zonder diploma		
		1	2	3
Academiejaar van start traject	2012			
	2011			
	2010	3		
	2009	2		
	2008	1	1	

	Aantal trajectstarters
2008	16
2009	17

Profiel opleiding Globalisation and economic developmen MA - Instelling: Universiteit Antwerpen

Laatst gekende inschrijving zonder diploma

Definities

- Laatst gekende inschrijving zonder diploma: Deze tabel geeft het aandeel studenten weer dat binnen het weergegeven aantal jaren zonder diploma is uitgestroomd uit de opleiding. We kijken daarvoor naar de laatst gekende inschrijving van de ongekwalificeerde studenten. Indien er in het academiejaar van die laatst gekende inschrijving geen diploma is uitgereikt beschouwen we de student het jaar nadien als ongekwalificeerde uitstroom. (in theorie kan hij natuurlijk naar het buitenland zijn gegaan waar we de student niet kunnen traceren). Sabbatjaren worden alsvolgt opgevangen: Stel dat iemand als drop out wordt gerekend in 2010-2011 omdat de laatst gekende inschrijving genomen is in 2009-2010 (en de student geen diploma heeft ontvangen). Als deze student nu in 2011-2012 opnieuw een inschrijving neemt in het betreffende traject zal hij bij herberekening van het rapport ook geen drop out meer zijn in 2010-2011. Uiteraard kunnen we dit pas herberekenen als de finale gegevens van 2011-2012 beschikbaar zijn.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van start traject = het eerste jaar in de opleiding in de instelling (de instelling van de eerste inschrijving in het traject. Let op: hij kan zijn diploma wel behaald hebben in een andere instelling). Aangezien we naar het eerste jaar in de opleiding kijken en niet naar het eerste jaar in de opleiding binnen een instelling worden in deze gegevens de zij-instromers niet meegeteld. Deze hebben namelijk al een eerste inschrijving in een andere instelling.
- Aantal academiejaren tot drop out: geeft het aantal jaren weer dat men een inschrijving had in het traject. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus slechts 1 academiejaar een inschrijving gehad in het betreffende traject. Het jaar nadien werd geen inschrijving van deze student teruggevonden.
- De noemer is het totaal van alle studenten die hun eerste inschrijving in het traject hebben genomen aan de betreffende instelling. Zij-instromers worden dus niet meegeteld in de cijfers van de instellingen. Het aantal trajectstarters per jaar voor uw instelling en alle instellingen staan onder de relevante tabellen.

Aantal niet-gediplomeerde studenten per eerste academiejaar traject en jaren tot eventuele uitstroom.

Alle instellingen

	Aantal trajectstarters
2010	18
2011	16
2012	16

Percentage niet-gediplomeerde studenten per academiejaar en jaren tot eventuele uitstroom

Ratio		Aantal academiejaren tot laatste inschrijving zonder diploma		
		1	2	3
Academiejaar van start traject	2012			
	2011			
	2010	16,67%		
	2009	11,76%		
	2008	6,25%	6,25%	

Alle instellingen

Ratio		Aantal academiejaren tot laatste inschrijving zonder diploma		
		1	2	3
Academiejaar van start traject	2012			
	2011			
	2010	16,67%		
	2009	11,76%		
	2008	6,25%	6,25%	

Profiel opleiding Globalisation and economic developmen MA - Instelling: Universiteit Antwerpen

Studieduur (Time-to-graduation): Uitstroomcohortes

Definities

Deze tabel geeft het aandeel studenten weer per jaar van afstuderen. Het betreffen dus allemaal afgestudeerde studenten. We berekenen dus welk percentage studenten afstudeert op x-jaar ten opzichte van alle afgestudeerde studenten in de opleiding aan de instelling. We tellen de studenten bij de instelling waar ze hun diploma hebben behaald. Studenten kunnen dus wel begonnen zijn aan hun traject aan een andere instelling.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van diploma: Het academiejaar waarin het diploma behaald werd. Zij-instromers worden hier dus wel meegeteld voor de instelling waarvoor de cijfers gerapporteerd worden.
- Aantal academiejaren tot diploma: geeft het aantal jaren weer waarbinnen men zijn diploma heeft behaald. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus zijn diploma behaald in hetzelfde academiejaar als zijn eerste inschrijving voor dit traject.
- De noemer is het totaal van alle studenten die een diploma hebben behaald in het traject (aan de instelling waarover gerapporteerd wordt) in het vermelde academiejaar.

Aantal afgestudeerden per studieduur

Aantal gediplomeerden per uitstroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van diploma	2008 - 2009	12	1		**13**
	2009 - 2010	13	2		**15**
	2010 - 2011	12	2		**14**
	2011 - 2012	16	1		**17**
	2012 - 2013	12		1	**13**

Alle instellingen

Aantal gediplomeerden per uitstroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van diploma	2008 - 2009	12	1		**13**
	2009 - 2010	13	2		**15**
	2010 - 2011	12	2		**14**
	2011 - 2012	16	1		**17**
	2012 - 2013	12		1	**13**

Percentage afgestudeerden per studieduur

Time-to-graduation ratio uitstroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van diploma	2008 - 2009	92,31%	7,69%		**100,00%**
	2009 - 2010	86,67%	13,33%		**100,00%**
	2010 - 2011	85,71%	14,29%		**100,00%**
	2011 - 2012	94,12%	5,88%		**100,00%**
	2012 - 2013	92,31%		7,69%	**100,00%**

Alle instellingen

Time-to-graduation ratio uitstroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van diploma	2008 - 2009	92,31%	7,69%		**100,00%**
	2009 - 2010	86,67%	13,33%		**100,00%**
	2010 - 2011	85,71%	14,29%		**100,00%**
	2011 - 2012	94,12%	5,88%		**100,00%**

Profiel opleiding Globalisation and economic developmen MA - Instelling: Universiteit Antwerpen

Studieduur (Time-to-graduation): Uitstroomcohortes

Definities

Deze tabel geeft het aandeel studenten weer per jaar van afstuderen. Het betreffen dus allemaal afgestudeerde studenten. We berekenen dus welk percentage studenten afstudeert op x-jaar ten opzichte van alle afgestudeerde studenten in de opleiding aan de instelling. We tellen de studenten bij de instelling waar ze hun diploma hebben behaald. Studenten kunnen dus wel begonnen zijn aan hun traject aan een andere instelling.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van diploma: Het academiejaar waarin het diploma behaald werd. Zij-instromers worden hier dus wel meegeteld voor de instelling waarvoor de cijfers gerapporteerd worden.
- Aantal academiejaren tot diploma: geeft het aantal jaren weer waarbinnen men zijn diploma heeft behaald. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus zijn diploma behaald in hetzelfde academiejaar als zijn eerste inschrijving voor dit traject.
- De noemer is het totaal van alle studenten die een diploma hebben behaald in het traject (aan de instelling waarover gerapporteerd wordt) in het vermelde academiejaar.

Aantal afgestudeerden per studieduur

Alle instellingen

Percentage afgestudeerden per studieduur

Alle instellingen

Time-to-graduation ratio uitstroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van diploma	2012 - 2013	92,31%		7,69%	**100,00%**

Opleiding Globalisation and economic developmen MA - 0532 **- Instelling** Universiteit Antwerpen

Vestiging Prinsstraat, Antwerpen

Kengetallen

Aantal inschrijvingen en diploma's

Universiteit Antwerpen, Prinsstraat, Antwerpen

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatiestudenten	Beursstudent	Diploma behaald	Herkomst ASO	Herkomst TSO	Herkomst BSO	Herkomst KSO	Herkomst andere	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	15	1	9	7	0	0	13	0	0	0	0	16	**16**
Academiejaar 2009 - 2010	15	3	8	10	0	0	15	0	0	0	0	18	**18**
Academiejaar 2010 - 2011	15	2	7	10	0	0	14	0	0	0	0	17	**17**
Academiejaar 2011 - 2012	16	3	6	13	0	0	17	0	0	0	0	19	**19**
Academiejaar 2012 - 2013	14	3	8	9	0	0	13	2	0	0	0	15	**17**
Academiejaar 2013 - 2014 **	17	4	6	15	0	0	1	3	0	0	0	18	**21**

* = Brondata afkomstig uit Databank Tertiair Onderwijs. Let op: definities voor data kunnen verschillend zijn met gegevensdefinities uit de huidige databank DHO (vanaf 2008-2009).
** = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014

Opleiding Globalisation and economic developmen MA - 0532 **- Instelling** Universiteit Antwerpen
Vestiging Prinsstraat, Antwerpen

Studierendement

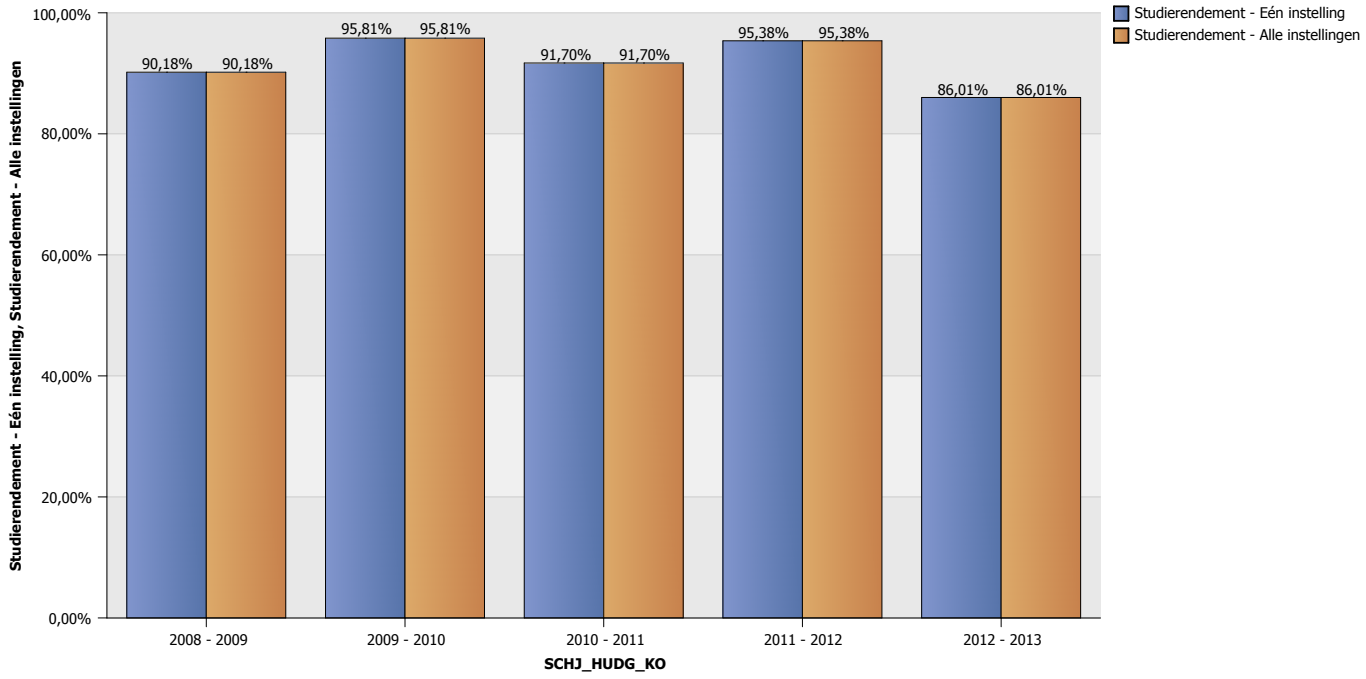
Definities

- Studierendement= aantal verworven studiepunten / aantal opgenomen studiepunten volgens de instelling. Dit is dezelfde berekening als degene die gebruikt wordt voor de berekening van de financiering.
- Opgenomen studiepunten volgens de instelling = in het financieringsdecreet staat dat studenten studiepunten kunnen terugkrijgen als ze zich uitschrijven tot een bepaalde datum die in het onderwijs en examenreglement van de instelling moet staan. Als de student zich tijdig uitschrijft krijgt de student zijn studiepunten dus terug maar de instelling krijgt er geen subsidies voor. Nadat er een evaluatie zich heeft voorgedaan of als de student zich te laat heeft uitgeschreven blijven de studiepunten opgenomen en kan hij/zij ze niet terugkrijgen. De studiepunten die wij hier gebruiken voor het aantal opgenomen studiepunten zijn dus de studiepunten die de instelling rapporteert als opgenomen (dus zonder degene die hun studiepunten hebben teruggekregen).

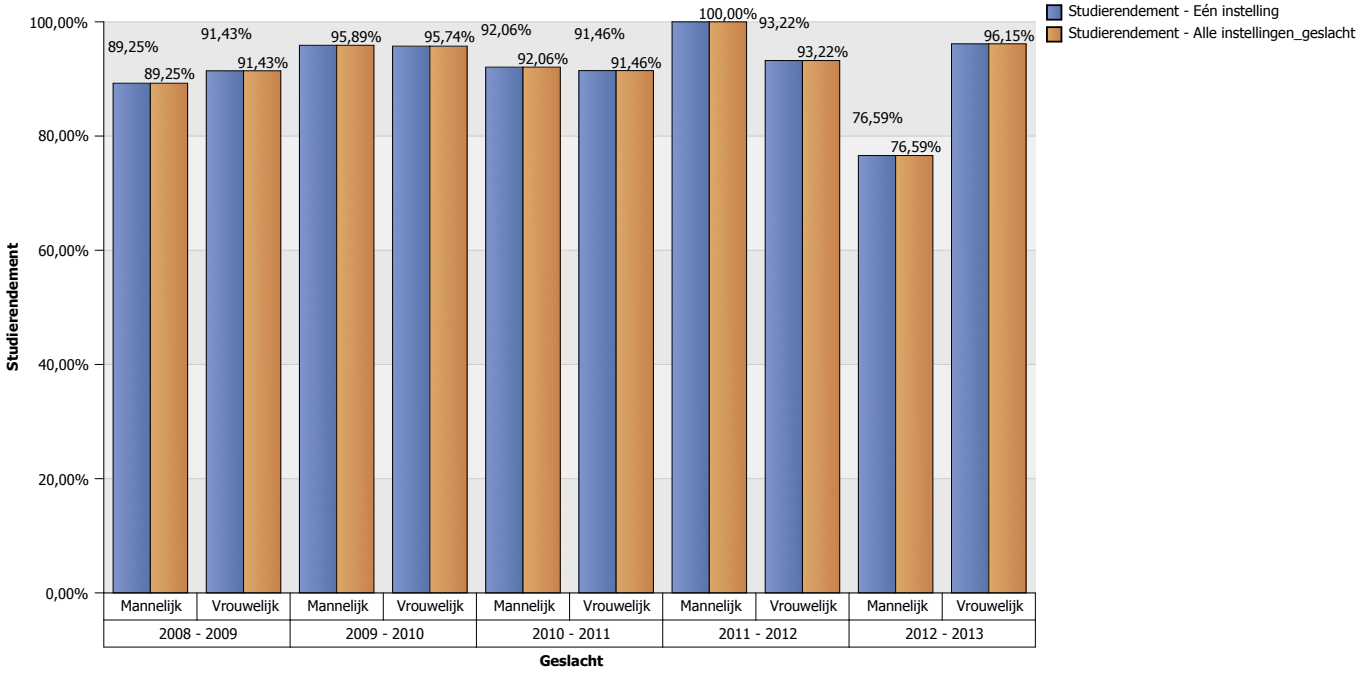
In deze gegevens zitten ook de uitgeschreven studenten. Als we enkel de actieve inschrijvingen zouden nemen zouden we een te positief beeld krijgen. Mensen die bv na een slecht examen uit de studie weggaan zouden dan niet meetellen.

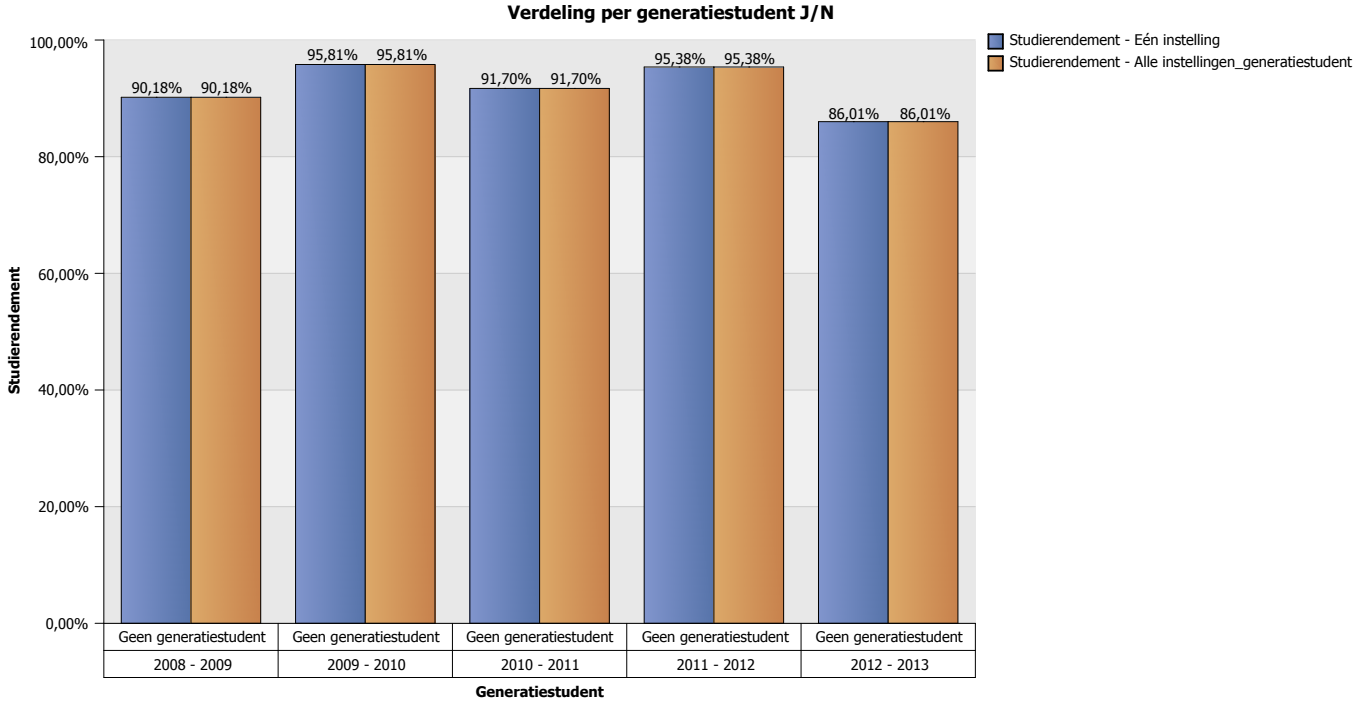
Elders verworven competenties en kwalificaties en gedelibereerde studiepunten worden niet meegeteld als verworven studiepunten.

Totale evolutie alle beschikbare academiejaren



Verdeling per geslacht


Studierendement - Eén instelling
Studierendement - Alle instellingen_geslacht
100,00%
80,00%
60,00%
40,00%
20,00%
0,00%
Studierendement
89,25% 89,25%
91,43% 91,43%
95,89%
95,74%
92,06% 92,06%
91,46% 91,46%
100,00%
93,22% 93,22%
76,59% 76,59%
96,15%
Mannelijk
Vrouwelijk
2008 - 2009
2009 - 2010
2010 - 2011
2011 - 2012
2012 - 2013
Geslacht


Verdeling per generatiestudent J/N
Studierendement - Eén instelling
Studierendement - Alle instellingen_generatiestudent
100,00%
80,00%
60,00%
40,00%
20,00%
0,00%
Studierendement
90,18% 90,18%
95,81% 95,81%
91,70% 91,70%
95,38% 95,38%
86,01% 86,01%
Geen generatiestudent
2008 - 2009
2009 - 2010
2010 - 2011
2011 - 2012
2012 - 2013
Generatiestudent

Opleiding Globalisation and economic developmen MA - 0532 **- Instelling** Universiteit Antwerpen

Vestiging Prinsstraat, Antwerpen

Studieduur (Time-to-graduation) Instroomcohortes

Definities

Deze tabel geeft het aandeel studenten weer dat binnen het weergegeven aantal jaren zijn of haar diploma heeft behaald binnen de opleiding. We berekenen dus welk percentage studenten na x aantal jaren zijn diploma behaalde sinds de eerste inschrijving in een bepaalde opleiding. Voor alle duidelijkheid: er wordt dus niet berekend hoeveel studenten er na x academiejaren een academisch bachelordiploma hebben behaald. Er wordt wel berekend hoeveel studenten er na x academiejaren een academisch bachelordiploma hebben behaald voor een bepaalde opleiding sinds de start aan die specifieke opleiding.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van start traject = het eerste jaar in de opleiding. Aangezien we naar het eerste jaar in de opleiding kijken en niet naar het eerste jaar in de opleiding binnen een instelling worden in deze gegevens de zij-instromers niet meegeteld. Deze hebben namelijk al een eerste inschrijving in een andere instelling.
- Aantal academiejaren tot diploma: geeft het aantal jaren weer waarbinnen men zijn diploma heeft behaald. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus zijn diploma behaald in hetzelfde academiejaar als zijn eerste inschrijving voor dit traject.
- Voor de percentages wordt er gedeeld door het aantal trajectstarters van dat academiejaar. De noemer is dus het totaal van alle studenten die een eerste inschrijving in het traject hebben genomen in het vermelde academiejaar. Het aantal trajectstarters per jaar voor uw instelling en alle instellingen staan onder de relevante tabellen.

Aantal afgestudeerden per studieduur

Aantal gediplomeerden per instroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
		STUD_TRJC_HV diploma behaald instroom	STUD_TRJC_HV diploma behaald instroom	STUD_TRJC_HV diploma behaald instroom	
Academiejaar van start traject	2008	12	2		**14**
	2009	13	2		**15**
	2010	12	1	1	**14**
	2011	16			**16**
	2012	12			**12**

	Aantal trajectstarters
2008	16
2009	17
2010	18
2011	16
2012	16

Alle instellingen

Aantal gediplomeerden per instroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	12	2		**14**
	2009	13	2		**15**
	2010	12	1	1	**14**
	2011	16			**16**
	2012	12			**12**

	Aantal trajectstarters
2008	16
2009	17
2010	18
2011	16
2012	16

Percentage afgestudeerden per studieduur

Universiteit Antwerpen

Time-to-graduation ratio instroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	75,00%	12,50%		**87,50%**
	2009	76,47%	11,76%		**88,24%**
	2010	66,67%	5,56%	5,56%	**77,78%**
	2011	100,00%			**100,00%**
	2012	75,00%			**75,00%**

Alle instellingen

Time-to-graduation ratio instroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	75,00%	12,50%		**87,50%**
	2009	76,47%	11,76%		**88,24%**
	2010	66,67%	5,56%	5,56%	**77,78%**
	2011	100,00%			**100,00%**
	2012	75,00%			**75,00%**

Instelling: Universiteit Antwerpen
Opleiding: Governance and development MA
Studieomvang: 60 studiepunten

Benchmark rapport Hoger Onderwijs

Academiejaar

Laatste update gegevens: 31.5.2014

Historiek benaming van de opleiding

2005 - 2006:	Universiteit Antwerpen	Master of Governance and Development (IOB)
2006 - 2007:	Universiteit Antwerpen	Master of Governance and Development (IOB)
2007 - 2008:	Universiteit Antwerpen	Master of Governance and Development (IOB)
2008 - 2009:	Universiteit Antwerpen	Master of Governance and Development (IOB)
2009 - 2010:	Universiteit Antwerpen	Master of Governance and Development (IOB)
2010 - 2011:	Universiteit Antwerpen	Master of Governance and Development (IOB)
2011 - 2012:	Universiteit Antwerpen	Master of Governance and Development (IOB)
2012 - 2013:	Universiteit Antwerpen	Master of Governance and Development (IOB)
2013 - 2014:	Universiteit Antwerpen	Master of Governance and Development (IOB)

Toelichting:

Doelstelling

Dit rapport dient ter ondersteuning van de kwaliteitszorg in het Hoger Onderwijs. Meer specifiek dient het als ondersteuning bij de zelfevaluaties van de opleidingen in de hogescholen en universiteiten. Het rapport biedt informatie over een opleiding in een vergelijkend perspectief. Elke opleiding kan zich aan de hand van de ingevulde indicatoren spiegelen aan Vlaamse gemiddeldes en zich zo een genuanceerder beeld vormen van de eigen sterktes en zwaktes. Indicatoren zoals gebruikt in dit rapport dienen uiteraard geïnterpreteerd te worden in de context van de eigen instelling en opleiding. Een afwijking van een gemiddelde is slechts een aanzet om te gaan zoeken naar onderliggende verschillen. Dit rapport wil vooral informatie aanreiken die het de instellingen en opleidingen mogelijk maakt om meer gericht te gaan zoeken naar verklaringen voor zowel goede als mnder goede resultaten in het kader van de eigen doelstellingen.

Werkwijze

Elk rapport wordt gegenereerd met een voorgedefinieerd standaardsjabloon uit het datawarehouse voor Hoger Onderwijs van het ministerie van Onderwijs en Vorming op basis van de gegevens zoals ze zijn doorgegeven aan de Databank Hoger Onderwijs. Het is dus voor elke instelling/opleiding identiek in opbouw, berekeningswijze en definities.

Inhoud

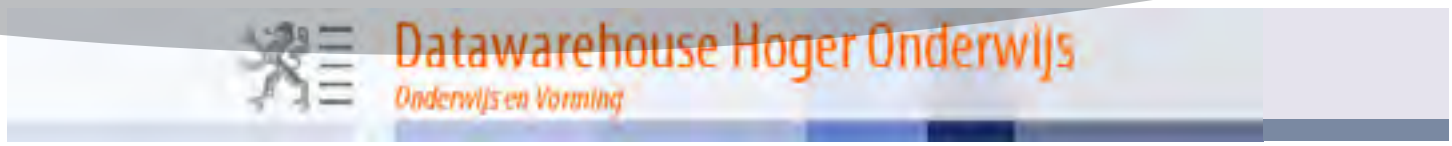
Het rapport bevat 8 thema's:
- Geografische spreiding.
- Individueel marktaandeel van de inrichtende instellingen.
- aantal actieve inschrijvingen per inrichtende instelling.
- Verdeling geslachten.
- Kengetallen.
- Studierendement.
- Studieduur (time to graduation).
- Ongekwalificeerde uitstroom

Ook kunnen alle indicatoren zowel berekend worden voor een specifieke instelling als over de instellingen heen. De kengetallen, het studierendement en de studieduur kunnen bovendien berekend worden tot op het niveau van de vestigingsplaats waar de studenten zijn ingeschreven.

De aggregaatniveaus zijn:

- Alle instellingen
- Instelling
- Vestiginsplaats

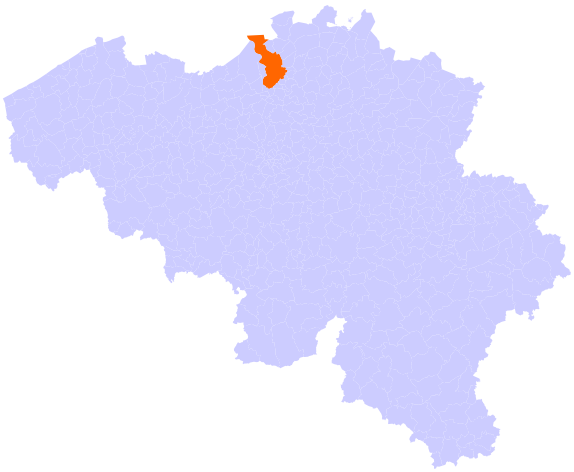
De rapporten hebben betrekking op afgesloten academiejaren (dwz. alle data die gebruikt wordt uit de bronsystemen (DHO) werd gevalideerd door de instellingen) of de laatst beschikbare status van de niet afgesloten academiejaren. De teldatum is steeds terug te vinden op het voorblad van het rapport en onder de tabellen waar niet-afgesloten gegevens gebruikt worden.



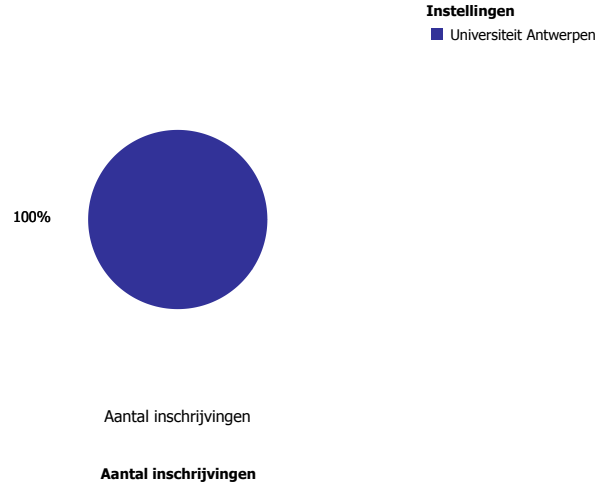
Profiel opleiding Governance and development MA - Instelling: Universiteit Antwerpen

Academiejaar 2013 - 2014

Geografische spreiding inrichtende instellingen per vestiging



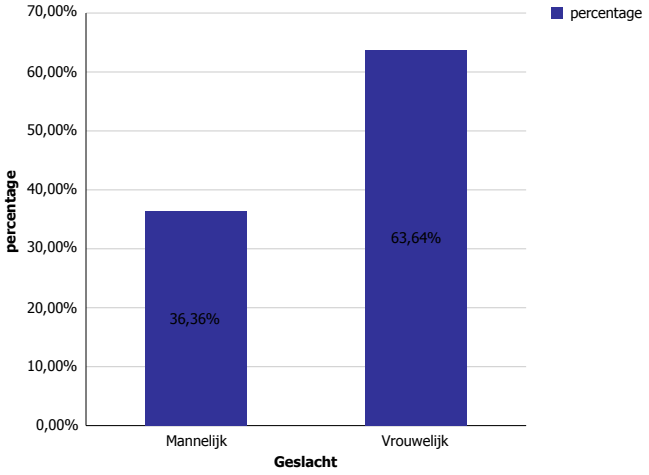
Proportioneel marktaandeel van de inrichtende instellingen



Aantal inschrijvingen instellingen

Instelling	GEMT_NM	Aantal inschrijvingen
Universiteit Antwerpen	Antwerpen	22

Verdeling geslachten



Profiel opleiding Governance and development MA - Instelling: Universiteit Antwerpen

Kengetallen

Definities

Inschrijvingen: In dit rapport tellen we enkel actieve inschrijvingen (dwz inschrijvingen waarvoor men nadien uitschreef werden niet meegeteld)
- Voltijds: Inschrijvingen voor 54 studiepunten of meer worden beschouwd als voltijdse inschrijvingen.
- Niet-voltijds: Inschrijvingen voor 53 studiepunten of minder worden beschouwd als deeltijdse inschrijvingen.
- Mannelijk: Alle actieve inschrijvingen van mannen
- Vrouwelijk: Alle actieve inschrijvingen van vrouwen
- Generatiestudent: Aantal inschrijvingen van studenten die zich voor de eerste maal inschrijven in het hoger onderwijs in Vlaanderen voor een academische of professionele bachelor. Dus studenten die al eens ingeschreven waren in een andere opleiding of instelling tellen hier niet mee.
- Beursstudent: Alle actieve inschrijvingen van studenten die een studietoelage van de Vlaamse Gemeenschap hebben ontvangen (enkel data voor de beschikbare jaren).
- Aantal trajectstarters: Voor elke student in een opleiding wordt telkens het eerste academiejaar opgezocht waarin hij/zij een inschrijving had voor de opleiding. Dit gaat over zowel de actieve als de uitgeschreven studenten Deze cijfers over trajectstarters worden ook gebruikt om in de kruistabellen voor studieduur en laatst gekende inschrijving de cohortes samen te stellen. Daar vertrekken we in de linkerkolom telkens van de trajectstarters met een eerste inschrijving in hetzelfde jaar. Het aantal trajectstarters komt overeen met de som van het aantal generatiestudenten in de tabel kengetallen, het aantal actieve niet-generatiestudenten met een EERSTE inschrijving in de opleiding en de niet-actieve EERSTE inschrijvingen in de opleiding.
- Diploma behaald: Aantal inschrijvingen waarvoor een diploma werd behaald in het desbetreffende jaar.
- Herkomst secundair onderwijs: Voor elke ingeschreven student gaan we na of we een match vinden in de databanken voor secundair onderwijs in Vlaanderen. Als er een match gevonden wordt, gaan we na of er een diploma secundair onderwijs gekend is. Indien gekend nemen we de onderwijsvorm (ASO/TSO/KSO/BSO) voor dit diploma. Indien we geen diploma terugvinden wordt als herkomst Andere opgegeven.
- Herkomst Andere : Zoals hierboven gezegd zijn dit de inschrijvingen waarvoor we geen diploma secundair onderwijs terug vonden. Dit zijn vaak niet-Vlamingen of mensen die ibuiten Vlaanderen hun secundair onderwijs gedaan hebben.

Aantal inschrijvingen en diploma's

Cijfers voor niet afgesloten academiejaren betreffen de status op 31.5.2014

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatie-studenten	Beurs-studenten	Werk-studenten	Diploma behaald	Herkomst ASO**	Herkomst TSO**	Herkomst BSO**	Herkomst KSO**	Herkomst Andere**	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	17	4	13	8	0	nvt	0	14	2	0	0	0	19	**21**
Academiejaar 2009 - 2010	18	5	16	7	0	nvt	0	19	1	0	0	0	22	**23**
Academiejaar 2010 - 2011	19	1	10	10	0	nvt	0	16	0	0	0	0	20	**20**
Academiejaar 2011 - 2012	16	4	8	12	0	nvt	0	14	1	0	0	0	19	**20**
Academiejaar 2012 - 2013	17	5	11	11	0	nvt	0	19	0	0	0	0	22	**22**
Academiejaar 2013 - 2014*	21	1	8	14	0	nvt	0	0	0	0	0	0	22	**22**

* = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014
** =Aangezien in de database deze informatie pas op het einde van het academiejaar wordt opgeladen, zijn de cijfers voor het huidige academiejaar niet correct

Alle instellingen

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatie-studenten	Beurs-studenten	Werk-studenten	Diploma behaald	Herkomst ASO**	Herkomst TSO**	Herkomst BSO**	Herkomst KSO**	Herkomst Andere**	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	17	4	13	8	0	nvt	0	14	2	0	0	0	19	**21**
Academiejaar 2009 - 2010	18	5	16	7	0	nvt	0	19	1	0	0	0	22	**23**
Academiejaar 2010 - 2011	19	1	10	10	0	nvt	0	16	0	0	0	0	20	**20**
Academiejaar 2011 - 2012	16	4	8	12	0	nvt	0	14	1	0	0	0	19	**20**
Academiejaar 2012 - 2013	17	5	11	11	0	nvt	0	19	0	0	0	0	22	**22**
Academiejaar 2013 - 2014*	21	1	8	14	0	nvt	0	0	0	0	0	0	22	**22**

* = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014
** =Aangezien in de database deze informatie pas op het einde van het academiejaar wordt opgeladen, zijn de cijfers voor het huidige academiejaar niet correct

Alle instellingen

	Aantal trajectstarters
2008	17
2009	21
2010	19

	Aantal trajectstarters
2008	17
2009	21

Alle instellingen

	Aantal trajectstarters
2011	16
2012	17

	Aantal trajectstarters
2010	19
2011	16
2012	17

Profiel opleiding Governance and development MA - Instelling: Universiteit Antwerpen

Kengetallen: percentages

Aantal inschrijvingen en diploma's

Cijfers voor niet afgesloten academiejaren betreffen de status op 31.5.2014

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatie-studenten	Beurs-studenten	Werk-studenten	Diploma behaald	Herkomst ASO**	Herkomst TSO**	Herkomst BSO**	Herkomst KSO**	Herkomst Andere **	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	80,95%	19,05%	61,90%	38,10%	0,00%	0,00%	0,00%	66,67%	9,52%	0,00%	0,00%	0,00%	90,48%	**21**
Academiejaar 2009 - 2010	78,26%	21,74%	69,57%	30,43%	0,00%	0,00%	0,00%	82,61%	4,35%	0,00%	0,00%	0,00%	95,65%	**23**
Academiejaar 2010 - 2011	95,00%	5,00%	50,00%	50,00%	0,00%	0,00%	0,00%	80,00%	0,00%	0,00%	0,00%	0,00%	100,00%	**20**
Academiejaar 2011 - 2012	80,00%	20,00%	40,00%	60,00%	0,00%	0,00%	0,00%	70,00%	5,00%	0,00%	0,00%	0,00%	95,00%	**20**
Academiejaar 2012 - 2013	77,27%	22,73%	50,00%	50,00%	0,00%	0,00%	0,00%	86,36%	0,00%	0,00%	0,00%	0,00%	100,00%	**22**
Academiejaar 2013 - 2014**	95,45%	4,55%	36,36%	63,64%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	100,00%	**22**

* = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014
** =Aangezien in de database deze informatie pas op het einde van het academiejaar wordt opgeladen, zijn de cijfers voor het huidige academiejaar niet correct

Alle instellingen

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatie-studenten	Beurs-studenten	Werk-studenten	Diploma behaald	Herkomst ASO**	Herkomst TSO**	Herkomst BSO**	Herkomst KSO**	Herkomst Andere**	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	80,95%	19,05%	61,90%	38,10%	0,00%	0,00%	0,00%	66,67%	9,52%	0,00%	0,00%	0,00%	90,48%	**21**
Academiejaar 2009 - 2010	78,26%	21,74%	69,57%	30,43%	0,00%	0,00%	0,00%	82,61%	4,35%	0,00%	0,00%	0,00%	95,65%	**23**
Academiejaar 2010 - 2011	95,00%	5,00%	50,00%	50,00%	0,00%	0,00%	0,00%	80,00%	0,00%	0,00%	0,00%	0,00%	100,00%	**20**
Academiejaar 2011 - 2012	80,00%	20,00%	40,00%	60,00%	0,00%	0,00%	0,00%	70,00%	5,00%	0,00%	0,00%	0,00%	95,00%	**20**
Academiejaar 2012 - 2013	77,27%	22,73%	50,00%	50,00%	0,00%	0,00%	0,00%	86,36%	0,00%	0,00%	0,00%	0,00%	100,00%	**22**
Academiejaar 2013 - 2014	95,45%	4,55%	36,36%	63,64%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	100,00%	**22**

* = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014
** =Aangezien in de database deze informatie pas op het einde van het academiejaar wordt opgeladen, zijn de cijfers voor het huidige academiejaar niet correct

Profiel opleiding Governance and development MA - Instelling: Universiteit Antwerpen

Studierendement

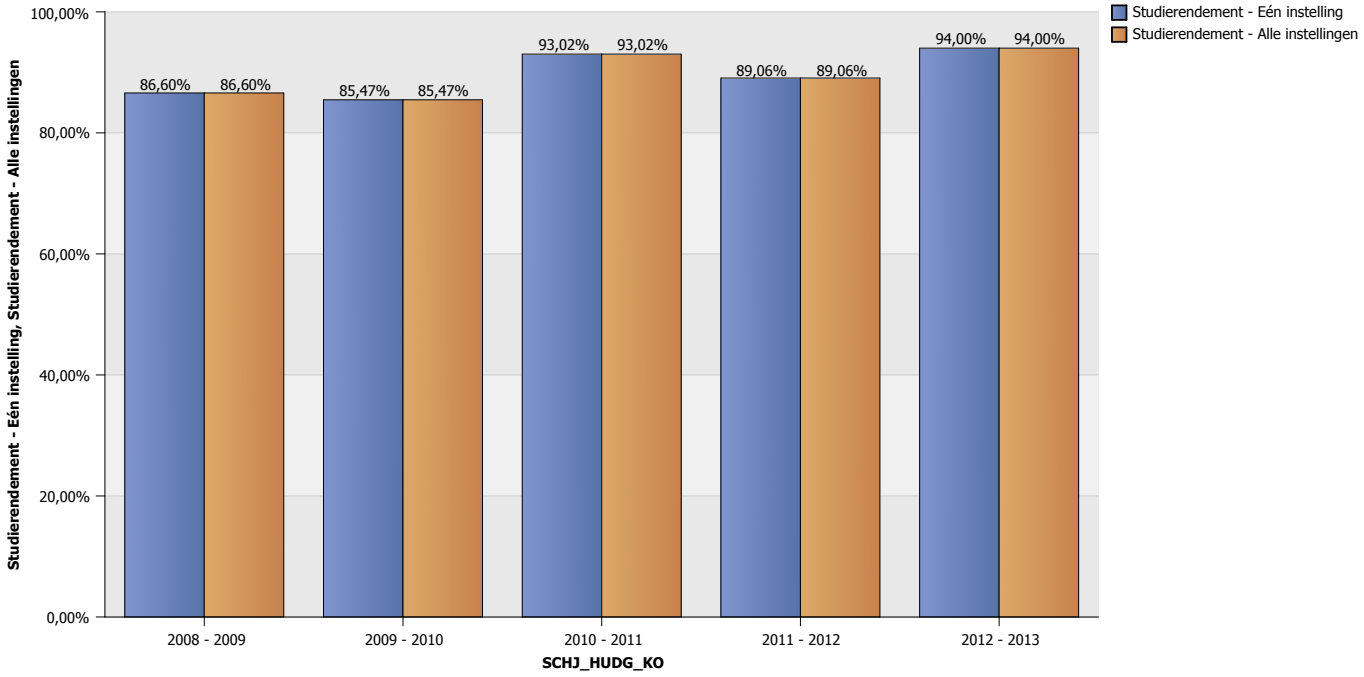
Definities

- Studierendement= aantal verworven studiepunten / aantal opgenomen studiepunten volgens de instelling. Dit is dezelfde berekening als degene die gebruikt wordt voor de berekening van de financiering.
- Opgenomen studiepunten volgens de instelling = in het financieringsdecreet staat dat studenten studiepunten kunnen terugkrijgen als ze zich uitschrijven tot een bepaalde datum die in het onderwijs en examenreglement van de instelling moet staan. Als de student zich tijdig uitschrijft krijgt de student zijn studiepunten dus terug maar de instelling krijgt er geen subsidies voor. Nadat er een evaluatie zich heeft voorgedaan of als de student zich te laat heeft uitgeschreven blijven de studiepunten opgenomen en kan hij/zij ze niet terugkrijgen. De studiepunten die wij hier gebruiken voor het aantal opgenomen studiepunten zijn dus de studiepunten die de instelling rapporteert als opgenomen (dus zonder degene die hun studiepunten hebben teruggekregen).

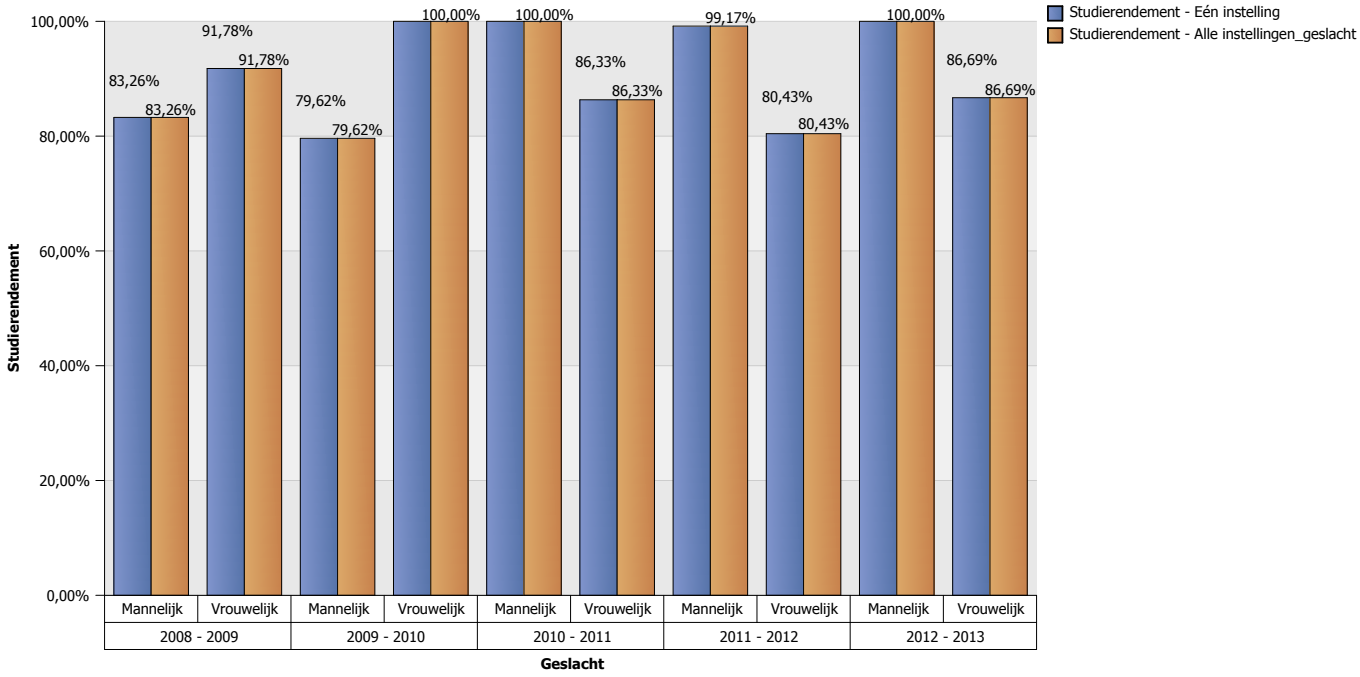
In deze gegevens zitten ook de uitgeschreven studenten. Als we enkel de actieve inschrijvingen zouden nemen zouden we een te positief beeld krijgen. Mensen die bv na een slecht examen uit de studie weggaan zouden dan niet meetellen.

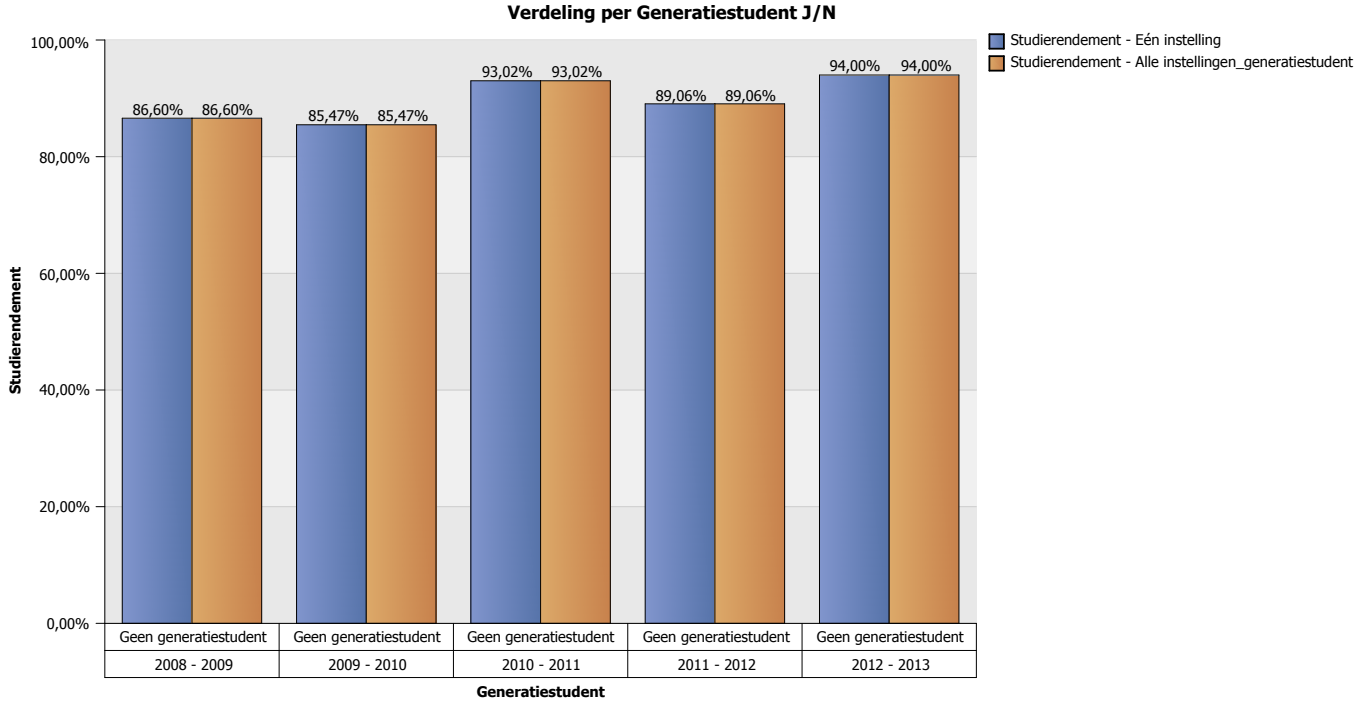
Elders verworven competenties en kwalificaties en gedelibereerde studiepunten worden niet meegeteld als verworven studiepunten.

Totale evolutie alle beschikbare academiejaren



Verdeling per geslacht


Studierendement - Eén instelling
Studierendement - Alle instellingen_geslacht
Studierendement
100,00%
80,00%
60,00%
40,00%
20,00%
0,00%
83,26%
83,26%
91,78%
91,78%
79,62%
79,62%
100,00%
100,00%
100,00%
86,33%
86,33%
99,17%
80,43%
80,43%
100,00%
86,69%
86,69%
Mannelijk
Vrouwelijk
2008 - 2009
2009 - 2010
2010 - 2011
2011 - 2012
2012 - 2013
Geslacht


Verdeling per Generatiestudent J/N
Studierendement - Eén instelling
Studierendement - Alle instellingen_generatiestudent
Studierendement
100,00%
80,00%
60,00%
40,00%
20,00%
0,00%
86,60%
86,60%
85,47%
85,47%
93,02%
93,02%
89,06%
89,06%
94,00%
94,00%
Geen generatiestudent
2008 - 2009
2009 - 2010
2010 - 2011
2011 - 2012
2012 - 2013
Generatiestudent

Profiel opleiding Governance and development MA - Instelling: Universiteit Antwerpen

Studieduur (Time-to-graduation) Instroomcohortes

Definities

Deze tabel geeft het aandeel studenten weer dat binnen het weergegeven aantal jaren zijn of haar diploma heeft behaald binnen de opleiding. We berekenen dus welk percentage studenten na x aantal jaren zijn diploma behaalde sinds de eerste inschrijving in een bepaalde opleiding. Voor alle duidelijkheid: er wordt dus niet berekend hoeveel studenten er na x academiejaren een academisch bachelordiploma hebben behaald. Er wordt wel berekend hoeveel studenten er na x academiejaren een academisch bachelordiploma hebben behaald voor een bepaalde opleiding sinds de start aan die specifieke opleiding.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van start traject = het eerste jaar in de opleiding. Aangezien we naar het eerste jaar in de opleiding kijken en niet naar het eerste jaar in de opleiding binnen een instelling worden in deze gegevens de zij-instromers niet meegeteld. Deze hebben namelijk al een eerste inschrijving in een andere instelling.
- Aantal academiejaren tot diploma: geeft het aantal jaren weer waarbinnen men zijn diploma heeft behaald. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus zijn diploma behaald in hetzelfde academiejaar als zijn eerste inschrijving voor dit traject.
- Voor de percentages wordt er gedeeld door het aantal trajectstarters van dat academiejaar. De noemer is dus het totaal van alle studenten die een eerste inschrijving in het traject hebben genomen in het vermelde academiejaar. Het aantal trajectstarters per jaar voor uw instelling en alle instellingen staan onder de relevante tabellen.

Aantal afgestudeerden per studieduur

Aantal gediplomeerden per instroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	14	2		**16**
	2009	15	1		**16**
	2010	15	1	1	**17**
	2011	13	2		**15**
	2012	16			**16**

	Aantal trajectstarters
2008	17
2009	21
2010	19
2011	16
2012	17

Alle instellingen

Aantal gediplomeerden per instroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	14	2		**16**
	2009	15	1		**16**
	2010	15	1	1	**17**
	2011	13	2		**15**
	2012	16			**16**

	Aantal trajectstarters
2008	17
2009	21
2010	19
2011	16
2012	17

Percentage afgestudeerden per studieduur

Time-to-graduation ratio instroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	82,35%	11,76%		**94,12%**
	2009	71,43%	4,76%		**76,19%**
	2010	78,95%	5,26%	5,26%	**89,47%**
	2011	81,25%	12,50%		**93,75%**
	2012	94,12%			**94,12%**

Alle instellingen

Time-to-graduation ratio instroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	82,35%	11,76%		**94,12%**
	2009	71,43%	4,76%		**76,19%**
	2010	78,95%	5,26%	5,26%	**89,47%**
	2011	81,25%	12,50%		**93,75%**
	2012	94,12%			**94,12%**

Profiel opleiding Governance and development MA - Instelling: Universiteit Antwerpen

Laatst gekende inschrijving zonder diploma

Definities

- Laatst gekende inschrijving zonder diploma: Deze tabel geeft het aandeel studenten weer dat binnen het weergegeven aantal jaren zonder diploma is uitgestroomd uit de opleiding. We kijken daarvoor naar de laatst gekende inschrijving van de ongekwalificeerde studenten. Indien er in het academiejaar van die laatst gekende inschrijving geen diploma is uitgereikt beschouwen we de student het jaar nadien als ongekwalificeerde uitstroom. (in theorie kan hij natuurlijk naar het buitenland zijn gegaan waar we de student niet kunnen traceren). Sabbatjaren worden alsvolgt opgevangen: Stel dat iemand als drop out wordt gerekend in 2010-2011 omdat de laatst gekende inschrijving genomen is in 2009-2010 (en de student geen diploma heeft ontvangen). Als deze student nu in 2011-2012 opnieuw een inschrijving neemt in het betreffende traject zal hij bij herberekening van het rapport ook geen drop out meer zijn in 2010-2011. Uiteraard kunnen we dit pas herberekenen als de finale gegevens van 2011-2012 beschikbaar zijn.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van start traject = het eerste jaar in de opleiding in de instelling (de instelling van de eerste inschrijving in het traject. Let op: hij kan zijn diploma wel behaald hebben in een andere instelling). Aangezien we naar het eerste jaar in de opleiding kijken en niet naar het eerste jaar in de opleiding binnen een instelling worden in deze gegevens de zij-instromers niet meegeteld. Deze hebben namelijk al een eerste inschrijving in een andere instelling.
- Aantal academiejaren tot drop out: geeft het aantal jaren weer dat men een inschrijving had in het traject. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus slechts 1 academiejaar een inschrijving gehad in het betreffende traject. Het jaar nadien werd geen inschrijving van deze student teruggevonden.
- De noemer is het totaal van alle studenten die hun eerste inschrijving in het traject hebben genomen aan de betreffende instelling. Zij-instromers worden dus niet meegeteld in de cijfers van de instellingen. Het aantal trajectstarters per jaar voor uw instelling en alle instellingen staan onder de relevante tabellen.

Aantal niet-gediplomeerde studenten per eerste academiejaar traject en jaren tot eventuele uitstroom.

Aantal		Aantal academiejaren tot laatste inschrijving zonder diploma		
		1	2	3
Academiejaar van start traject	2012			
	2011			
	2010		1	
	2009	5		
	2008	1		

	Aantal trajectstarters
2008	17
2009	21
2010	19
2011	16
2012	17

Alle instellingen

Aantal		Aantal academiejaren tot laatste inschrijving zonder diploma		
		1	2	3
Academiejaar van start traject	2012			
	2011			
	2010		1	
	2009	5		
	2008	1		

	Aantal trajectstarters
2008	17
2009	21

Profiel opleiding Governance and development MA - Instelling: Universiteit Antwerpen

Laatst gekende inschrijving zonder diploma

Definities

- Laatst gekende inschrijving zonder diploma: Deze tabel geeft het aandeel studenten weer dat binnen het weergegeven aantal jaren zonder diploma is uitgestroomd uit de opleiding. We kijken daarvoor naar de laatst gekende inschrijving van de ongekwalificeerde studenten. Indien er in het academiejaar van die laatst gekende inschrijving geen diploma is uitgereikt beschouwen we de student het jaar nadien als ongekwalificeerde uitstroom. (in theorie kan hij natuurlijk naar het buitenland zijn gegaan waar we de student niet kunnen traceren). Sabbatjaren worden alsvolgt opgevangen: Stel dat iemand als drop out wordt gerekend in 2010-2011 omdat de laatst gekende inschrijving genomen is in 2009-2010 (en de student geen diploma heeft ontvangen). Als deze student nu in 2011-2012 opnieuw een inschrijving neemt in het betreffende traject zal hij bij herberekening van het rapport ook geen drop out meer zijn in 2010-2011. Uiteraard kunnen we dit pas herberekenen als de finale gegevens van 2011-2012 beschikbaar zijn.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van start traject = het eerste jaar in de opleiding in de instelling (de instelling van de eerste inschrijving in het traject. Let op: hij kan zijn diploma wel behaald hebben in een andere instelling). Aangezien we naar het eerste jaar in de opleiding kijken en niet naar het eerste jaar in de opleiding binnen een instelling worden in deze gegevens de zij-instromers niet meegeteld. Deze hebben namelijk al een eerste inschrijving in een andere instelling.
- Aantal academiejaren tot drop out: geeft het aantal jaren weer dat men een inschrijving had in het traject. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus slechts 1 academiejaar een inschrijving gehad in het betreffende traject. Het jaar nadien werd geen inschrijving van deze student teruggevonden.
- De noemer is het totaal van alle studenten die hun eerste inschrijving in het traject hebben genomen aan de betreffende instelling. Zij-instromers worden dus niet meegeteld in de cijfers van de instellingen. Het aantal trajectstarters per jaar voor uw instelling en alle instellingen staan onder de relevante tabellen.

Aantal niet-gediplomeerde studenten per eerste academiejaar traject en jaren tot eventuele uitstroom.

Alle instellingen

	Aantal trajectstarters
2010	19
2011	16
2012	17

Percentage niet-gediplomeerde studenten per academiejaar en jaren tot eventuele uitstroom

Ratio		Aantal academiejaren tot laatste inschrijving zonder diploma		
		1	2	3
Academiejaar van start traject	2012			
	2011			
	2010		5,26%	
	2009	23,81%		
	2008	5,88%		

Alle instellingen

Ratio		Aantal academiejaren tot laatste inschrijving zonder diploma		
		1	2	3
Academiejaar van start traject	2012			
	2011			
	2010		5,26%	
	2009	23,81%		
	2008	5,88%		

Profiel opleiding Governance and development MA - Instelling: Universiteit Antwerpen

Studieduur (Time-to-graduation): Uitstroomcohortes

Definities

Deze tabel geeft het aandeel studenten weer per jaar van afstuderen. Het betreffen dus allemaal afgestudeerde studenten. We berekenen dus welk percentage studenten afstudeert op x-jaar ten opzichte van alle afgestudeerde studenten in de opleiding aan de instelling. We tellen de studenten bij de instelling waar ze hun diploma hebben behaald. Studenten kunnen dus wel begonnen zijn aan hun traject aan een andere instelling.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van diploma: Het academiejaar waarin het diploma behaald werd. Zij-instromers worden hier dus wel meegeteld voor de instelling waarvoor de cijfers gerapporteerd worden.
- Aantal academiejaren tot diploma: geeft het aantal jaren weer waarbinnen men zijn diploma heeft behaald. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus zijn diploma behaald in hetzelfde academiejaar als zijn eerste inschrijving voor dit traject.
- De noemer is het totaal van alle studenten die een diploma hebben behaald in het traject (aan de instelling waarover gerapporteerd wordt) in het vermelde academiejaar.

Aantal afgestudeerden per studieduur

Aantal gediplomeerden per uitstroomcohorte		Aantal academiejaren tot diploma				
		1	2	3	4	Totaal
Academiejaar van diploma	2008 - 2009	14				**14**
	2009 - 2010	15	2		2	**19**
	2010 - 2011	15	1			**16**
	2011 - 2012	13	1			**14**
	2012 - 2013	16	2	1		**19**

Alle instellingen

Aantal gediplomeerden per uitstroomcohorte		Aantal academiejaren tot diploma				
		1	2	3	4	Totaal
Academiejaar van diploma	2008 - 2009	14				**14**
	2009 - 2010	15	2		2	**19**
	2010 - 2011	15	1			**16**
	2011 - 2012	13	1			**14**
	2012 - 2013	16	2	1		**19**

Percentage afgestudeerden per studieduur

Time-to-graduation ratio uitstroom		Aantal academiejaren tot diploma				
		1	2	3	4	Totaal
Academiejaar van diploma	2008 - 2009	100,00%				**100,00%**
	2009 - 2010	78,95%	10,53%		10,53%	**100,00%**
	2010 - 2011	93,75%	6,25%			**100,00%**
	2011 - 2012	92,86%	7,14%			**100,00%**
	2012 - 2013	84,21%	10,53%	5,26%		**100,00%**

Alle instellingen

Time-to-graduation ratio uitstroom		Aantal academiejaren tot diploma				
		1	2	3	4	Totaal
Academiejaar van diploma	2008 - 2009	100,00%				**100,00%**
	2009 - 2010	78,95%	10,53%		10,53%	**100,00%**
	2010 - 2011	93,75%	6,25%			**100,00%**
	2011 - 2012	92,86%	7,14%			**100,00%**

Profiel opleiding Governance and development MA - Instelling: Universiteit Antwerpen

Studieduur (Time-to-graduation): Uitstroomcohortes

Definities

Deze tabel geeft het aandeel studenten weer per jaar van afstuderen. Het betreffen dus allemaal afgestudeerde studenten. We berekenen dus welk percentage studenten afstudeert op x-jaar ten opzichte van alle afgestudeerde studenten in de opleiding aan de instelling. We tellen de studenten bij de instelling waar ze hun diploma hebben behaald. Studenten kunnen dus wel begonnen zijn aan hun traject aan een andere instelling.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van diploma: Het academiejaar waarin het diploma behaald werd. Zij-instromers worden hier dus wel meegeteld voor de instelling waarvoor de cijfers gerapporteerd worden.
- Aantal academiejaren tot diploma: geeft het aantal jaren weer waarbinnen men zijn diploma heeft behaald. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus zijn diploma behaald in hetzelfde academiejaar als zijn eerste inschrijving voor dit traject.
- De noemer is het totaal van alle studenten die een diploma hebben behaald in het traject (aan de instelling waarover gerapporteerd wordt) in het vermelde academiejaar.

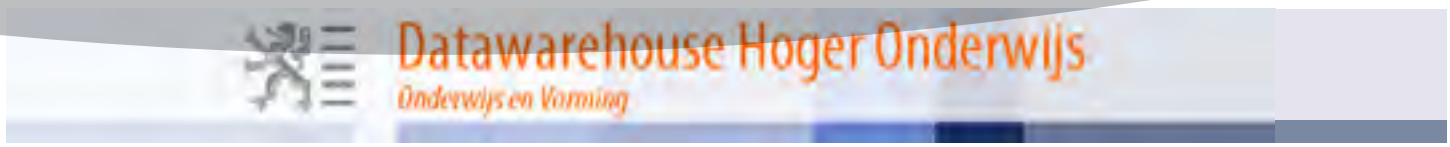
Aantal afgestudeerden per studieduur

Alle instellingen

Percentage afgestudeerden per studieduur

Alle instellingen

Time-to-graduation ratio uitstroom		Aantal academiejaren tot diploma				
		1	2	3	4	**Totaal**
Academiejaar van diploma	2012 - 2013	84,21%	10,53%	5,26%		**100,00%**



Opleiding Governance and development MA - 0533 **- Instelling** Universiteit Antwerpen

Vestiging Prinsstraat, Antwerpen

Kengetallen

Aantal inschrijvingen en diploma's

Universiteit Antwerpen, Prinsstraat, Antwerpen

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatiestudenten	Beursstudent	Diploma behaald	Herkomst ASO	Herkomst TSO	Herkomst BSO	Herkomst KSO	Herkomst andere	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	17	4	13	8	0	0	14	2	0	0	0	19	**21**
Academiejaar 2009 - 2010	18	5	16	7	0	0	19	1	0	0	0	22	**23**
Academiejaar 2010 - 2011	19	1	10	10	0	0	16	0	0	0	0	20	**20**
Academiejaar 2011 - 2012	16	4	8	12	0	0	14	1	0	0	0	19	**20**
Academiejaar 2012 - 2013	17	5	11	11	0	0	19	0	0	0	0	22	**22**
Academiejaar 2013 - 2014 **	21	1	8	14	0	0	0	1	0	0	0	21	**22**

* = Brondata afkomstig uit Databank Tertiair Onderwijs. Let op: definities voor data kunnen verschillend zijn met gegevensdefinities uit de huidige databank DHO (vanaf 2008-2009).
** = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014

Opleiding Governance and development MA - 0533 **- Instelling** Universiteit Antwerpen
Vestiging Prinsstraat, Antwerpen

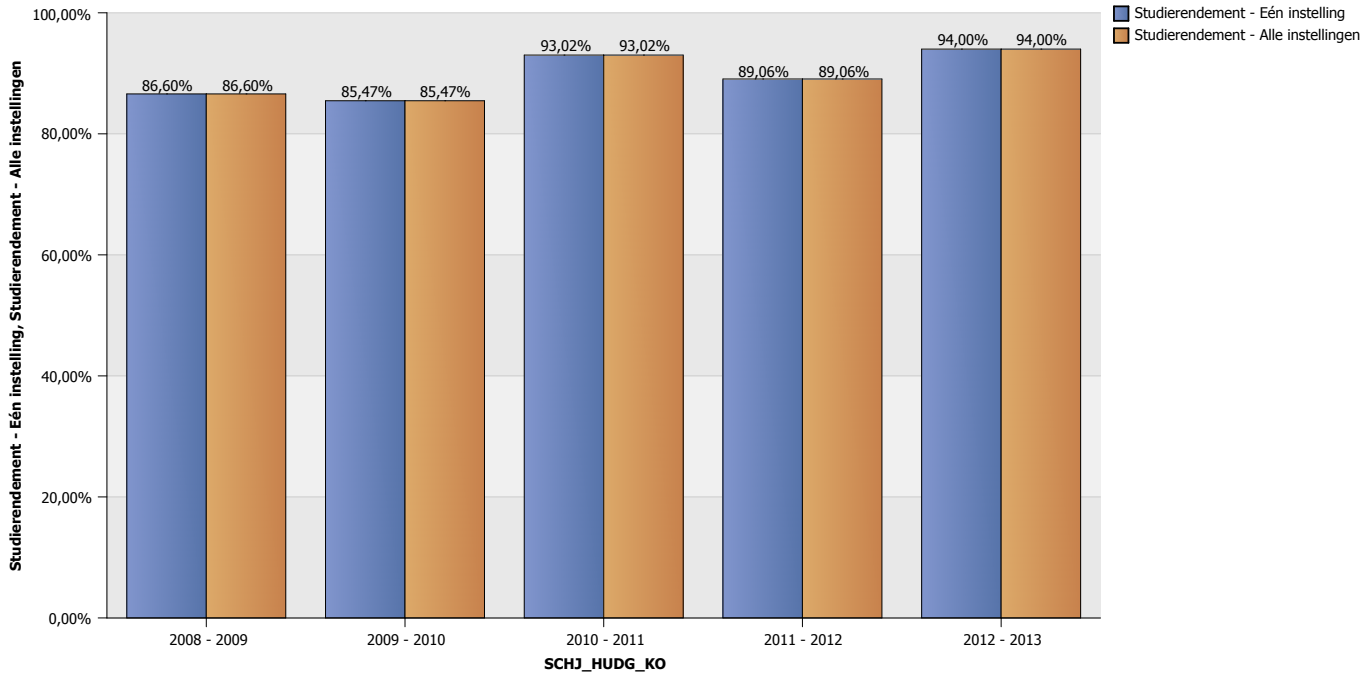
Studierendement

Definities

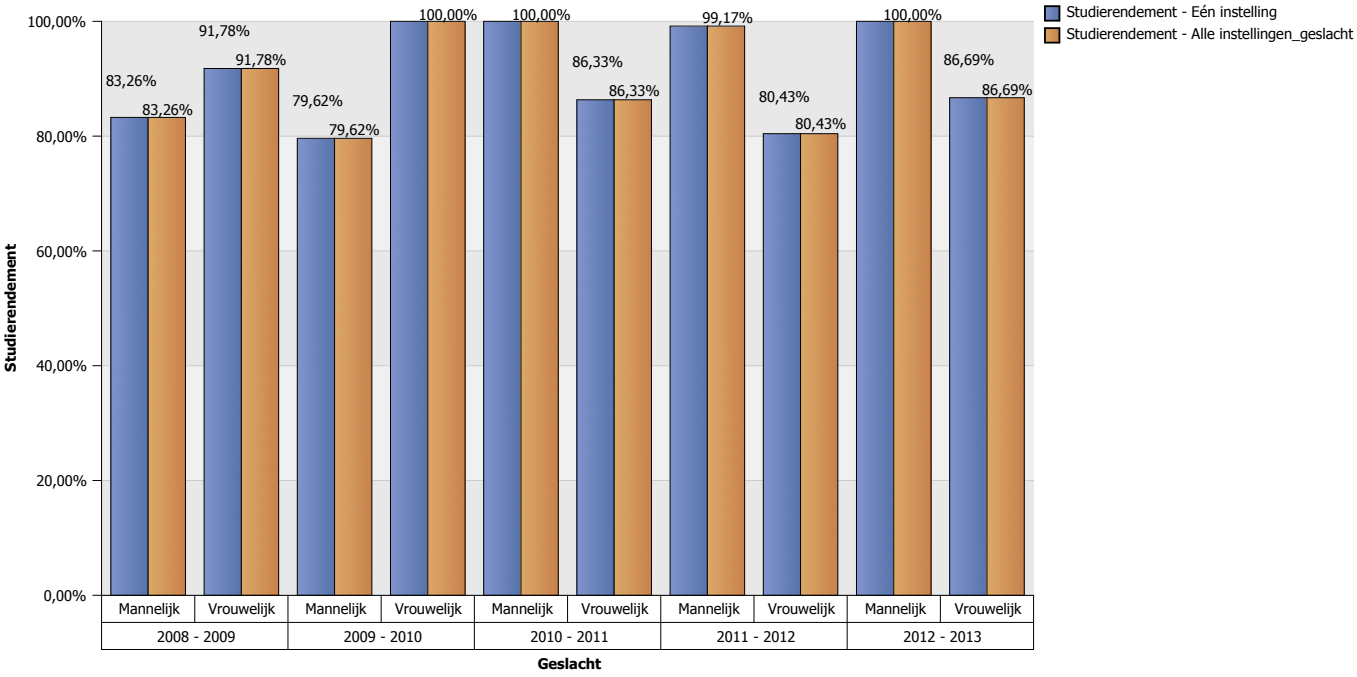
- Studierendement= aantal verworven studiepunten / aantal opgenomen studiepunten volgens de instelling. Dit is dezelfde berekening als degene die gebruikt wordt voor de berekening van de financiering.
- Opgenomen studiepunten volgens de instelling = in het financieringsdecreet staat dat studenten studiepunten kunnen terugkrijgen als ze zich uitschrijven tot een bepaalde datum die in het onderwijs en examenreglement van de instelling moet staan. Als de student zich tijdig uitschrijft krijgt de student zijn studiepunten dus terug maar de instelling krijgt er geen subsidies voor. Nadat er een evaluatie zich heeft voorgedaan of als de student zich te laat heeft uitgeschreven blijven de studiepunten opgenomen en kan hij/zij ze niet terugkrijgen. De studiepunten die wij hier gebruiken voor het aantal opgenomen studiepunten zijn dus de studiepunten die de instelling rapporteert als opgenomen (dus zonder degene die hun studiepunten hebben teruggekregen).
  In deze gegevens zitten ook de uitgeschreven studenten. Als we enkel de actieve inschrijvingen zouden nemen zouden we een te positief beeld krijgen. Mensen die bv na een slecht examen uit de studie weggaan zouden dan niet meetellen.

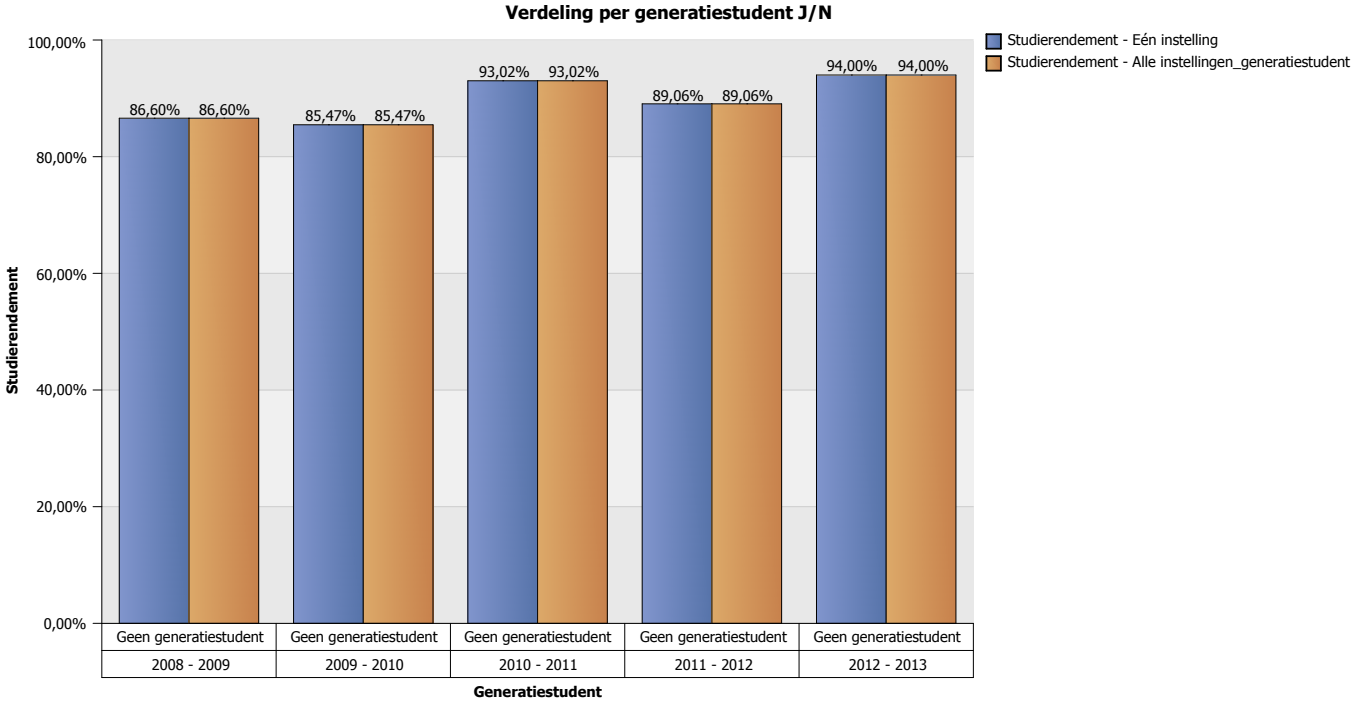
Elders verworven competenties en kwalificaties en gedelibereerde studiepunten worden niet meegeteld als verworven studiepunten.

Totale evolutie alle beschikbare academiejaren



Verdeling per geslacht


Studierendement - Eén instelling
Studierendement - Alle instellingen_geslacht
Studierendement
100,00%
80,00%
60,00%
40,00%
20,00%
0,00%
83,26%
83,26%
91,78%
91,78%
79,62%
79,62%
100,00%
100,00%
100,00%
86,33%
86,33%
99,17%
80,43%
80,43%
100,00%
86,69%
86,69%
Mannelijk
Vrouwelijk
2008 - 2009
2009 - 2010
2010 - 2011
2011 - 2012
2012 - 2013
Geslacht


Verdeling per generatiestudent J/N
Studierendement - Eén instelling
Studierendement - Alle instellingen_generatiestudent
Studierendement
100,00%
80,00%
60,00%
40,00%
20,00%
0,00%
86,60%
86,60%
85,47%
85,47%
93,02%
93,02%
89,06%
89,06%
94,00%
94,00%
Geen generatiestudent
2008 - 2009
2009 - 2010
2010 - 2011
2011 - 2012
2012 - 2013
Generatiestudent

Opleiding Governance and development MA - 0533 **- Instelling** Universiteit Antwerpen
Vestiging Prinsstraat, Antwerpen

Studieduur (Time-to-graduation) Instroomcohortes

Definities

Deze tabel geeft het aandeel studenten weer dat binnen het weergegeven aantal jaren zijn of haar diploma heeft behaald binnen de opleiding. We berekenen dus welk percentage studenten na x aantal jaren zijn diploma behaalde sinds de eerste inschrijving in een bepaalde opleiding. Voor alle duidelijkheid: er wordt dus niet berekend hoeveel studenten er na x academiejaren een academisch bachelordiploma hebben behaald. Er wordt wel berekend hoeveel studenten er na x academiejaren een academisch bachelordiploma hebben behaald voor een bepaalde opleiding sinds de start aan die specifieke opleiding.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van start traject = het eerste jaar in de opleiding. Aangezien we naar het eerste jaar in de opleiding kijken en niet naar het eerste jaar in de opleiding binnen een instelling worden in deze gegevens de zij-instromers niet meegeteld. Deze hebben namelijk al een eerste inschrijving in een andere instelling.
- Aantal academiejaren tot diploma: geeft het aantal jaren weer waarbinnen men zijn diploma heeft behaald. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus zijn diploma behaald in hetzelfde academiejaar als zijn eerste inschrijving voor dit traject.
- Voor de percentages wordt er gedeeld door het aantal trajectstarters van dat academiejaar. De noemer is dus het totaal van alle studenten die een eerste inschrijving in het traject hebben genomen in het vermelde academiejaar. Het aantal trajectstarters per jaar voor uw instelling en alle instellingen staan onder de relevante tabellen.

Aantal afgestudeerden per studieduur

Aantal gediplomeerden per instroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
		STUD_TRJC_HV diploma behaald instroom	STUD_TRJC_HV diploma behaald instroom	STUD_TRJC_HV diploma behaald instroom	
Academiejaar van start traject	2008	14	2		**16**
	2009	15	1		**16**
	2010	15	1	1	**17**
	2011	13	2		**15**
	2012	16			**16**

	Aantal trajectstarters
2008	17
2009	21
2010	19
2011	16
2012	17

Alle instellingen

Aantal gediplomeerden per instroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	14	2		**16**
	2009	15	1		**16**
	2010	15	1	1	**17**
	2011	13	2		**15**
	2012	16			**16**

	Aantal trajectstarters
2008	17
2009	21
2010	19
2011	16
2012	17

Percentage afgestudeerden per studieduur

Universiteit Antwerpen

Time-to-graduation ratio instroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	82,35%	11,76%		**94,12%**
	2009	71,43%	4,76%		**76,19%**
	2010	78,95%	5,26%	5,26%	**89,47%**
	2011	81,25%	12,50%		**93,75%**
	2012	94,12%			**94,12%**

Alle instellingen

Time-to-graduation ratio instroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	82,35%	11,76%		**94,12%**
	2009	71,43%	4,76%		**76,19%**
	2010	78,95%	5,26%	5,26%	**89,47%**
	2011	81,25%	12,50%		**93,75%**
	2012	94,12%			**94,12%**

Instelling: Universiteit Antwerpen
Opleiding: Development evaluation and managemen MNM
Studieomvang: 60 studiepunten

Benchmark rapport Hoger Onderwijs

Academiejaar

Laatste update gegevens: 31.5.2014

Historiek benaming van de opleiding

2005 - 2006:	Universiteit Antwerpen	MNM of Development evaluation and management (IOB)
2006 - 2007:	Universiteit Antwerpen	MNM of Development evaluation and management (IOB)
2007 - 2008:	Universiteit Antwerpen	MNM of Development evaluation and management (IOB)
2008 - 2009:	Universiteit Antwerpen	MNM of Development evaluation and management (IOB)
2009 - 2010:	Universiteit Antwerpen	MNM of Development evaluation and management (IOB)
2010 - 2011:	Universiteit Antwerpen	MNM of Development evaluation and management (IOB)
2011 - 2012:	Universiteit Antwerpen	MNM of Development evaluation and management (IOB)
2012 - 2013:	Universiteit Antwerpen	MNM of Development evaluation and management (IOB)
2013 - 2014:	Universiteit Antwerpen	MNM of Development evaluation and management (IOB)

Toelichting:

Doelstelling

Dit rapport dient ter ondersteuning van de kwaliteitszorg in het Hoger Onderwijs. Meer specifiek dient het als ondersteuning bij de zelfevaluaties van de opleidingen in de hogescholen en universiteiten. Het rapport biedt informatie over een opleiding in een vergelijkend perspectief. Elke opleiding kan zich aan de hand van de ingevulde indicatoren spiegelen aan Vlaamse gemiddeldes en zich zo een genuanceerder beeld vormen van de eigen sterktes en zwaktes. Indicatoren zoals gebruikt in dit rapport dienen uiteraard geïnterpreteerd te worden in de context van de eigen instelling en opleiding. Een afwijking van een gemiddelde is slechts een aanzet om te gaan zoeken naar onderliggende verschillen. Dit rapport wil vooral informatie aanreiken die het de instellingen en opleidingen mogelijk maakt om meer gericht te gaan zoeken naar verklaringen voor zowel goede als mnder goede resultaten in het kader van de eigen doelstellingen.

Werkwijze

Elk rapport wordt gegenereerd met een voorgedefinieerd standaardsjabloon uit het datawarehouse voor Hoger Onderwijs van het ministerie van Onderwijs en Vorming op basis van de gegevens zoals ze zijn doorgegeven aan de Databank Hoger Onderwijs. Het is dus voor elke instelling/opleiding identiek in opbouw, berekeningswijze en definities.

Inhoud

Het rapport bevat 8 thema's:
- Geografische spreiding.
- Individueel marktaandeel van de inrichtende instellingen.
- aantal actieve inschrijvingen per inrichtende instelling.
- Verdeling geslachten.
- Kengetallen.
- Studierendement.
- Studieduur (time to graduation).
- Ongekwalificeerde uitstroom

Ook kunnen alle indicatoren zowel berekend worden voor een specifieke instelling als over de instellingen heen. De kengetallen, het studierendement en de studieduur kunnen bovendien berekend worden tot op het niveau van de vestigingsplaats waar de studenten zijn ingeschreven.

De aggregaatniveaus zijn:

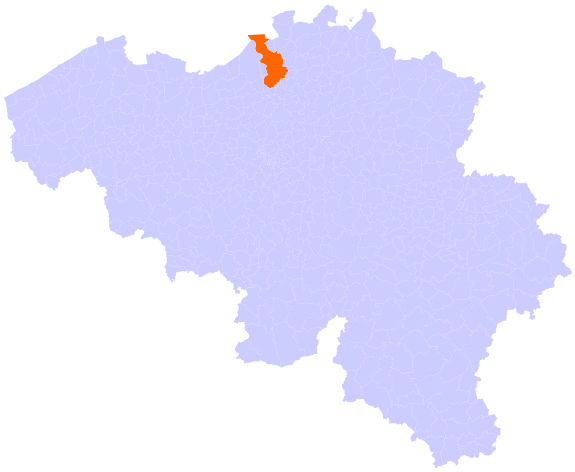
- Alle instellingen
- Instelling
- Vestiginsplaats

De rapporten hebben betrekking op afgesloten academiejaren (dwz. alle data die gebruikt wordt uit de bronsystemen (DHO) werd gevalideerd door de instellingen) of de laatst beschikbare status van de niet afgesloten academiejaren. De teldatum is steeds terug te vinden op het voorblad van het rapport en onder de tabellen waar niet-afgesloten gegevens gebruikt worden.

Profiel opleiding Development evaluation and managemen MNM - Instelling: Universiteit Antwerpen

Academiejaar 2013 - 2014

Geografische spreiding inrichtende instellingen per vestiging

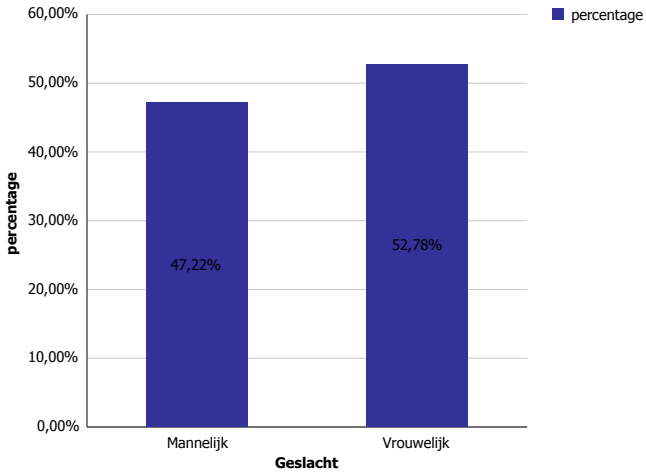


Proportioneel marktaandeel van de inrichtende instellingen

Aantal inschrijvingen instellingen

Instelling	GEMT_NM	Aantal inschrijvingen
Universiteit Antwerpen	Antwerpen	36

Verdeling geslachten



Profiel opleiding Development evaluation and managemen MNM - Instelling: Universiteit Antwerpen

Kengetallen

Definities

Inschrijvingen: In dit rapport tellen we enkel actieve inschrijvingen (dwz inschrijvingen waarvoor men nadien uitschreef werden niet meegeteld)
- Voltijds: Inschrijvingen voor 54 studiepunten of meer worden beschouwd als voltijdse inschrijvingen.
- Niet-voltijds: Inschrijvingen voor 53 studiepunten of minder worden beschouwd als deeltijdse inschrijvingen.
- Mannelijk: Alle actieve inschrijvingen van mannen
- Vrouwelijk: Alle actieve inschrijvingen van vrouwen
- Generatiestudent: Aantal inschrijvingen van studenten die zich voor de eerste maal inschrijven in het hoger onderwijs in Vlaanderen voor een academische of professionele bachelor. Dus studenten die al eens ingeschreven waren in een andere opleiding of instelling tellen hier niet mee.
- Beursstudent: Alle actieve inschrijvingen van studenten die een studietoelage van de Vlaamse Gemeenschap hebben ontvangen (enkel data voor de beschikbare jaren).
- Aantal trajectstarters: Voor elke student in een opleiding wordt telkens het eerste academiejaar opgezocht waarin hij/zij een inschrijving had voor de opleiding. Dit gaat over zowel de actieve als de uitgeschreven studenten Deze cijfers over trajectstarters worden ook gebruikt om in de kruistabellen voor studieduur en laatst gekende inschrijving de cohortes samen te stellen. Daar vertrekken we in de linkerkolom telkens van de trajectstarters met een eerste inschrijving in hetzelfde jaar. Het aantal trajectstarters komt overeen met de som van het aantal generatiestudenten in de tabel kengetallen, het aantal actieve niet-generatiestudenten met een EERSTE inschrijving in de opleiding en de niet-actieve EERSTE inschrijvingen in de opleiding.
- Diploma behaald: Aantal inschrijvingen waarvoor een diploma werd behaald in het desbetreffende jaar.
- Herkomst secundair onderwijs: Voor elke ingeschreven student gaan we na of we een match vinden in de databanken voor secundair onderwijs in Vlaanderen. Als er een match gevonden wordt, gaan we na of er een diploma secundair onderwijs gekend is. Indien gekend nemen we de onderwijsvorm (ASO/TSO/KSO/BSO) voor dit diploma. Indien we geen diploma terugvinden wordt als herkomst Andere opgegeven.
- Herkomst Andere : Zoals hierboven gezegd zijn dit de inschrijvingen waarvoor we geen diploma secundair onderwijs terug vonden. Dit zijn vaak niet-Vlamingen of mensen die ibuiten Vlaanderen hun secundair onderwijs gedaan hebben.

Aantal inschrijvingen en diploma's

Cijfers voor niet afgesloten academiejaren betreffen de status op 31.5.2014

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatie-studenten	Beurs-studenten	Werk-studenten	Diploma behaald	Herkomst ASO**	Herkomst TSO**	Herkomst BSO**	Herkomst KSO**	Herkomst Andere**	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	23	1	18	6	0	nvt	0	18	1	0	0	0	23	**24**
Academiejaar 2009 - 2010	23	5	16	12	0	nvt	0	24	1	0	0	0	27	**28**
Academiejaar 2010 - 2011	22	4	13	13	0	nvt	0	21	1	0	0	0	25	**26**
Academiejaar 2011 - 2012	26	5	20	11	0	nvt	0	19	0	0	0	0	31	**31**
Academiejaar 2012 - 2013	23	9	14	18	0	nvt	0	25	4	0	0	0	28	**32**
Academiejaar 2013 - 2014*	30	6	17	19	0	nvt	0	3	0	0	0	0	36	**36**

* = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014
** =Aangezien in de database deze informatie pas op het einde van het academiejaar wordt opgeladen, zijn de cijfers voor het huidige academiejaar niet correct

Alle instellingen

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatie-studenten	Beurs-studenten	Werk-studenten	Diploma behaald	Herkomst ASO**	Herkomst TSO**	Herkomst BSO**	Herkomst KSO**	Herkomst Andere**	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	23	1	18	6	0	nvt	0	18	1	0	0	0	23	**24**
Academiejaar 2009 - 2010	23	5	16	12	0	nvt	0	24	1	0	0	0	27	**28**
Academiejaar 2010 - 2011	22	4	13	13	0	nvt	0	21	1	0	0	0	25	**26**
Academiejaar 2011 - 2012	26	5	20	11	0	nvt	0	19	0	0	0	0	31	**31**
Academiejaar 2012 - 2013	23	9	14	18	0	nvt	0	25	4	0	0	0	28	**32**
Academiejaar 2013 - 2014*	30	6	17	19	0	nvt	0	3	0	0	0	0	36	**36**

* = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014
** =Aangezien in de database deze informatie pas op het einde van het academiejaar wordt opgeladen, zijn de cijfers voor het huidige academiejaar niet correct

	Aantal trajectstarters
2008	24
2009	24

Alle instellingen

	Aantal trajectstarters
2008	24

Alle instellingen

	Aantal trajectstarters
2010	21
2011	26
2012	24

	Aantal trajectstarters
2009	24
2010	21
2011	26
2012	24

Profiel opleiding Development evaluation and managemen MNM - Instelling: Universiteit Antwerpen

Kengetallen: percentages

Aantal inschrijvingen en diploma's

Cijfers voor niet afgesloten academiejaren betreffen de status op 31.5.2014

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatie-studenten	Beurs-studenten	Werk-studenten	Diploma behaald	Herkomst ASO**	Herkomst TSO**	Herkomst BSO**	Herkomst KSO**	Herkomst Andere **	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	95,83%	4,17%	75,00%	25,00%	0,00%	0,00%	0,00%	75,00%	4,17%	0,00%	0,00%	0,00%	95,83%	**24**
Academiejaar 2009 - 2010	82,14%	17,86%	57,14%	42,86%	0,00%	0,00%	0,00%	85,71%	3,57%	0,00%	0,00%	0,00%	96,43%	**28**
Academiejaar 2010 - 2011	84,62%	15,38%	50,00%	50,00%	0,00%	0,00%	0,00%	80,77%	3,85%	0,00%	0,00%	0,00%	96,15%	**26**
Academiejaar 2011 - 2012	83,87%	16,13%	64,52%	35,48%	0,00%	0,00%	0,00%	61,29%	0,00%	0,00%	0,00%	0,00%	100,00%	**31**
Academiejaar 2012 - 2013	71,88%	28,12%	43,75%	56,25%	0,00%	0,00%	0,00%	78,12%	12,50%	0,00%	0,00%	0,00%	87,50%	**32**
Academiejaar 2013 - 2014**	83,33%	16,67%	47,22%	52,78%	0,00%	0,00%	0,00%	8,33%	0,00%	0,00%	0,00%	0,00%	100,00%	**36**

* = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014
** =Aangezien in de database deze informatie pas op het einde van het academiejaar wordt opgeladen, zijn de cijfers voor het huidige academiejaar niet correct

Alle instellingen

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatie-studenten	Beurs-studenten	Werk-studenten	Diploma behaald	Herkomst ASO**	Herkomst TSO**	Herkomst BSO**	Herkomst KSO**	Herkomst Andere**	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	95,83%	4,17%	75,00%	25,00%	0,00%	0,00%	0,00%	75,00%	4,17%	0,00%	0,00%	0,00%	95,83%	**24**
Academiejaar 2009 - 2010	82,14%	17,86%	57,14%	42,86%	0,00%	0,00%	0,00%	85,71%	3,57%	0,00%	0,00%	0,00%	96,43%	**28**
Academiejaar 2010 - 2011	84,62%	15,38%	50,00%	50,00%	0,00%	0,00%	0,00%	80,77%	3,85%	0,00%	0,00%	0,00%	96,15%	**26**
Academiejaar 2011 - 2012	83,87%	16,13%	64,52%	35,48%	0,00%	0,00%	0,00%	61,29%	0,00%	0,00%	0,00%	0,00%	100,00%	**31**
Academiejaar 2012 - 2013	71,88%	28,12%	43,75%	56,25%	0,00%	0,00%	0,00%	78,12%	12,50%	0,00%	0,00%	0,00%	87,50%	**32**
Academiejaar 2013 - 2014	83,33%	16,67%	47,22%	52,78%	0,00%	0,00%	0,00%	8,33%	0,00%	0,00%	0,00%	0,00%	100,00%	**36**

* = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014
** =Aangezien in de database deze informatie pas op het einde van het academiejaar wordt opgeladen, zijn de cijfers voor het huidige academiejaar niet correct

Profiel opleiding Development evaluation and managemen MNM - Instelling: Universiteit Antwerpen

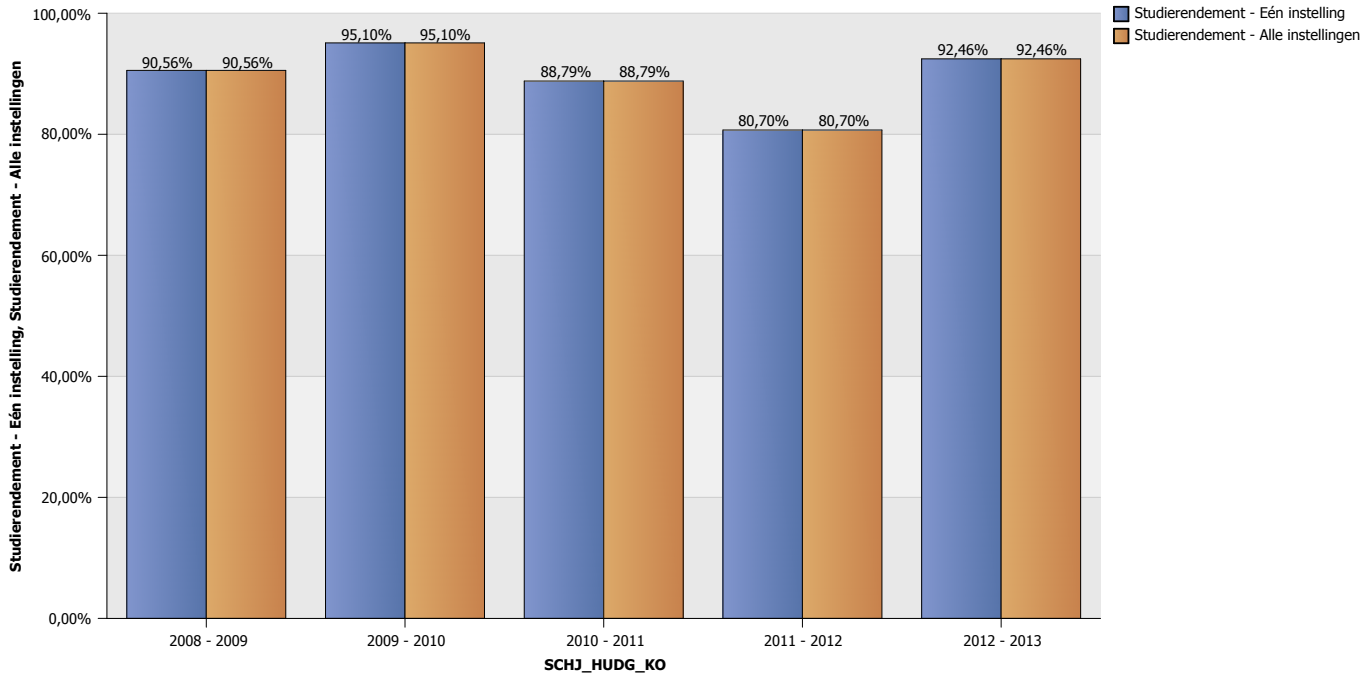
Studierendement

Definities

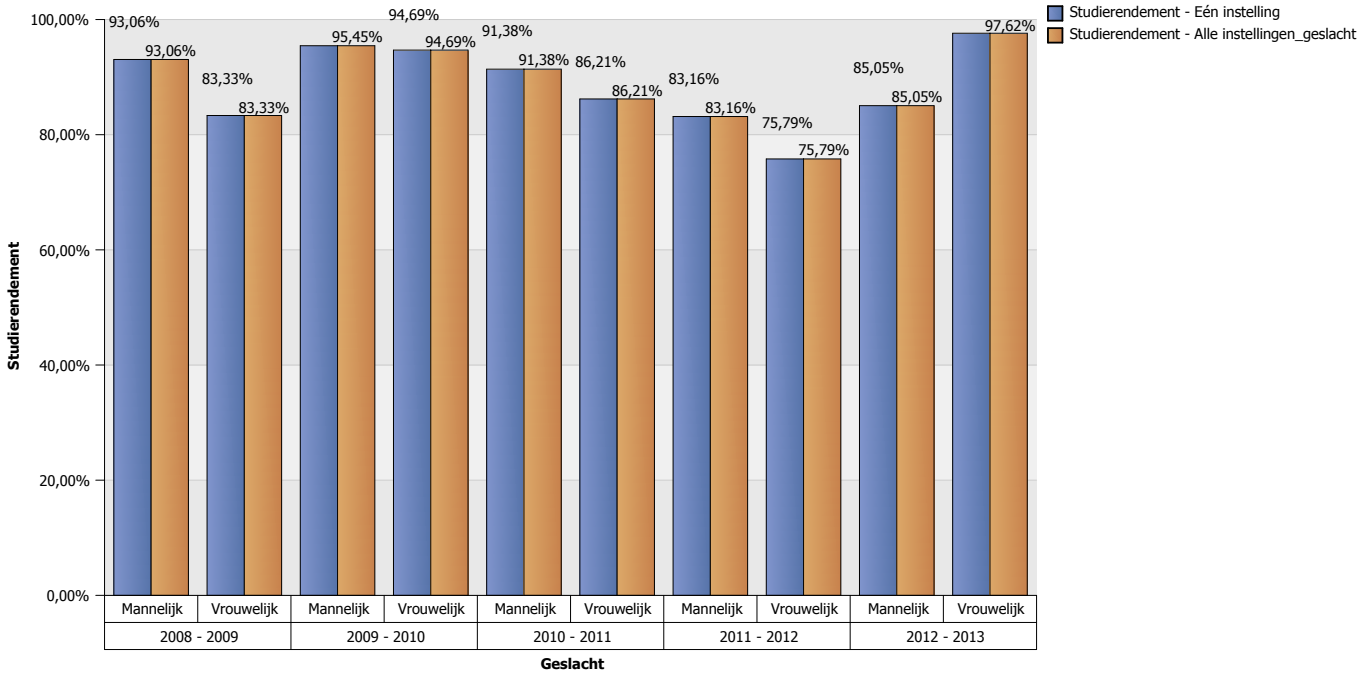
- Studierendement= aantal verworven studiepunten / aantal opgenomen studiepunten volgens de instelling. Dit is dezelfde berekening als degene die gebruikt wordt voor de berekening van de financiering.
- Opgenomen studiepunten volgens de instelling = in het financieringsdecreet staat dat studenten studiepunten kunnen terugkrijgen als ze zich uitschrijven tot een bepaalde datum die in het onderwijs en examenreglement van de instelling moet staan. Als de student zich tijdig uitschrijft krijgt de student zijn studiepunten dus terug maar de instelling krijgt er geen subsidies voor. Nadat er een evaluatie zich heeft voorgedaan of als de student zich te laat heeft uitgeschreven blijven de studiepunten opgenomen en kan hij/zij ze niet terugkrijgen. De studiepunten die wij hier gebruiken voor het aantal opgenomen studiepunten zijn dus de studiepunten die de instelling rapporteert als opgenomen (dus zonder degene die hun studiepunten hebben teruggekregen).
  In deze gegevens zitten ook de uitgeschreven studenten. Als we enkel de actieve inschrijvingen zouden nemen zouden we een te positief beeld krijgen. Mensen die bv na een slecht examen uit de studie weggaan zouden dan niet meetellen.

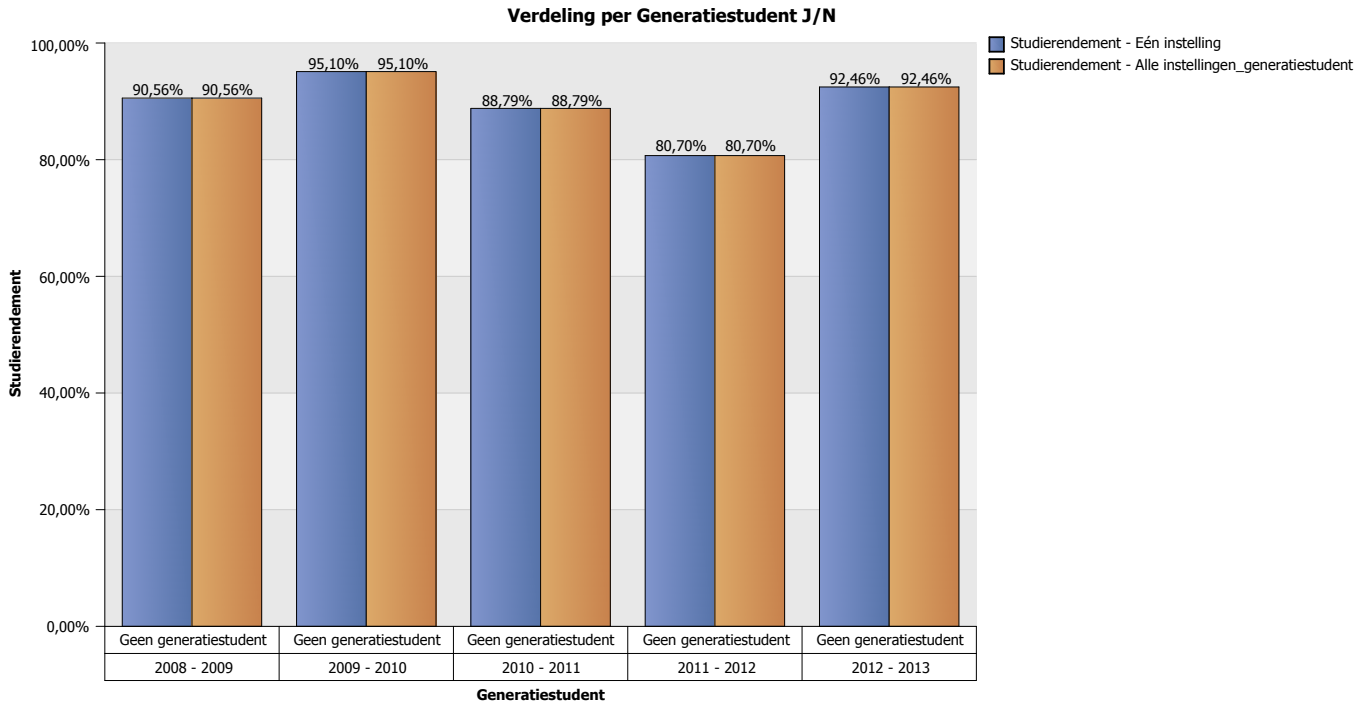
Elders verworven competenties en kwalificaties en gedelibereerde studiepunten worden niet meegeteld als verworven studiepunten.

Totale evolutie alle beschikbare academiejaren



Verdeling per geslacht


Studierendement - Eén instelling
Studierendement - Alle instellingen_geslacht
100,00%
80,00%
60,00%
40,00%
20,00%
0,00%
Studierendement
93,06% 93,06% 83,33% 83,33% 95,45% 94,69% 94,69% 91,38% 91,38% 86,21% 86,21% 83,16% 83,16% 75,79% 75,79% 85,05% 85,05% 97,62%
Mannelijk Vrouwelijk Mannelijk Vrouwelijk Mannelijk Vrouwelijk Mannelijk Vrouwelijk Mannelijk Vrouwelijk
2008 - 2009 2009 - 2010 2010 - 2011 2011 - 2012 2012 - 2013
Geslacht


Verdeling per Generatiestudent J/N
Studierendement - Eén instelling
Studierendement - Alle instellingen_generatiestudent
100,00%
80,00%
60,00%
40,00%
20,00%
0,00%
Studierendement
90,56% 90,56% 95,10% 95,10% 88,79% 88,79% 80,70% 80,70% 92,46% 92,46%
Geen generatiestudent Geen generatiestudent Geen generatiestudent Geen generatiestudent Geen generatiestudent
2008 - 2009 2009 - 2010 2010 - 2011 2011 - 2012 2012 - 2013
Generatiestudent

Profiel opleiding Development evaluation and managemen MNM - Instelling: Universiteit Antwerpen

Studieduur (Time-to-graduation) Instroomcohortes

Definities

Deze tabel geeft het aandeel studenten weer dat binnen het weergegeven aantal jaren zijn of haar diploma heeft behaald binnen de opleiding. We berekenen dus welk percentage studenten na x aantal jaren zijn diploma behaalde sinds de eerste inschrijving in een bepaalde opleiding. Voor alle duidelijkheid: er wordt dus niet berekend hoeveel studenten er na x academiejaren een academisch bachelordiploma hebben behaald. Er wordt wel berekend hoeveel studenten er na x academiejaren een academisch bachelordiploma hebben behaald voor een bepaalde opleiding sinds de start aan die specifieke opleiding.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van start traject = het eerste jaar in de opleiding. Aangezien we naar het eerste jaar in de opleiding kijken en niet naar het eerste jaar in de opleiding binnen een instelling worden in deze gegevens de zij-instromers niet meegeteld. Deze hebben namelijk al een eerste inschrijving in een andere instelling.
- Aantal academiejaren tot diploma: geeft het aantal jaren weer waarbinnen men zijn diploma heeft behaald. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus zijn diploma behaald in hetzelfde academiejaar als zijn eerste inschrijving voor dit traject.
- Voor de percentages wordt er gedeeld door het aantal trajectstarters van dat academiejaar. De noemer is dus het totaal van alle studenten die een eerste inschrijving in het traject hebben genomen in het vermelde academiejaar. Het aantal trajectstarters per jaar voor uw instelling en alle instellingen staan onder de relevante tabellen.

Aantal afgestudeerden per studieduur

Aantal gediplomeerden per instroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	17	4		**21**
	2009	20	3		**23**
	2010	17	1	1	**19**
	2011	18	6		**24**
	2012	18			**18**

	Aantal trajectstarters
2008	24
2009	24
2010	21
2011	26
2012	24

Alle instellingen

Aantal gediplomeerden per instroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	17	4		**21**
	2009	20	3		**23**
	2010	17	1	1	**19**
	2011	18	6		**24**
	2012	18			**18**

	Aantal trajectstarters
2008	24
2009	24
2010	21
2011	26
2012	24

Percentage afgestudeerden per studieduur

Time-to-graduation ratio instroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	70,83%	16,67%		**87,50%**
	2009	83,33%	12,50%		**95,83%**
	2010	80,95%	4,76%	4,76%	**90,48%**
	2011	69,23%	23,08%		**92,31%**
	2012	75,00%			**75,00%**

Alle instellingen

Time-to-graduation ratio instroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	70,83%	16,67%		**87,50%**
	2009	83,33%	12,50%		**95,83%**
	2010	80,95%	4,76%	4,76%	**90,48%**
	2011	69,23%	23,08%		**92,31%**
	2012	75,00%			**75,00%**

Profiel opleiding Development evaluation and managemen MNM - Instelling: Universiteit Antwerpen

Laatst gekende inschrijving zonder diploma

Definities

- Laatst gekende inschrijving zonder diploma: Deze tabel geeft het aandeel studenten weer dat binnen het weergegeven aantal jaren zonder diploma is uitgestroomd uit de opleiding. We kijken daarvoor naar de laatst gekende inschrijving van de ongekwalificeerde studenten. Indien er in het academiejaar van die laatst gekende inschrijving geen diploma is uitgereikt beschouwen we de student het jaar nadien als ongekwalificeerde uitstroom. (in theorie kan hij natuurlijk naar het buitenland zijn gegaan waar we de student niet kunnen traceren). Sabbatjaren worden alsvolgt opgevangen: Stel dat iemand als drop out wordt gerekend in 2010-2011 omdat de laatst gekende inschrijving genomen is in 2009-2010 (en de student geen diploma heeft ontvangen). Als deze student nu in 2011-2012 opnieuw een inschrijving neemt in het betreffende traject zal hij bij herberekening van het rapport ook geen drop out meer zijn in 2010-2011. Uiteraard kunnen we dit pas herberekenen als de finale gegevens van 2011-2012 beschikbaar zijn.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van start traject = het eerste jaar in de opleiding in de instelling (de instelling van de eerste inschrijving in het traject. Let op: hij kan zijn diploma wel behaald hebben in een andere instelling). Aangezien we naar het eerste jaar in de opleiding kijken en niet naar het eerste jaar in de opleiding binnen een instelling worden in deze gegevens de zij-instromers niet meegeteld. Deze hebben namelijk al een eerste inschrijving in een andere instelling.
- Aantal academiejaren tot drop out: geeft het aantal jaren weer dat men een inschrijving had in het traject. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus slechts 1 academiejaar een inschrijving gehad in het betreffende traject. Het jaar nadien werd geen inschrijving van deze student teruggevonden.
- De noemer is het totaal van alle studenten die hun eerste inschrijving in het traject hebben genomen aan de betreffende instelling. Zij-instromers worden dus niet meegeteld in de cijfers van de instellingen. Het aantal trajectstarters per jaar voor uw instelling en alle instellingen staan onder de relevante tabellen.

Aantal niet-gediplomeerde studenten per eerste academiejaar traject en jaren tot eventuele uitstroom.

Aantal		Aantal academiejaren tot laatste inschrijving zonder diploma			
		1	2	3	4
Academiejaar van start traject	2012				
	2011	1			
	2010		2		
	2009	1			
	2008	2			1

	Aantal trajectstarters
2008	24
2009	24
2010	21
2011	26
2012	24

Alle instellingen

Aantal		Aantal academiejaren tot laatste inschrijving zonder diploma			
		1	2	3	4
Academiejaar van start traject	2012				
	2011	1			
	2010		2		
	2009	1			
	2008	2			1

	Aantal trajectstarters
2008	24
2009	24

Profiel opleiding Development evaluation and managemen MNM - Instelling: Universiteit Antwerpen

Laatst gekende inschrijving zonder diploma

Definities

- Laatst gekende inschrijving zonder diploma: Deze tabel geeft het aandeel studenten weer dat binnen het weergegeven aantal jaren zonder diploma is uitgestroomd uit de opleiding. We kijken daarvoor naar de laatst gekende inschrijving van de ongekwalificeerde studenten. Indien er in het academiejaar van die laatst gekende inschrijving geen diploma is uitgereikt beschouwen we de student het jaar nadien als ongekwalificeerde uitstroom. (in theorie kan hij natuurlijk naar het buitenland zijn gegaan waar we de student niet kunnen traceren). Sabbatjaren worden alsvolgt opgevangen: Stel dat iemand als drop out wordt gerekend in 2010-2011 omdat de laatst gekende inschrijving genomen is in 2009-2010 (en de student geen diploma heeft ontvangen). Als deze student nu in 2011-2012 opnieuw een inschrijving neemt in het betreffende traject zal hij bij herberekening van het rapport ook geen drop out meer zijn in 2010-2011. Uiteraard kunnen we dit pas herberekenen als de finale gegevens van 2011-2012 beschikbaar zijn.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van start traject = het eerste jaar in de opleiding in de instelling (de instelling van de eerste inschrijving in het traject. Let op: hij kan zijn diploma wel behaald hebben in een andere instelling). Aangezien we naar het eerste jaar in de opleiding kijken en niet naar het eerste jaar in de opleiding binnen een instelling worden in deze gegevens de zij-instromers niet meegeteld. Deze hebben namelijk al een eerste inschrijving in een andere instelling.
- Aantal academiejaren tot drop out: geeft het aantal jaren weer dat men een inschrijving had in het traject. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus slechts 1 academiejaar een inschrijving gehad in het betreffende traject. Het jaar nadien werd geen inschrijving van deze student teruggevonden.
- De noemer is het totaal van alle studenten die hun eerste inschrijving in het traject hebben genomen aan de betreffende instelling. Zij-instromers worden dus niet meegeteld in de cijfers van de instellingen. Het aantal trajectstarters per jaar voor uw instelling en alle instellingen staan onder de relevante tabellen.

Aantal niet-gediplomeerde studenten per eerste academiejaar traject en jaren tot eventuele uitstroom.

Alle instellingen

	Aantal trajectstarters
2010	21
2011	26
2012	24

Percentage niet-gediplomeerde studenten per academiejaar en jaren tot eventuele uitstroom

Ratio		Aantal academiejaren tot laatste inschrijving zonder diploma			
		1	2	3	4
Academiejaar van start traject	2012				
	2011	3,85%			
	2010		9,52%		
	2009	4,17%			
	2008	8,33%			4,17%

Alle instellingen

Ratio		Aantal academiejaren tot laatste inschrijving zonder diploma			
		1	2	3	4
Academiejaar van start traject	2012				
	2011	3,85%			
	2010		9,52%		
	2009	4,17%			
	2008	8,33%			4,17%

Profiel opleiding Development evaluation and managemen MNM - Instelling: Universiteit Antwerpen

Studieduur (Time-to-graduation): Uitstroomcohortes

Definities

Deze tabel geeft het aandeel studenten weer per jaar van afstuderen. Het betreffen dus allemaal afgestudeerde studenten. We berekenen dus welk percentage studenten afstudeert op x-jaar ten opzichte van alle afgestudeerde studenten in de opleiding aan de instelling. We tellen de studenten bij de instelling waar ze hun diploma hebben behaald. Studenten kunnen dus wel begonnen zijn aan hun traject aan een andere instelling.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van diploma: Het academiejaar waarin het diploma behaald werd. Zij-instromers worden hier dus wel meegeteld voor de instelling waarvoor de cijfers gerapporteerd worden.
- Aantal academiejaren tot diploma: geeft het aantal jaren weer waarbinnen men zijn diploma heeft behaald. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus zijn diploma behaald in hetzelfde academiejaar als zijn eerste inschrijving voor dit traject.
- De noemer is het totaal van alle studenten die een diploma hebben behaald in het traject (aan de instelling waarover gerapporteerd wordt) in het vermelde academiejaar.

Aantal afgestudeerden per studieduur

Aantal gediplomeerden per uitstroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van diploma	2008 - 2009	17		1	**18**
	2009 - 2010	20	4		**24**
	2010 - 2011	17	3		**20**
	2011 - 2012	18	1		**19**
	2012 - 2013	18	6	1	**25**

Alle instellingen

Aantal gediplomeerden per uitstroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van diploma	2008 - 2009	17		1	**18**
	2009 - 2010	20	4		**24**
	2010 - 2011	17	3		**20**
	2011 - 2012	18	1		**19**
	2012 - 2013	18	6	1	**25**

Percentage afgestudeerden per studieduur

Time-to-graduation ratio uitstroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van diploma	2008 - 2009	94,44%		5,56%	**100,00%**
	2009 - 2010	83,33%	16,67%		**100,00%**
	2010 - 2011	85,00%	15,00%		**100,00%**
	2011 - 2012	94,74%	5,26%		**100,00%**
	2012 - 2013	72,00%	24,00%	4,00%	**100,00%**

Alle instellingen

Time-to-graduation ratio uitstroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van diploma	2008 - 2009	94,44%		5,56%	**100,00%**
	2009 - 2010	83,33%	16,67%		**100,00%**
	2010 - 2011	85,00%	15,00%		**100,00%**
	2011 - 2012	94,74%	5,26%		**100,00%**

Profiel opleiding Development evaluation and managemen MNM - Instelling: Universiteit Antwerpen

Studieduur (Time-to-graduation): Uitstroomcohortes

Definities

Deze tabel geeft het aandeel studenten weer per jaar van afstuderen. Het betreffen dus allemaal afgestudeerde studenten. We berekenen dus welk percentage studenten afstudeert op x-jaar ten opzichte van alle afgestudeerde studenten in de opleiding aan de instelling. We tellen de studenten bij de instelling waar ze hun diploma hebben behaald. Studenten kunnen dus wel begonnen zijn aan hun traject aan een andere instelling.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van diploma: Het academiejaar waarin het diploma behaald werd. Zij-instromers worden hier dus wel meegeteld voor de instelling waarvoor de cijfers gerapporteerd worden.
- Aantal academiejaren tot diploma: geeft het aantal jaren weer waarbinnen men zijn diploma heeft behaald. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus zijn diploma behaald in hetzelfde academiejaar als zijn eerste inschrijving voor dit traject.
- De noemer is het totaal van alle studenten die een diploma hebben behaald in het traject (aan de instelling waarover gerapporteerd wordt) in het vermelde academiejaar.

Aantal afgestudeerden per studieduur

Alle instellingen

Percentage afgestudeerden per studieduur

Alle instellingen

Time-to-graduation ratio uitstroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van diploma	2012 - 2013	72,00%	24,00%	4,00%	**100,00%**

Opleiding Development evaluation and managemen MNM - 0534 **- Instelling** Universiteit Antwerpen

Vestiging Prinsstraat, Antwerpen

Kengetallen

Aantal inschrijvingen en diploma's

Universiteit Antwerpen, Prinsstraat, Antwerpen

	Voltijds	Niet-voltijds	Mannelijk	Vrouwelijk	Generatiestudenten	Beursstudent	Diploma behaald	Herkomst ASO	Herkomst TSO	Herkomst BSO	Herkomst KSO	Herkomst andere	**Totaal aantal inschrijvingen**
Academiejaar 2008 - 2009	23	1	18	6	0	0	18	1	0	0	0	23	**24**
Academiejaar 2009 - 2010	23	5	16	12	0	0	24	1	0	0	0	27	**28**
Academiejaar 2010 - 2011	22	4	13	13	0	0	21	1	0	0	0	25	**26**
Academiejaar 2011 - 2012	26	5	20	11	0	0	19	0	0	0	0	31	**31**
Academiejaar 2012 - 2013	23	9	14	18	0	0	25	4	0	0	0	28	**32**
Academiejaar 2013 - 2014 **	30	6	17	19	0	0	3	1	0	0	0	35	**36**

* = Brondata afkomstig uit Databank Tertiair Onderwijs. Let op: definities voor data kunnen verschillend zijn met gegevensdefinities uit de huidige databank DHO (vanaf 2008-2009).
** = Cijfers voor niet afgesloten academiejaren. Status op 31.5.2014

Opleiding Development evaluation and managemen MNM - 0534 **- Instelling** Universiteit Antwerpen
Vestiging Prinsstraat, Antwerpen

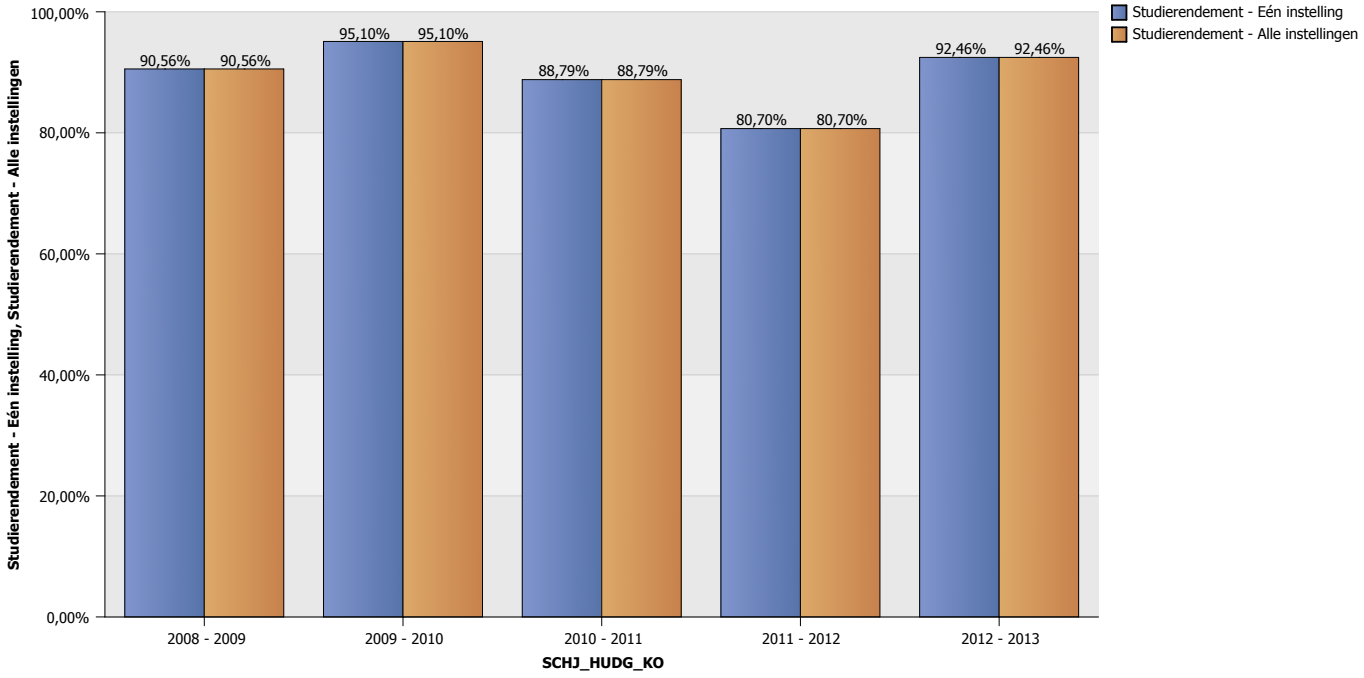
Studierendement

Definities

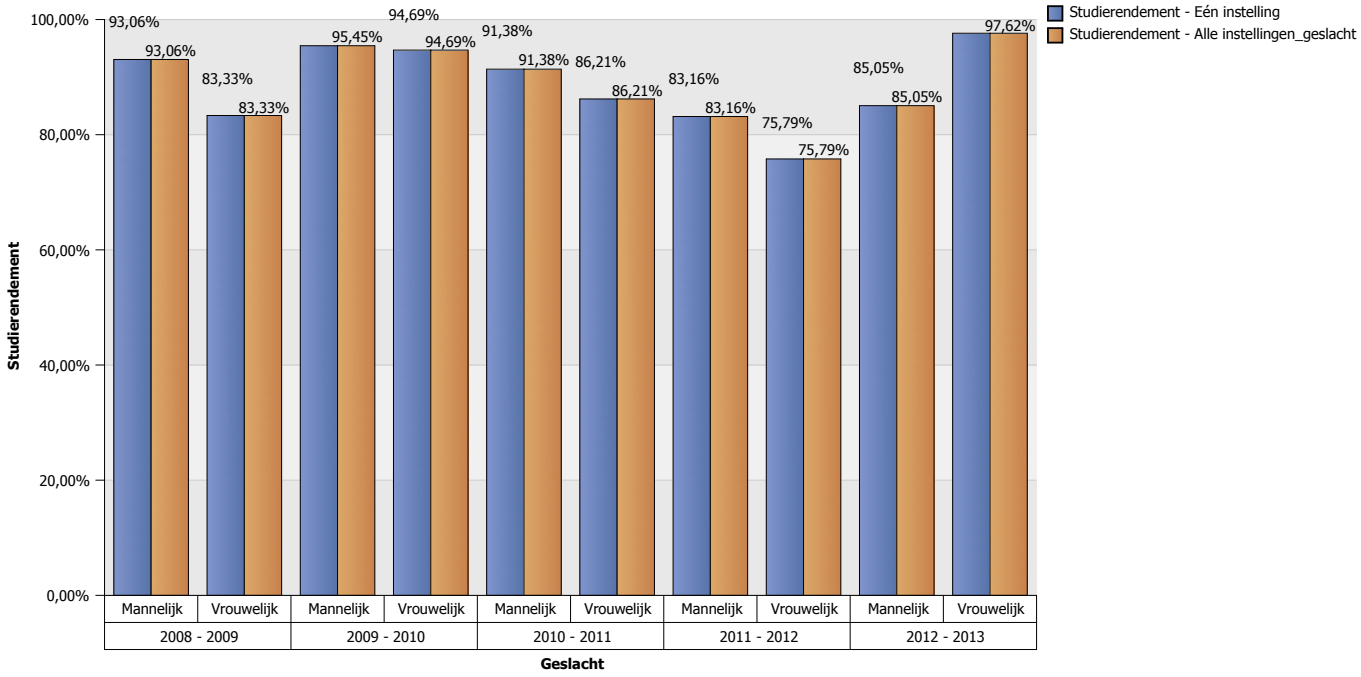
- Studierendement= aantal verworven studiepunten / aantal opgenomen studiepunten volgens de instelling. Dit is dezelfde berekening als degene die gebruikt wordt voor de berekening van de financiering.
- Opgenomen studiepunten volgens de instelling = in het financieringsdecreet staat dat studenten studiepunten kunnen terugkrijgen als ze zich uitschrijven tot een bepaalde datum die in het onderwijs en examenreglement van de instelling moet staan. Als de student zich tijdig uitschrijft krijgt de student zijn studiepunten dus terug maar de instelling krijgt er geen subsidies voor. Nadat er een evaluatie zich heeft voorgedaan of als de student zich te laat heeft uitgeschreven blijven de studiepunten opgenomen en kan hij/zij ze niet terugkrijgen. De studiepunten die wij hier gebruiken voor het aantal opgenomen studiepunten zijn dus de studiepunten die de instelling rapporteert als opgenomen (dus zonder degene die hun studiepunten hebben teruggekregen).
  In deze gegevens zitten ook de uitgeschreven studenten. Als we enkel de actieve inschrijvingen zouden nemen zouden we een te positief beeld krijgen. Mensen die bv na een slecht examen uit de studie weggaan zouden dan niet meetellen.

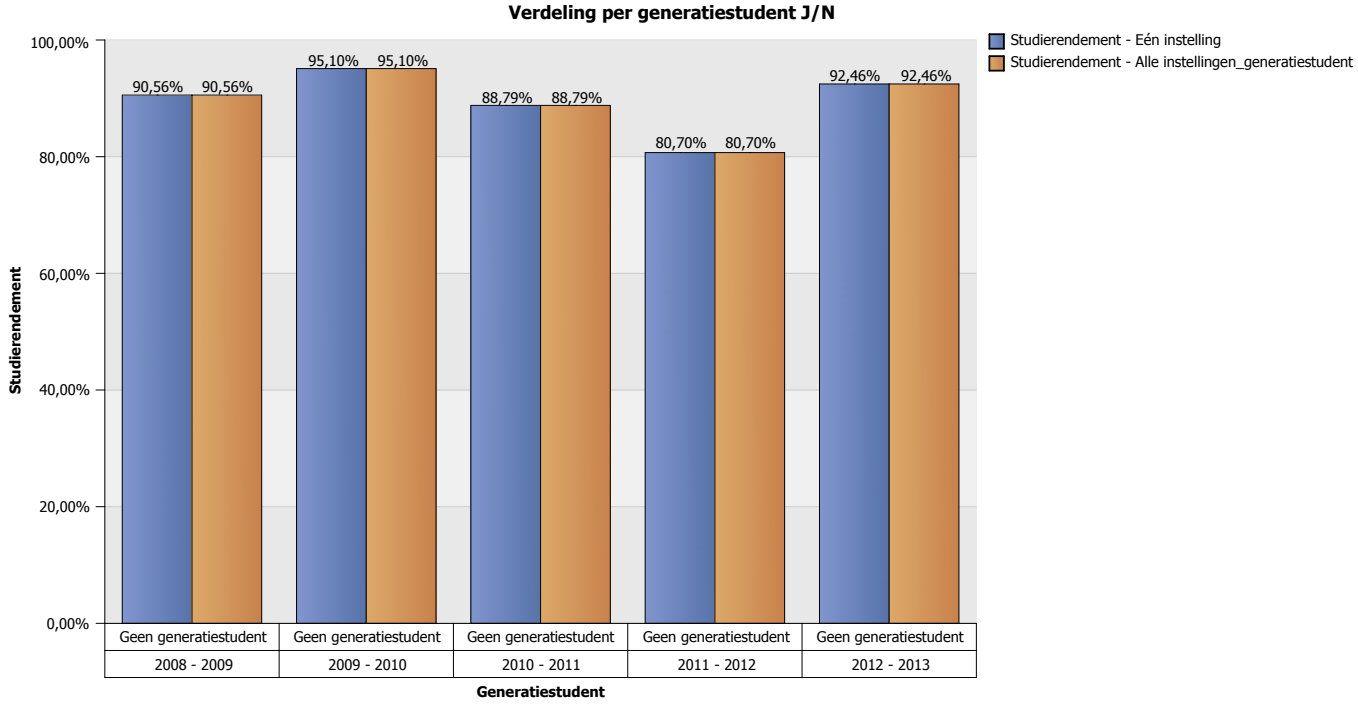
Elders verworven competenties en kwalificaties en gedelibereerde studiepunten worden niet meegeteld als verworven studiepunten.

Totale evolutie alle beschikbare academiejaren



Verdeling per geslacht


Studierendement - Eén instelling
Studierendement - Alle instellingen_geslacht
Studierendement
100,00%
80,00%
60,00%
40,00%
20,00%
0,00%
93,06% 93,06% 83,33% 83,33% 95,45% 94,69% 94,69% 91,38% 91,38% 86,21% 86,21% 83,16% 83,16% 75,79% 75,79% 85,05% 85,05% 97,62%
Mannelijk Vrouwelijk Mannelijk Vrouwelijk Mannelijk Vrouwelijk Mannelijk Vrouwelijk Mannelijk Vrouwelijk
2008 - 2009 2009 - 2010 2010 - 2011 2011 - 2012 2012 - 2013
Geslacht


Verdeling per generatiestudent J/N
Studierendement - Eén instelling
Studierendement - Alle instellingen_generatiestudent
Studierendement
100,00%
80,00%
60,00%
40,00%
20,00%
0,00%
90,56% 90,56% 95,10% 95,10% 88,79% 88,79% 80,70% 80,70% 92,46% 92,46%
Geen generatiestudent Geen generatiestudent Geen generatiestudent Geen generatiestudent Geen generatiestudent
2008 - 2009 2009 - 2010 2010 - 2011 2011 - 2012 2012 - 2013
Generatiestudent

Opleiding Development evaluation and managemen MNM - 0534 **- Instelling** Universiteit Antwerpen

Vestiging Prinsstraat, Antwerpen

Studieduur (Time-to-graduation) Instroomcohortes

Definities

Deze tabel geeft het aandeel studenten weer dat binnen het weergegeven aantal jaren zijn of haar diploma heeft behaald binnen de opleiding. We berekenen dus welk percentage studenten na x aantal jaren zijn diploma behaalde sinds de eerste inschrijving in een bepaalde opleiding. Voor alle duidelijkheid: er wordt dus niet berekend hoeveel studenten er na x academiejaren een academisch bachelordiploma hebben behaald. Er wordt wel berekend hoeveel studenten er na x academiejaren een academisch bachelordiploma hebben behaald voor een bepaalde opleiding sinds de start aan die specifieke opleiding.

De verschillende componenten van deze kruistabel zijn alsvolgt ingevuld:

- Academiejaar van start traject = het eerste jaar in de opleiding. Aangezien we naar het eerste jaar in de opleiding kijken en niet naar het eerste jaar in de opleiding binnen een instelling worden in deze gegevens de zij-instromers niet meegeteld. Deze hebben namelijk al een eerste inschrijving in een andere instelling.
- Aantal academiejaren tot diploma: geeft het aantal jaren weer waarbinnen men zijn diploma heeft behaald. Iemand die in de kolom met 1 academiejaar terecht komt heeft dus zijn diploma behaald in hetzelfde academiejaar als zijn eerste inschrijving voor dit traject.
- Voor de percentages wordt er gedeeld door het aantal trajectstarters van dat academiejaar. De noemer is dus het totaal van alle studenten die een eerste inschrijving in het traject hebben genomen in het vermelde academiejaar. Het aantal trajectstarters per jaar voor uw instelling en alle instellingen staan onder de relevante tabellen.

Aantal afgestudeerden per studieduur

Aantal gediplomeerden per instroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
		STUD_TRJC_HV diploma behaald instroom	STUD_TRJC_HV diploma behaald instroom	STUD_TRJC_HV diploma behaald instroom	
Academiejaar van start traject	2008	17	4		**21**
	2009	20	3		**23**
	2010	17	1	1	**19**
	2011	18	6		**24**
	2012	18			**18**

	Aantal trajectstarters
2008	24
2009	24
2010	21
2011	26
2012	24

Alle instellingen

Aantal gediplomeerden per instroomcohorte		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	17	4		**21**
	2009	20	3		**23**
	2010	17	1	1	**19**
	2011	18	6		**24**
	2012	18			**18**

	Aantal trajectstarters
2008	24
2009	24
2010	21
2011	26
2012	24

Percentage afgestudeerden per studieduur

Universiteit Antwerpen

Time-to-graduation ratio instroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	70,83%	16,67%		**87,50%**
	2009	83,33%	12,50%		**95,83%**
	2010	80,95%	4,76%	4,76%	**90,48%**
	2011	69,23%	23,08%		**92,31%**
	2012	75,00%			**75,00%**

Alle instellingen

Time-to-graduation ratio instroom		Aantal academiejaren tot diploma			
		1	2	3	**Totaal**
Academiejaar van start traject	2008	70,83%	16,67%		**87,50%**
	2009	83,33%	12,50%		**95,83%**
	2010	80,95%	4,76%	4,76%	**90,48%**
	2011	69,23%	23,08%		**92,31%**
	2012	75,00%			**75,00%**

Annex II-5: Scope of deployed personnel

Master in Globalisation and Development

Table 1: Scope of deployed personnel, classified by category of appointment

Ambt		Naam	Faculteit/ Departement / Vakgroep (Instelling)	VTE aan de instelling	Aantal studiepunten aan de opleiding		
					Course[1]	EOMP[2]	Dissertatie[3]
Hoogleraar	1	Danny Cassimon	Instituut Ontwikkelingsbeleid	100%	3,1	1,5	1,4
	2	Bastiaensen, Johan	Instituut Ontwikkelingsbeleid	100%	7,9	0,6	1,4
Hoofddocent	1	De Herdt, Tom	Instituut Ontwikkelingsbeleid	100%	4,8		1,4
	2	Nathalie Holvoet	Instituut Ontwikkelingsbeleid	100%	2	0,3	
	3	Joachim De Weerdt	Instituut Ontwikkelingsbeleid	50%	1,5	n.a.	n.a.
Docent	1	Calfat, German	Instituut Ontwikkelingsbeleid	100%	9,2	2,7	6,3
	2	Nadia Molenaers	Instituut Ontwikkelingsbeleid	100%	4,5		
	3	Verpoorten, Marijke	Instituut Ontwikkelingsbeleid	100%	4,5		
Tenure track docent	1	Vandeginste, Stef	Instituut Ontwikkelingsbeleid	100%	3,5		
	2	Kristof Titeca	Instituut Ontwikkelingsbeleid	100%	6,4	0,9	
	3	Marco Sanfilippo	Instituut Ontwikkelingsbeleid	100%	6	n.a.	n.a.
Postdoc (FWO)	1	Bert Ingelaere	Instituut Ontwikkelingsbeleid	100%	1,7		
	2	Sara Geenen	Instituut Ontwikkelingsbeleid	100%	1,4	0,9	0,7
	3	Gert Van Hecken	Instituut Ontwikkelingsbeleid	100%	1,2	0,6	
Postdoc (BAP)	1	Orock Rogers	Instituut Ontwikkelingsbeleid	100%	0,5		
	2	Marie Gildemyn	Instituut Ontwikkelingsbeleid	100%	0.8		
Assistent	1	Dennis Essers	Instituut Ontwikkelingsbeleid	100%	2		
	2	Nanneke Winters	Instituut Ontwikkelingsbeleid	100%	0,4		
	3	Klara Claessens	Instituut Ontwikkelingsbeleid	100%	1,5		

[1] The division of ECTS for each course is taken from the course information sheets of 2014-2015. When the internal division between lecturers is not clear, each of them is credited with an equal part of the ECTS for that particular (part of the) course. Course coordination is valued as 1 additional ECTS (2 ECTS for the dissertation).
[2] A supervisor is credited 0,3 ECTS per EOMP. The information in this column is based on the academic year 2013-2014.
[3] A supervisor is credited 0,7 ECTS per dissertation. The information in this column is based on the academic year 2013-2014.

In addition to the staff mentioned in table 1, assistants (AAP) are involved in the courses as tutors, assessors and supporting staff.

Table 2: Scope of deployed personnel, classified by gender and age

AANTALLEN		Geslacht		Leeftijdscategorie					Totaal
		M	V	20-29	30-39	40-49	50-59	60-65	
ZAP		8	3		3	5	2	1	11
AAP**6**	Mandaat-assistent	1	2	2	1				3
	Praktijk-assistent								
	Doctor-assistent	1			1				
BAP buiten werkingskredieten		2	2		4				5
ANDEREN (ondersteuning en begeleiding)									
TOTAAL		12	7	2	9	5	2	1	19

Master in Governance and Development

Table 1: Scope of deployed personnel, classified by category of appointment

Ambt		Naam	Faculteit/ Departement / Vakgroep (Instelling)	VTE aan de instelling	Aantal studiepunten aan de opleiding		
					Course[1]	EOMP[2]	Dissertatie[3]
Gewoon hoogleraar	1	Reyntjens, Filip	Instituut Ontwikkelingsbeleid	100%	3,5	5,4	3,5
Hoogleraar	1	Cassimon Danny	Instituut Ontwikkelingsbeleid	100%	0,3		
	2	Bastiaensen, Johan	Instituut Ontwikkelingsbeleid	100%	7,9	0,9	0,7
Hoofddocent	1	De Herdt, Tom	Instituut Ontwikkelingsbeleid	100%	4,8	0,3	0,7
	2	Holvoet Nathalie	Instituut Ontwikkelingsbeleid	100%	2,0		
	3	Joachim De Weerdt	Instituut Ontwikkelingsbeleid	50%	1,5	n.a.	n.a.
Docent	1	Calfat, German	Instituut Ontwikkelingsbeleid	100%	5,7	0,9	0,7
	2	Nadia Molenaers	Instituut Ontwikkelingsbeleid	100%	4,5		
	3	Verpoorten, Marijke	Instituut Ontwikkelingsbeleid	100%	8,2	2,1	1,4
Tenure track docent	1	Vandeginste, Stef	Instituut Ontwikkelingsbeleid	100%	11,4	1,8	3,5
	2	Kristof Titeca	Instituut Ontwikkelingsbeleid	100%	4,2	0,3	
	3	Marco Sanfilippo	Instituut Ontwikkelingsbeleid	100%	4,0	n.a.	n.a.
Post-doc (FWO)	1	Bert Ingelaere	Instituut Ontwikkelingsbeleid	100%	1,7		
	2	Sara Geenen	Instituut Ontwikkelingsbeleid	100%	1,7	0,3	0,7
	3	Gert Van Hecken	Instituut Ontwikkelingsbeleid	100%	1,2		
Post-doc (BAP)	1	Marie Gildemyn	Instituut Ontwikkelingsbeleid	100%	0,8		
Assistent	1	Dennis Essers	Instituut Ontwikkelingsbeleid	100%	2		
	2	Nanneke Winters	Instituut Ontwikkelingsbeleid	100%	0,4		
	2	Klara Claessens	Instituut Ontwikkelingsbeleid	100%	3,25		

[1] The division of ECTS for each course is taken from the course information sheets of 2014-2015. When the internal division between lecturers is not clear, each of them is credited with an equal part of the ECTS for that particular (part of the) course. Course coordination is valued as 1 additional ECTS (2 ECTS for the dissertation).
[2] A supervisor is credited 0,3 ECTS per EOMP. The information in this column is based on the academic year 2013-2014.
[3] A supervisor is credited 0,7 ECTS per dissertation. The information in this column is based on the academic year 2013-2014.

In addition to the staff mentioned in table 1, assistants (AAP) are involved in the courses as tutors, assessors or supporting staff.

Table 2: Scope of deployed personnel, classified by gender and age

AANTALLEN		Geslacht		Leeftijdscategorie					Totaal
		M	V	20-29	30-39	40-49	50-59	60-65	
ZAP**5**		9	3		3	5	2	2	12
AAP**6**	Mandaat-assistent	1	2	2	1				3
	Praktijk-assistent								
	Doctor-assistent								
BAP buiten werkingskredieten		2	2		4				4
ANDEREN (ondersteuning en begeleiding)									
TOTAAL		12	7	2	8	5	2	2	19

Master in Development Evaluation and Management

Table 1: Scope of deployed personnel, classified by category of appointment

Ambt		Naam	Faculteit/ Departement / Vakgroep (Instelling)	VTE aan de instelling**3**	Aantal studiepunten aan de opleiding		
					Course[1]	EOMP[2]	Dissertatie[3]
Hoogleraar	1	Cassimon Danny	Instituut Ontwikkelingsbeleid	100%	2,3	0,3	0,7
	2	Bastiaensen, Johan	Instituut Ontwikkelingsbeleid	100%	7,9	1,5	0,7
Hoofddocent	1	De Herdt, Tom	Instituut Ontwikkelingsbeleid	100%	4,8	1,2	3,5
	2	Holvoet, Nathalie	Instituut Ontwikkelingsbeleid	100%	7,0	6,3	7,7
	3	Joachim De Weerdt		50%	1,5	n.a.	n.a.
Docent	1	Calfat, German	Instituut Ontwikkelingsbeleid	100%	5,7		0,7
	2	Molenaers, Nadia	Instituut Ontwikkelingsbeleid	100%	10,6	2,4	2,1
	3	Verpoorten, Marijke	Instituut Ontwikkelingsbeleid	100%	4,5		
Tenure track docent	1	Vandeginste, Stef	Instituut Ontwikkelingsbeleid	100%	3,5		
	2	Kristof Titeca	Instituut Ontwikkelingsbeleid	100%	3,9	0,3	0,7
	3	Marco Sanfilippo	Instituut Ontwikkelingsbeleid	100%	4,0	n.a.	n.a.
Post-doc (FWO)	1	Bert Ingelaere (FWO)	Instituut Ontwikkelingsbeleid	100%	1,7		
	2	Sara Geenen (FWO)	Instituut Ontwikkelingsbeleid	100%	1,4	1,2	0,7
	3	Gert Van Hecken (FWO)	Instituut Ontwikkelingsbeleid	100%	1,2	0,3	
Post-doc (BAP)	1	Marie Gildemyn	Instituut Ontwikkelingsbeleid	100%	0.8		
Doctor-assistent (BAP)	1	Nathalie Francken	Instituut Ontwikkelingsbeleid	80%	5,9	4,2	2,1
Assistent	1	Dennis Essers	Instituut Ontwikkelingsbeleid	100%	2		
	2	Nanneke Winters	Instituut Ontwikkelingsbeleid	100%	0,4		
	3	Klara Claessens	Instituut Ontwikkelingsbeleid	100%	1,5		
Anderen[4]	1	Huib Huysse	HIVA		1,3		0,7
	2	Jan Van Ongevalle	HIVA		1,2		

[1] The division of ECTS for each course is taken from the course information sheets of 2014-2015. When the internal division between lecturers is not clear, each of them is credited with an equal part of the ECTS for that particular (part of the) course. Course coordination is valued as 1 additional ECTS (2 ECTS for the dissertation).
[2] A supervisor is credited 0,3 ECTS per EOMP. The information in this column is based on the academic year 2013-2014.
[3] A supervisor is credited 0,7 ECTS per dissertation. The information in this column is based on the academic year 2013-2014.
[4] These 2 lecturers are full-time staff members of HIVA (University of Leuven). They are engaged through a service contract (IOB-HIVA) to jointly lecture one unit of 2, 5 ECTS and to supervise 1 or 2 dissertations.

In addition to the staff mentioned in table 1, assistants (AAP) are involved in the courses as tutors, assessors or supporting staff.

Table 2: Scope of deployed personnel, classified by gender and age

AANTALLEN		Geslacht		Leeftijdscategorie					Totaal
		M	V	20-29	30-39	40-49	50-59	60-65	
ZAP		8	3		3	5	2	1	11
AAP	Mandaat-assistent	1	2	2	1				3
	Praktijk-assistent								
	Doctor-assistent		1		1				1
BAP buiten werkingskredieten		1	3		4				4
ANDEREN (ondersteuning en begeleiding)		2				2			2
TOTAAL		12	9	2	9	7	2	1	21

Annex II-6: List of recent improvement measures

Table 1: Overview of suggestions for change made by the 2007 visitation commission for the Master programmes in DEM, GD and G&D

COMMENTS VISITATION COMMISSION 2007	IMPROVEMENT MEASURES
Add the development of diplomatic skills to the aims and objectives of the programme.	- Formulation of learning outcomes 7 and 8 for the Masters in DEM, GD and G&D - Formulation of learning outcome 10 for the Master in G&D

Improve the quality of the master thesis.	- Formulation of detailed learning outcomes
	- Formulation of guidelines in the Academic Survival Guide
	- Dissertation guide for staff
	- Assessment of written product, presentation and learning process
	- Standard assessment sheet for policy papers and dissertation
	- Jury composed of three members (supervisor, senior and junior assessor)
	- Travel grant for fieldwork (+ clear preconditions)
	- Every eight years an external benchmark + follow-up of results (2013-2014)
	- Every two years evaluation of the dissertation process through a student survey.
	- Gradual learning:
	  - Introductory sessions on academic writing , citing and referencing, library search
	  - Assignment in academic writing in 'Research Methods I'
	  - Dissertation is linked to the end-of-module papers (module II & III)
	  - Brainstorm session on topics of EOMP's and Dissertation
	  - Speed-dating with potential supervisors

Provide a mentor to assist students' selection of the focus in the distinct modules.
 	
Provide specific training for the mentors.
	- Mentorship was introduced in 2007-2008 but negatively evaluated
	- Alternative:
	  - General information (Academic Survival Guide, course information sheets, Assessment Guide)
	  - Tutors for course-related support
	  - Guidance in track choice (matching is a criteria during the selection procedure, information sessions on programme structure and optional courses, brainstorm session, personal advice)

Provide coordination at the level of the module, not at the level of the sub-module in the programme.	- Coordination at the course level[1]
	  - Course coordinator
	  - Tutor
	  - Course-team meetings
	  - Feedback fiches and course information sheets
	  - Programme director (for the dissertation)
	- Coordination at the programme level
	  - Programme director
	  - Educational Commission
	  - Tables of correspondence

Provide the students with the learning materials earlier in the year.	- Course information sheets are provided during the introduction week. - Course materials are made available through blackboard at the start of each module.
Further develop the use of individualised learning opportunities in the modules.	- Tracks - Optional courses - Student-centred education - Weight of EOMP's and Master's Dissertation - 2014-2015: Possibility of a 'Mobility Window' in module I is being explored.
Develop good evaluation modes in conformity with the modular approach of the programme. Develop appropriate assessment modes with respect to the multidisciplinary nature of the modular curricula in the programme.	- Variety of assessment methods - Combination of small intermediate assignments and integrating final assignment (EOMP) - Coordination through course-team meetings and tables of correspondence - Gradual learning with regard to academic writing and presentation skills - Standard assessment sheet for policy paper and presentation - Feedback week - Assessment fiche (improving transparency, validity and reliability)
Further develop and materialise the intention for an oral presentation of the master's thesis.	- EOMP and dissertation are presented during a conference attended by fellow-students and staff. The presentation is followed by a discussion. - Preparatory session on presentation skills + practice during other courses - Standard assessment criteria for presentation

[1] In each master programme module II and IV each consist of only one course. In module III students of the Masters IN G&D and DEM choose between two (independent) courses, students of the master IN GD all follow the same course. The first module consist of three courses: Theories of Development, Research Methods I and Research Methods II. These two last courses are linked to each other. Coordination takes place in occasional joint course-team meetings.

Debate a speedy improvement of the living conditions in the International House with the responsible bodies.	- Negotiations with the International Student House and other potential partners has not yet t yielded positive returns. - Yearly, a student is recruited to support students in finding housing. - Recruitment of staff member for 1,5 months to establish long-term relations with landlords.

Further develop the system of internal quality assurance at IOB. Evaluate the programmes and courses more often.	- Appointment of staff member for quality assurance in education (2008)
	- Instruments:
	  - Student surveys: every course/lecturer combination is evaluated at least every three years. The dissertation process is evaluated every two years.
	  - Focus group discussions: after each module (on average 8 each year)
	  - Study time registration: cf. infra
	  - Data analysis: annual analysis of grades + all-encompassing database
	- Feedback fiches for follow-up and closing of the quality assurance circle
	- Assessment fiches for quality assurance of assessments (transparency, validity, reliability)
	- Annual discussion of tables of correspondence in the OWC
	- Every eight years external benchmark of the Master Dissertation

Establish an operational (institutional) system for study time measurements.	- Workload is assessed through annual student surveys
	- Annual initiatives of study time registration:
	  - 2008-2010: 'representative' sample of students registered study time for all courses
	  - 2010-2011: all students were asked to register study time through electronic survey
	  - 2012-2013: 'representative' sample of students registered study time for all courses
	  - 2013-2014: all students asked to register study time for specific courses/topics: reading speed, working with data
	- Analysis by CIKO, results discussed in course-team meetings + OWC
	- Due to the limited student number and the typically low response rate, we are still looking for the best way to monitor study load.

Develop a policy with respect to target figures	- ZAP evaluation matrix (research, teaching, service to the community) - Evaluation criteria for AAP (research, teaching, service to the community) - Management Agreement between the University of Antwerp and the Flemish Community regarding IOB: - Delivery of at least 45 Master degrees each year Proportion of foreign students compared to the entire population must be minimally 50% .
Provide a job-description for the international student representatives	- Document "the student committee" (Blackboard) - Explanation + presentation of candidates during kick-off weekend - Support by student secretariat (general explanations, documents and procedures OWC and IOB-board)
Facilitate the establishment of a genuine alumni association	- Appointment of a staff member alumni (2012) - Alumni community (950 registered alumni) - Alumni platform with database - Monthly newsletter - Tri-annual alumni magazine, Exchange to Change - Meet and greet sessions (until now: Benin, Burundi, Cameroun, DRC, Ecuador, Kenya, Nicaragua, Rwanda, Tanzania and Uganda) - Every two years an in-country seminar (2014 in the Philippines) - Every two years an Antwerp-based alumni seminar (2011, 2012, 2013) - Live-streaming of seminars (e.g. alumni seminar) - Networking seminar in Uganda (2014) - Alumni surveys (2010, 2014) - Exploration of possibilities to set up regional alumni chapters

Better balance the workload over the year and consider this in the modular approach as well.
 	
Note: this suggestion was only formulated for the Master in Governance and Development. However, internal quality assurance processes have identified it as a point of attention for all Master programmes.
	- ECTS are equally spread throughout the year
	- Continuous monitoring of workload through student surveys and study time registration
	- Survey results point at intensive but realistic study programmes
	- Specific interventions:
	  - Coordination of deadlines and assignments through course-teams, programme director and CIKO
	  - Clear communication towards students (course information, timetable with deadlines, schematic overview of the first module, awareness raising)
	  - 2-day break after each module
	  - Pre-courses in English and statistics to remedy before the start of the programmes
	  - Measurement of average reading speed + follow-up in courses
	  - Introduction of study and exam week
	  - Intermediate assignments for 'Working with Data' have been dropped.
	  - Literature assignment for 'Local Institutions and Poverty Reduction Strategies' has been dropped.
	  - Social support of students

Further efforts could be made to enhance the students' capacity to handle the needed quantitative analysis methods Note: this suggestion was only formulated for the former Master in Development Evaluation and Management. However, internal quality assurance processes have identified it as a point of attention for all Master programmes.	- Increased attention to methodological competences during the selection procedure - E-course and self –test on descriptive statistics - Tutorials and Q&A for the course 'Quantitative Data Analysis' - Pre-courses in excel and STATA - Working with Data: 3 staff members in class, intermediate feedback, Q&A session - Formulation of prerequisites - 2015-2016: reform of 'Research Methods I and II'
Further develop the use of the electronic learning platform (Blackboard) in the learning process.	- Online platform for e-courses (learning materials, exercises and assessments, ability of students to interact with each other and the lecturer). - Blackboard as communication platform in the Master programmes. - Improved presentation of materials on Blackboard to facilitate linking of documents to courses and sessions.

Table2: Overview of suggestions for change made by visitation commission of 2007 for specific Master programmes

COMMENTS VISITATION COMMISSION 2007	IMPROVEMENT MEASURES
Master in Globalisation and Development	

The impact of globalisation on various issues of Development Studies should be the main focus of the Master in GD and this should be reflected in the learning outcomes.
 	
Improve on the balance between the economic focus on the one hand and the multidisciplinary character on the other hand.
	- Learning outcomes 9 and 10.
	- Module II: units on trade, global value chains, climate and finance
	- Module III: units on public services, natural resources, gender, local governance, land rights and land use, migration, etc.
	
	- Module II:
	  - Until 2011-2012: external lecturer on climate issues
	  - Until 2013-2014: external lecturer on labour issues
	  - From 2014-2015 onwards internal lecturers + attention to multiple disciplines in topical courses
	- Module III: Various internal lecturers with various disciplinary backgrounds

Strengthen the vertical coherence within the Master in GD.	- Linkage between the global perspective (module II) and the local perspective (module III) is elaborated through corresponding topics of the course units (e.g. value chains, climate/natural resources). - Some units of module III are especially directed towards GD students (trade, migration). - 2015-2016: introduction of assignments in module I based on content that is more closely related to the respective Master programmes.
Master in Governance and Development	
Better manage the different contributions of external experts in the programme to keep an overview.	- A better alignment between internal expertise and programme content + increase in ZAP resulted in a decrease in the number of external lecturers. - Coordination: course-team meetings, course coordinator - Standard criteria list for EOMP
The Master in G&D is rather restricted in its geographical range.	- Focus on Sub-Sahara Africa is deleted in module II. - The former course 'Political Economy of the Great Lakes Region' has been replaced by the course 'From Violent Conflict to Peace and State Reconstruction' with only a minor focus on Sub-Sahara Africa - In module III students can alternatively opt for the course 'Local Institutions and Poverty Reduction';

Table3: Overview of additional improvement measures

TRIGGERED BY…	IMPROVEMENT MEASURE
All Ma's: Academic and professional attitudes - Workshop with students on learning outcomes (June 2013) - Focus group at VLIR (February 2014) - Alumni seminar in Uganda (February 2014) - Alumni survey (2014).	- Formulation of learning outcomes on multicultural communication, academic and professional attitudes (joint learning outcomes, especially 5 and 8)
Master in DEM: Importance of aid issues - Changes in development practices and studies	- Less emphasis on aid in the Master in Development Evaluation and Management
Master in DEM: Relevance of the LIPR module - Student surveys - Focus group discussions - Alumni survey (2014) - Alumni Seminar in Uganda (2014)	- Improved communication on the relevance of the course 'Local Institutions and Poverty Reduction' for the Master in DEM. - Additional session for DEM students to clarify the relevance and to suggest topics for the final EOMP. - Whenever possible, aspects of M&E are incorporated in the subunits of LIPR.

Annex II-7: Master Dissertation Guideline

The Master Dissertation Guideline is extracted from the Academic Survival Guide (chapter 8).

1. The Master dissertation

1.1 INTRODUCTION

This note will provide you with the necessary information and guidance to successfully complete the final component of your Master programme at IOB, namely the Master dissertation[1] (Module IV).

Module IV is the culmination point of your Master studies at IOB, in three respects. First, the Master dissertation counts for 18 ECTS or a third of all credits. Moreover, the fact that we attribute so much weight to Module IV reflects the intention of the curriculum reformers to put much greater emphasis on the "student-centred nature of the learning process"[2]. Finally, Module IV may be regarded as a culmination point in the sense that it involves independent work by the students that builds on work, particularly the 'end-of-module papers' (EoMP), previously prepared and performed during Modules II and/or III. The latter aspect is by no means the least important, as it points out a significant opportunity for improving the overall quality of the Master dissertation produced by making optimal use of the research capacity available at IOB.

1.2 LEARNING OUTCOME

The learning outcome of Module IV is the following: **develop the students' ability to write, present and discuss a theoretically informed policy paper about a particular development issue,** with relevance to one or both of the thematic modules (modules II and III).

On successful completion of Module IV the graduate should additionally achieve the following **9 specific learning outcomes:**

1. The student is able to independently formulate a relevant, clear and specific problem statement, research objective(s) and research question(s), referring to a contemporary development problem which connects to the agenda of important development actors.
2. The student is capable of producing a theoretically sound literature study, demonstrating analytical, synthetic and critical academic problem-solving and is capable of integrating the literature study to sustain a coherent argument.
3. The student is able to select a relevant and feasible research method, motivate the research approach adopted and implement the research method appropriately and with critical awareness.
4. The student demonstrates sound critical judgment and reflective assessment and is capable of creative and original personal argumentation.
5. The student is able to produce a concise and clear conclusion and able to formulate useful and supportable recommendations.
6. The student is able to achieve internal consistency throughout the dissertation.
7. The student has conducted research in a scientific manner in academic English and adheres to formal requirements with respect to format/layout and language.

[1] The term "Master's dissertation" refers here to the research process leading up to the final dissertation, to the actual writing of the dissertation, and to the ensuing public presentation. These three elements constitute Module IV.
[2] Cf. Report on curriculum reform, p. 5.

8. The student is able to communicate concisely and scientifically the essence of the dissertation, argue in a well-founded manner and able to convincingly answer questions.

9. The student is able to show significant difference between the initial and final understanding of the issue(s) inquired into and shows a positive learning attitude with regard to commitment, motivation, dedication, independence and punctuality.

The specific learning outcomes 1-8 will be elaborated in more detail in section 8.5 below. This detailed elaboration aims to provide a **rigorous guideline** on how to write an advanced master dissertation. As this guideline is made up of a detailed list of **learning outcomes**, it additionally serves as an elaboration of the **assessment criteria.**

Students are assessed on **two types of output** and on certain **aspects of the process** leading to these outputs:

1. We expect students to write a **policy paper** as a follow-up to one or both of the end-of-module papers (EoMP) written during Modules II or III. The Master dissertation should have an added value compared to the EoMP but we strongly advise students to use one or both EoMP as the basis for their Master dissertation[3]. **(70%)**

Students are also assessed on the quality of a short **public presentation** of their arguments and on their ability to participate in the ensuing debate. The use of additional tools (in particular MS PowerPoint or OpenOffice's Impress, handouts, etc.) during the presentation is strongly encouraged[4]. **(20%)**

2. As regards the learning process-related aspects, we can distinguish between the student's **learning attitudes** (commitment, independence, punctuality) and the significance of his/her **learning process**, i.e. the differential between their initial and their final understanding of the issue(s) inquired. **(10%)**

1.3 DIFFERENT TYPES

You may choose between three types of Master dissertation:

1. A study **based on desk research** only. You will make use of the scientific literature and available data to develop your analysis of a selected topic.

2. A study **combining desk research and fieldwork.** There are certain financial provisions to make this option realistic. For further information, please consult the section on travel grants for field research as part of the Master dissertation.

3. A study based on **desk research and an internship**. An internship with an NGO or a bilateral or multilateral donor organisation can be instrumental to a better understanding and analysis of the selected topic. The purpose of the internship is to write a dissertation, not an internship report (e.g. an activity report). The internship should take place after the conclusion of the third module. The organisation of the internship is your own responsibil-

[3] For specific questions regarding the use of the EoMP in the final Master's dissertation, please contact the tutors of Modules II or III or the Programme Director.

[4] We encourage the use of additional tools because they constitute an interesting alternative way to convey the argument presented in the policy paper and because their use reflects current standard practice in development policy environments.

ity. IOB can only offer limited support (e.g. letters of recommendation). The rules for the funding of fieldwork also apply to internships.

It should be noted that, whichever type of Master dissertation you choose, the formal requirements for the final text are the same.

1.4 GETTING STARTED: MASTER DISSERTATION FORM

The Master dissertation should preferably build on one of the end-of-module papers written as part of **Modules II and III**. This does not mean that the title of the Master dissertation and the paper it builds on should necessarily be the same: the dissertation may approach the selected topic from a different angle, or it may focus on a particular aspect of your end-of-module paper, or it may place the topic of the policy paper in a wider context. The topic chosen should in any case have **relevance** to the development context (cf. section on the problem statement).

Also, the topic of your Master dissertation **must be approved by your supervisor.** So once you have decided which topic you wish to explore, you should contact your chosen supervisor. Only IOB lecturers and IOB senior researchers with a PhD can act as a supervisor. The supervisor doesn't need to be the same as the supervisor of your EoMP. The selection of an appropriate supervisor **depends on the nature of the topic analysed as well as on the supervisor's availability and particular area of expertise.** It may therefore be helpful to discuss your initial concept with a potential supervisor. In the collaboration between supervisor and student, the former can offer feedback and advice during the different phases of the writing. The supervisor thus provides overall guidance to the student and he/she monitors the student's research and writing process.

After the approval of your topic by a supervisor, you should fill out the "**Master dissertation Form**". This form is a one-page official document that, apart from the supervisor's name and signature, contains the preliminary title, the type of dissertation project, a preliminary problem statement with corresponding research question(s), and the different steps involved in the research project (i.e. the methodology and planning of the Master dissertation process). You can find the Form in **annex 4** to this chapter. **The 'Master dissertation' Form needs to be signed by the supervisor and submitted to the Student Secretariat by 9 June 2015. For those who are planning to do fieldwork or an internship, the submission date for the form is 13 May 2015.** The lists of dissertation topics and supervisors needs to be approved by the IOB education commission.

In the collaboration between supervisor and student, the former can offer feedback and advice during the different phases of the writing. Note that you will also be assessed on your learning attitude and learning process by your supervisor. It should be noted that **the supervisor cannot be held responsible for the actual progress and final product of the study**. Students remain the main responsible for selecting a research topic and contacting a supervisor in time, for organising the research & writing process, for fixing appointments with their supervisor and for preparing their presentation. A central objective of the Master dissertation is precisely that students should demonstrate their ability to engage autonomously in a research project. They are the main 'owners' of their learning process and as such are expected to take control of its timing.

1.5 MASTER DISSERTATION GUIDELINE

The next important section will elaborate in detail on the learning outcomes and is structured in such a way that it aims to **guide you through each chapter** of your dissertation. It does this by providing a **detailed chronological list of learning outcomes** and as such elaborates on the **criteria** on which you will be **assessed**. This guide contains all content and structure requirements, as well as all technical and style requirements. It should be noted that the following guide aims to provide a **chronological** overview of what an **excellent advanced master thesis in development studies should address**. However, it is not an exhaustive list, nor a

strict assessment list, i.e. if not all guidelines are achieved by a student, it does not mean that the student in question automatically fails. However, please note that these guidelines have implicit consequences as they are an elaboration of the **assessment criteria of the policy paper/dissertation checklist of chapter 8**, on which you will be assessed.

1. Usefulness and supportability of research proposal

§ 1. The student is able to independently formulate a relevant, clear and specific problem statement, research objective(s) and research question(s), referring to a contemporary development problem which connects to the agenda of important development actors.

*This first learning outcome and respective assessment criteria refers to the **introduction and research design** of your dissertation. The following key learning outcomes should be considered:*

1.1. Independence:

§ The student is able to independently formulate a relevant research topic in the broad field of development studies – possibly linked to one of the EoMP –, and is able to accurately outline the intended research steps.

§ As such the student demonstrates the capability at independent problem-solving at an academic level.

§ Overall the student demonstrates his/her capacity to work independently under the guidance of an academic supervisor.

1.2 Relevancy and contemporary development problem:

§ The student is able to formulate a theoretic, scientific and social relevant thesis and motivate why the problem is worth analysing (either all three or one of them).

§ The student is able to process international scientific literature of the chosen field of study into a relevant problem-statement.

§ The student is able to demonstrate that the gained knowledge during the master is materialized into the formulation of a topic with specific purpose and as such capable of contributing to development research, thinking and work (usefulness).

§ The student is able to demonstrate convincing rationale, i.e. ability to motivate the choice for the above research question and justify the delimitation of a certain territory or country, i.e. motivate why the research is relevant to the country you choose, and not simply because you live there.

1.3 Clear and specific:

§ The student demonstrates specific focus through clear boundaries, i.e. the scope of the project is feasible and the aims of the project are precise and achievable.

§ The student is able to demonstrate a logic and coherent relationship between the problem-statement, research objective(s) and research question(s).

§ The student is able to formulate a clear research question, i.e. a question that is carefully formulated and has the potential of being operationalized and answered unambiguously[5] .

§ The research question shows the students' ability in the social science of political and

[5] WHAT is the main issue or problem that I intend to study? (identification); WHY is this problem worth analyzing? (relevance); WHAT specific aspect of the problem shall I focus on? (delimitation of the analysis); and to WHAT PURPOSE? What is my specific contribution to the debate? (aim).

policy analysis, not in the ability of description or chronology. Hence a research question that requires you to show your ability in modelling, explaining, appraising, evaluating, predicting, and testing theory.

§ If applicable, the student is able to clearly define a verifiable hypothesis and apply hypothesis testing[6]

§ The student is able to create a research plan adequate to the above clear research question and translate it into concrete feasible research steps.

1.4 Connects to agenda of important development actors:

§ The student is able to demonstrate reflection about the political economy of decision-making around the chosen topic (supportability).

§ The student is able to explicitly connect the topic of the dissertation to specific development actors.

§ As such the student is aware of the political feasibility, compatibility and political support with the agenda of developments actors.

2. Theoretical soundness

§ 2. The student is capable of producing a theoretically sound literature study, demonstrating analytical, synthetic and critical academic problem-solving and is capable of integrating the literature study to sustain a coherent argument.

Theoretical soundness refers in essence to the depth and coherence of the overall argument made within the dissertation. This second learning outcome concerns ***the body of your dissertation (literature study, methodology, data, analysis****), where the literature study takes a pivotal role as it serves as the first building block of your overall argument:*

2.1 Producing:

§ The student is able to independently search and consult relevant and up-to-date sources with respect to the topic chosen.

§ Within this search, the student is able to search fields of various disciplines leading to an extensive breadth and depth of literature that covers necessary and sufficient ground.

§ From the consulted literature, the student is able to evaluate different sources and critically select information appropriate for chosen topic, resulting in high quality, accurate and objective information.

2.2 Theoretically sound:

2.2.1 Relevant and functional

§ The student is able to identify and show attention to relevant theories and concepts related to the topic chosen (relevance).

§ The student is able to synthesize, analyse and evaluate literature in explicit relation to the research question (functionality).

[6] A hypothesis is essentially the translation of the research question into a "verifiable" proposition. A good hypothesis has the following basic characteristics: It is in accordance with available facts and theory or theories, or it reflects particular actors' thinking about a particular topic or issue; It allows for confirmation or falsification, given the constraints of time, place and available information – in other words, given the researcher's *positionality*; It is formulated as concisely as possible.

2.2.2 Understanding of topic and connected issues

§ The student is able to demonstrate the application and integration of concepts, theories, techniques and methods acquired during the master.

§ By acquiring and applying more in-depth knowledge and insight, the student demonstrates profound understanding of the topic studied and demonstrates critical awareness of relevant theories and concepts that go beyond what is taught during the respective master.

§ Therefore, the student is able to position his research within particular conceptual frameworks of the topic studied: overt statement of how the students' research relates to previous research and theories prevalent of the topic chosen.

§ The above in-depth understanding is partially demonstrated by the student through consistent use of concepts and this with clear definitions.

2.3 Analytical and synthetic:

§ The student has the capacity of concisely and logically integrating literature through the process of analysis and synthesis and is able to identify themes, structure ideas and present an overall coherent argument.

§ The student is capable of separating arguments and theory into constituent elements – such as the identification of themes that serve the purpose of the dissertation (analysis).

§ On the other hand, the student is able of combining, integrating and summarising arguments and theory from various sources into a unified whole (synthesis).

2.4 Critical:

§ The student is able to produce a literature study that is systematically critically evaluated, i.e. go beyond simply providing a summary or description of current literature.

§ Instead, through critical reflection the student is able to identify and uncover relations, contradictions, gaps and inconsistency of literature.

2.5 Sustain argument:

§ All of the above (2.1 – 2.4) should culminate in the students' ability to integrate and use literature in strengthening the overall argument of the dissertation.

§ That is to say, the student demonstrates not merely the ability to read a wide breadth of literature, but that precisely all selected literature serve the purpose of the research objectives and hence sustain the overall argument of the dissertation (soundness & functionality).

3. Empirical soundness

§ 3. The student is able to select a relevant and feasible research method, motivate the research approach adopted and implement the research method appropriately and with critical awareness.

Empirical soundness refers in essence to the validity and reliability of your methodology and critical awareness of the weaknesses and strengths of your chosen research approach. This third learning outcome is mostly relevant for your ***methodology and data analysis chapter****:*

3.1 Relevance and motivation:

§ The student is able to select a relevant research method, be this quantitative, qualitative or a combination of both (mixed methods).

§ The relevance of the research method is highly important as the student must be able to demonstrate why the particular research method allows to accurately answer the research question (relevance).

§ As such, the student demonstrates links between theory and method used and explicitly builds on the existing body of literature of the previous chapter by referring to methods used by other authors.

§ By doing so, the student is aware of alternative research methods and demonstrates proficiency in making an informed choice by providing insightful and persuasive rationale of the final research adopted (motivation).

3.2 Feasibility:

§ The student is able to develop a feasible research design, i.e. the methodology selected may be relevant and well-motivated, but also requires a realistic timeline to be executed.

§ As such, the student is capable of planning and anticipating the adequacy of existing databases and capable of evaluating whether the collection and analysis is feasible within the designated time-period.

§ In the case of field-work and own data-collection the student is able to assess the practicality and suitability of the methods and is well-aware of the limited time-frame.

3.3 Appropriate implementation:

§ The student is able to implement the chosen research method appropriately, i.e. the collection, analysis and interpretation of data are according to scientific standards.

§ The student is able to clearly explain each step taken during the research process and therefore ensures that the chosen research method possesses sufficient validity and reliability.

§ As such, the student is able to effectively gather relevant information in support of the written argument and process the data into an accurate, critical and rigorous analysis.

§ With regard to the research findings, the student is able to critically and creatively interpret them in light of current development theories.

§ The student is able to present and evaluate the data results responsibly, coherently, logically, and objectively.

3.4 Critical awareness:

§ The student is familiar with key methodological issues associated with the chosen research approach and provides a sound exposition of these issues.

§ This entails that the student demonstrates profound and critical awareness of the strengths and weaknesses of the research approach taken.

§ This results in the student being able to take a reasoned personal position of the research findings and provide the reader with a nuanced view of the issue at hand.

§ In the case of field-work or own data-collection the student demonstrates adequate understanding and consciousness into the ethical aspects of research in a development context.

4. Critical reflection

§ 4. The student demonstrates sound critical judgment and reflective assessment and is capable of creative and original personal argumentation.

The fourth learning outcome has some overlap with other learning outcomes where students are required to provide either a critical reflection or personal stance with respect to the ***literature review, chosen research approach or conclusion****. However, as critical reflection, originality and personal argumentation take up a pivotal role in the quality of an advanced master dissertation, these learning outcomes and skills are explicitly emphasized through the forth learning outcome:*

4.1 Critical judgment and reflective assessment:

- § Where relevant, the student demonstrates a critical and ethical reflection on the chosen problem-statement and research approach and where relevant includes such a reflection in the overall argumentation.
- § The student is able to engage in systematic discovery of relevant sources and possesses a critical awareness of the strengths and limitations of these various information/ data sources.
- § These include but are not limited to: the student being able to critically analyse popular development publication and separate views based on common sense from scientific data.
- § By doing so, the student is able to critically and systematically evaluate and integrate knowledge from different sources.
- § Overall, the student is capable of applying a holistic view and scientific inquisitiveness in order to creatively identify, formulate and deal with complex issues.

4.2 Creative and original personal argumentation:

- § The student is capable of both creative and original thought, which is reflected in the originality of the project and the personal vision of the student.
- § This meaning that the student is able to engage in 'out of the box' thinking and able to responsibly question prevailing assumptions within the broad spectrum of development thinking.
- § The student is able to achieve the above not through a speculative approach or purely normative stance, but through substantive argumentation utilizing personal views that are based on critical analysis of the literature.

5. Conclusions and recommendations

§ 5. The student is able to produce a concise and clear conclusion and able to formulate useful and supportable policy recommendations.

This part refers to the ***discussion and conclusion section*** *of the dissertation, where a student is able to demonstrate the usefulness and supportability of the overall research.*

5.1 Concise and clear:

- § The student is able to formulate results on the basis of a clear consistent analysis and report the conclusion in a concise written synthesis.
- § As such, the student demonstrates adequate problem-solving capacity and a clear understanding of the subject through critical interpretation of the results.
- § However a clear conclusion should not be confused with a blatant black and white con-

clusion, instead, the student is able to sufficiently nuance the conclusion.

5.2 Usefulness and supportability:

§ The student is able to explicitly connect the policy recommendations of the conclusion to the relevant development problem that was mentioned in the introduction (usefulness).

§ Furthermore, the student is able to explicitly connect these policy recommendations to specific development actors.

§ Such recommendations should indeed consider the political economy of decision making – which was mentioned in the introduction – by considering the implementability of the recommendations for each specific actor.

§ Together with the aforementioned nuanced conclusion (5.1), the student is able to acknowledge the added value of the own research, and therefore attach relevance to these findings with respect to other studies, and able to formulate useful, meaningful and feasible suggestions for further research.

6. Internal consistency and reasoned argument

§ 6. The student is able to achieve internal consistency throughout the dissertation.

This learning outcome receives separate weight due to its importance: although it is closely related to your conclusions, in essence it refers to the building of a coherent argumentation ***from beginning to end, culminating in your conclusion and policy recommendations****.*

6.1 Internal consistency:

§ The student is able to achieve internal consistency within the dissertation, i.e. the extent to which ideas are presented coherently and with clear progression from research question through to conclusion.

§ As such, the student – through a strong analytical representation of the results – is capable of developing a coherent and sustained argument that lead to logical conclusions, i.e. conclusions do not suddenly appear out of nowhere but flow logically from the previous analysis.

§ Such a logic conclusion finds its basis in the student being able to provide transparent interpretation of research results together with evidence of thorough understanding of the research field, i.e. the conclusion exceeds a mere description or summary of the results.

§ Furthermore, within the conclusion the student shows the ability to reflect back on the previous mentioned limitations of the research approach, critically reflect on validity issues, and provide feedback to theories and concepts discussed during literature study.

§ The student demonstrates the aforementioned internal consistency by fully addressing the research question within the conclusion through connection of the findings with the original research aims.

7. Format and layout

§ 7. The student has conducted research in a scientific manner in academic English and adheres to formal requirements with respect to format/layout and language.

After having written various research papers and two EoM- policy papers before the start of the dissertation process, we expect students to master this learning outcome.

7.1 Scientific manner:

§ The student demonstrates thorough understanding of the ethical standards of scientific research and upholds scientific integrity by respecting intellectual fairness and avoiding plagiarism[7].

§ As such, the student demonstrates correct use of citing and referencing literature and uses correct APA-style bibliography.

7.2 Form and layout

§ The student demonstrates the ability to logically, coherently and clearly structure the dissertation, i.e. minimally include introduction, problem statement, research question, literature review, methodology, analysis, and conclusion/recommendations.

§ The student adheres to the formal requirements with respect to format and layout, i.e. the text should be printed **recto verso** in Times New Roman, 12pt, and spaced at 1.5 and have a word count between **15.000 and 20.000**[8] words, **including** cover and title pages, table of contents, executive summary, bibliography; **excluding** appendices.

§ The dissertation should be preceded by a complete and concise **executive summary** of up to 1000 words. The executive summary should briefly state the main research problem and questions addressed, the methodology applied, the conclusions reached and any recommendations made. It is a highly condensed version of the full document. It should summarize the key points of the text without providing details.

7.3 Language:

§ The student demonstrates a good level of competence in academic writing, i.e. the text is fluently written and uses the correct language, rules of spelling, acronyms[9] and style.

§ The student is able to write in a clear and concise style in academic English[10].

[7] It should be emphasised that **any form of plagiarism will be severely dealt with**. Please consult the guidelines for referencing and citing provided in the above document and/or contact Filip De Maesschalck for further information in case of doubt.

[8] Students should please note and be aware, that most teachers prefer a dissertation close to 15.000 words, rather than as dissertation of 20.000 words. It's about quality, not quantity.

[9] Use only standard acronyms (listed in a list of acronyms). Where an acronym for an organization or institution first appears in the text, it should either be preceded by the full name or the full name should be provided in a footnote. In any event, be consistent!

[10] In some cases the student is allowed to write the dissertation in French, but present it in English at the conference.

8. Presentation

§ 8. The student is able to communicate concisely and scientifically the essence of the dissertation, argue in a well-founded manner and able to convincingly answer questions.

8.1 Content and structure:

§ The student is able to present essence of the dissertation in English, and this in a clear and concise fashion, with connection to the main theory, concepts and models used in the dissertation.

§ The student is capable of presenting these main findings in a logical arrangement, with clear transitions between sections and able to manage time effectively.

§ The student is able to communicate understandably about data by good use of ppt. and adequate indicators, tables and graphs, without drowning the audience in it.

8.2 Language and eloquence

§ The student is able to maintain the audience interested in the topic, through eye contact and body gestures that reinforce message.

§ The student is able to articulate clear, enthusiastic and self-confident, with fluent language use and appropriate rate of speech,

§ The student is able to argue in a well-founded and convincingly manner with the judges and demonstrates active knowledge of consulted literature when answering questions

1.6 EXAMPLE OF DISSERTATION STRUCTURE

1) Cover page (a standard example is provided in the Annex 5) + can also be downloaded from blackboard

2) Blank sheet between the cover page and the title page

3) Title page; this is an exact copy of the cover page printed on a white sheet.

4) Preface
- Should be short and personal
- Should briefly explain your choice of topic
- May include acknowledgments

5) Table of contents

The table of contents should give the reader a good idea of the structure of the Master dissertation. Therefore, it is important that the chapters and subsections, as well as the corresponding pages, are easily recognisable. The table of contents should provide an overview of the entire Master dissertation, including:
- The list of tables
- The list of figures
- The list of graphs
- The list of acronyms

After listing the above (if relevant), the table of contents should list the different chapters, sections and subsections that make up the body of the text, followed by the bibliography and the appendices. Please consider the following example.

Example of a table of contents:

List of tables 2
List of figures 3
List of graphs 4
List of acronyms 5
Executive summary 6
Introduction 7
Chapter 1 8
1.1 9
1.2 11
1.2.1 14
1.2.2 16
1.3 18
Chapter 2 22
Chapter n xx
Conclusion xx
Bibliography xx
Appendices xx

6) The list of tables
7) The list of figures
8) The list of graphs
9) The list of acronyms
10) The executive summary (1000 words)
11) The body of the text, including three parts:
Introduction
- Introduces the context, the problem statement, the research questions or objectives and relevant hypotheses
- Gives a brief overview of the relevant literature
- Specifies the methodology used

Analysis (is divided into chapters, sections and subsections, with titles and subtitles.
Conclusion

12) Bibliography/ reference list
The bibliography or reference list is the final part of your dissertation. It should include *all* the sources cited in the text. The reference list should be fully consistent with the citations in the text. The quality and correctness of the reference list is also one of the criteria on which you will be assessed.

13) Appendices
These contain all the elements that would take up too much space in the body of the text, but that are nonetheless useful for a better understanding of the argumentation developed. Examples of pieces of information that might be included in appendix: geographical or socioeconomic descriptions of particular regions or countries, questionnaires, interview transcripts, complete tables and graphs, illustrations, etc. However, the appendices must always be relevant to the text. You should not exaggerate in number and length.
All appendices should be added at the end of the Master dissertation (and not at the end of chapters) and they should all be numbered and bear a title. Do not forget to include references to the appendices in the body of your text! References to appendices may be placed between brackets or added in footnotes.

1.7 ASSESSMENT

The Master dissertation **(70%)** will be evaluated by a **jury consisting of at least three persons**, usually two senior staff members (including the supervisor) and one junior staff member. Subsequently, the student will be invited to a public presentation **(20%).**

- We opt for a formula of thematically clustered half-day sessions where a number of students present their papers in sequence, similar to proceedings at a conference. Deliberations take place at the end of each half-day session.
- The student's presentation should take about 15 minutes. Presentations are followed by questions from the assessors and a discussion.

The use of additional tools (in particular MS PowerPoint or OpenOffice's Impress, handouts, etc.) during the presentation is strongly advised.
Besides the session in which they have to present their own work, students must attend at least two other sessions. A 'session' is understood as a sequence of presentations before a break and takes about two hours.

Finally, the student's learning attitudes and learning process are assessed by the supervisor only **(10%).** In order to pass, the student should obtain a mark of at least 10/20 (50 %).

In order to attain consistency in the grading of students, juries are provided with a **standard list of criteria for the assessment** of the various aspects (see **chapter 8** for an evaluation checklist for policy papers, presentations and learning process). If the difference between the marks that individual jury members have awarded for the paper and the presentation exceeds 2 points, an additional reader shall be assigned.

Students who would like to receive **feedback** are invited to make an appointment with their supervisor. Under no circumstance can the final score on a Master dissertation be revealed to the student *before* the proclamation.

In some cases, a Master dissertation may include **sensitive information**, e.g. about a development organisation's activities and performance. In such instances, the paper may be treated as "**confidential**". This means that it will not be made available in the library or made public in any other way. In order for a Master dissertation to be labelled as confidential, the student and supervisor must submit a written request to the programme director.

1.8 PEOPLE INVOLVED

- The **students** are the main responsible for choosing a research topic and contacting a supervisor in time, for organising the research & writing process, for fixing appointments with the supervisor and for preparing their presentation. They are the main 'owners' of their learning process and as such are expected to ensure an adequate timing.
- The **supervisor** of the Master dissertation holds a PhD and is involved in the organisation of one of the courses. The supervisor provides overall guidance to the student and he/she monitors the student's research and writing process. The supervisor is the student's first point of contact for resolving the various issues that may arise during the research process itself, but (s)he may in turn call on assistance from other academic staff for specific aspects. Each student is entitled to approx. 25-30 hours of coaching by his/her supervisor, including the time the supervisor spends on reading and correcting drafts. Both student and supervisor are advised to keep records of the supervisory process.
- The **tutors of the thematic group-specific modules** can assist the student in choosing and refining a topic. At the start of Module II a brainstorming session will be organised for

each of the two tracks of the IOB Master programmes. A second follow-up session will be organised at the start of Module III.

- The **assessors** read the final version of the Master dissertation and participate in the public presentation. At least one assessor should hold a PhD. Assessors from the professional field may be invited to participate if deemed appropriate by the supervisor.
- The **programme director** is responsible for the coordination of module IV. She/he is responsible for aligning topics, students, supervisors and assessors. Besides looking at supervisors' personal interests, care is also taken to attain an overall balance in workload between IOB academic staff.

1.9 SECOND SESSION

There is no opportunity to re-sit for the dissertation during the same academic year (i.e. there is no second session for the dissertation within the academic year of first enrolment). Students who failed on their dissertation (score below 10/20) or do not submit their dissertation in August, can only submit their dissertation (again) if they enrol for the subsequent academic year. The registration fee for a second enrolment is calculated based on the number of credits for which the student registers. The registration fee AY 2014-2015 for the dissertation amounts to 229,3€ (61,9€ + 18 credits x 9,3€). These rates will be adapted for the AY 2015-2016!

Students who choose to register for the Master dissertation for the subsequent year can submit and defend their dissertation during the exam sessions in **January or June** (second chance). The defence of the dissertation will be organised through Skype conference, in case the student is not in Belgium. Students who successfully defend the Master dissertation in January will receive their diploma in February. Students who fail in January or June during their second year of enrolment, can submit and defend during the second session in August. Please note that study progress will be monitored and that students will not be automatically allowed to enrol a third time (**see chapter 10.6**).

1.10 GRANTS AND AWARDS

Grants

Each year, a number of students at IOB engage in primary data collection as part of their Master dissertation. This often involves field research and/or an internship or close collaboration with a development organisation. Experience teaches that field research, while often quite demanding, can also be very rewarding.

As regards the funding of such initiatives, there are various possibilities:

1. **EU students** can apply for a **VLIR travel grant** under the so-called North Programme of the Flemish Interuniversity Council (VLIR). Students who are eligible for this type of funding are also eligible for funding types 2a and 2b but are excluded from alternative 2c below. The call for applications for the VLIR travel grant will be announced by e-mail.

2. For students who are *not* able to make use of the VLIR travel grants, there are three alternatives for obtaining funding for an economy class return ticket:
   a. The University Foundation for Development Cooperation (USOS) provides one **travel grant for fieldwork** that ties in with the activities of a USOS partner organisation (for more information contact janus.verrelst@uantwerpen.be). The partnership countries

are the DRC, India, Nicaragua and Morocco.

b. IOB awards ten additional travel grants to enable students to conduct field research for their Master dissertation. An **IOB grant** (see below) may also be awarded to students who intend, as part of their Master dissertation work, to perform an internship in Europe or North America. For more information, see below.

c. The Flemish Interuniversity Council (VLIR) provides a **Master Credit Allowance** for students from the South who wish to conduct scientific activities in connection with their currently ongoing master programme. The purpose of the master credit allowance is **to bring about South-South links**. The call for applications will be announced by e-mail.

IOB Travel grant

IOB awards **ten travel grants** to enable students to conduct **field research** for their Master dissertation. An IOB grant may also be awarded to students who intend, as part of their Master dissertation work, to perform an **internship** in Europe or North America.

- The IOB travel grant covers an economy class return ticket to the country of destination or travel expenses for an internship or research period within Belgium. This grant does not entitle the student to an additional allowance.
- The maximum stay is six weeks. Students are strongly advised to return to Belgium or finalise their internship before 23 July.
- If a student has failed for one or more courses, he/she shall be ineligible for funding.
- Students who perform fieldwork under supervision of a supervisor from another institution are not eligible for the IOB travel grant unless IOB is clearly mentioned in the output of the research.
- Students financed by an IUS or TEAM project are not eligible for the IOB travel grant as they have alternative funding through these IUS or TEAM projects.
- IOB reserves the right to claim the amount of the ticket from the student if the student does not return to Belgium after the research period or if the student does not finalise the internship.

All students who wish to undertake field research, regardless of which type of funding they have obtained, are strongly advised to attend the subunit "*Qualitative field research and data collection*", dealing, among others with how to write a research proposal and how to formulate and operationalize research questions.

Research proposal

- Students applying for the IOB travel grant or the USOS travel grant have to submit a research proposal. Proposals shall be assessed on the basis of the following criteria: the quality and relevance of the research question; the quality of the literature review; the quality of the research methodology; the feasibility of the planning; the involvement of a local partner (if relevant and applicable); the relevance of the field research to the Master dissertation.
- Students should discuss their research proposal with their supervisor. The supervisor has to support and approve the research proposal and the field work.

A selection committee shall decide, on the basis of the research proposal, who is to be awarded an IOB or a USOS grant. The deadline for applications is 13 May 2015. Applications should be sent to the programme director (nadia.molenaers@uantwerpen.be), to the supervisor of the Master dissertation AND to greet.annaert@uantwerpen.be. The call for applications will be

forwarded to students in due time.

Awards

High quality Master dissertation may be submitted for an **award.** In particular, we mention The **Development Cooperation Prize**. For more information see http://devcoprize.africamuseum.be.

The Province of Antwerp awards an annual "**Prize for Development Cooperation**" to one student from every IOB Master programme for his/her Master dissertation. The prize is officially awarded at the closing ceremony of our academic year. The jury is composed of academic staff at IOB, the Faculty of Political and Social Sciences at the University of Antwerp and the Institute of Tropical Medicine, and it is convened under the auspices of the Province of Antwerp. The jury not only takes into account the score obtained in the IOB Master Programme, but also aspects such as regional and gender balance.

The IOB supervisor will write a letter of reference for students whose Master dissertation has received honours (Great Distinction or higher).

A limited number of **IOB grants** can be awarded to students to **valorise and rework their dissertation** into an IOB-discussion paper or international publication. Students should have at least obtained a score of 15 on their dissertation (written part) and the selection of the candidates is decided upon by the IOB research commission.

1.11 SANCTION FOR LATE SUBMISSION OF THE MASTER DISSERTATION

The deadline for submission is 26 August at 12 o'clock (midday), both for the electronic version and the hard copy. The dissertation should be submitted **in 4 recto-verso hard copies at the student secretariat and should be uploaded on blackboard**. (The 4 copies are intended for: supervisor, 2 assessors, IOB). The deadline applies to both the hard copies and the electronic version. Electronic versions and hardcopies shall be checked for consistency. **Should the two versions be found not to be identical** (even in terms of appendices), the dissertation shall **not be considered for public defence**. For dissertations received after this deadline, a sanction will be applied of **1 point per 24 hours**. The dissertation needs to be glued together and have a plastic cover. (The copy centre of the University (Universitas) can quickly produce your dissertation as required.) The student doesn't need final permission from his/her supervisor to submit the dissertation (i.e. no form required). The student will receive an acknowledgement of receipt from the student secretariat when he/she submits the dissertation.

Annex II-8: Score sheet for the selection of applicants

Selection criterion 1: Field of study (discipline)

1	* field of study not appropriate (dentist, pharmacist, Germanic languages, chemistry, nursing, theology, botany, librarian, philosophy, exact mathematics, …) and candidate did not follow appropriate additional training	Relevant short-term programmes/ trainings (for MA programme or methodology) leads to upgrade of 0.5 points
1.5	* field of study matches better, but weaker methodological background (ex. pedagogy, law, history, clinical psychology, community development, communication sciences[1], anthropology, languages) * field of study matches less but candidate has better analytical training/skills (ex. civil engineering, agricultural engineering, statistics)	
2	* acceptable field of study but not completely matching requirements (ex. business economics, geography, anthropology, demography, statistics, sustainable development)	
2.5	* economics, economic planning, political sciences, administrative sciences, international relations, public administration, sociology, development studies. * Important: sufficient methodological background/training – check course and programme content / transcript of records	
3	* previous score with additional relevant short trainings * in case the applicant already has an MA degree in a similar field or in case applicant is overeducated: score 1 * In case the applicant has already obtained two similar Advanced master degree's in Europe (MA-hoppers): score 1	

Selection criterion 2: Quality of education and grades

		Extra for Congo
1	Excluded from admission to the programme due to very weak study results.[2]	
1.5	* degree of 4 years of study from a university with doubtful reputation * Weak results (lower than second class upper division from moderate university) * candidate is not able to follow MA programme in own country/region at better university	Examen d'état<60 + MA
2	* acceptable results after at least 4 years of study (second class upper division of moderate university, second class lower division of university with rather good reputation, BA plus MA with moderate results)	60≤Examen d'état<70 + MA
2.5	* very good results after an education with an official duration of at least 4 years of study (ex. first class honours)	70≤Examen d'état + MA of good university (UniKin, UniLu, UniKis) or 70≤Examen d'état + MA of FCK/UPC/UCB/Graben + good results
3	* previous score plus an extra 'trump' such as strong academic recommendations	70≤Examen d'état + MA of good university (UniKin, UniLu, UniKis) + good results

[1] This list is merely indicative, given the major differences in programme content of different fields of study with the same or similar title. It is possible to dissent from this list based on the course content of the field of study which is included in the applicant's file.
[2] Given the change in the selection criterion on 'education', candidates with a Bachelor's degree of 3 years of study are already being withheld in the preselection by the student secretariat. These files are not considered anymore for academic selection.

Selection criterion 3: Professional experience

Preliminary remark: the criterion 'professional experience' has been eased after a decision of the Education Board in the fall of 2012. This implicates the following for this selection criterion:

- **Candidates without professional experience are awarded with a blank score (leave field blank!) which isn't taken into account in the final assessment for admission. Candidates with a short irrelevant professional experience, graduated at the latest in the academic year 2012-2013, can (but don't need to) be awarded with a blank score as well.**
- **The other scores have been modified; see table below**
- **For candidates with professional experience, it is not the number of years of professional experience that is considered as the most important criterion but only the relevance of this experience (how short this may be)**
- **It is of utmost important that a score is awarded for all the other selection criteria if this criterion of 'professional experience' remains blank.**
- **For candidates applying for the VLIR-UOS scholarship the professional experience remains an important criterion in the whole selection procedure.**

Blank	* Recently graduated (AY 2012-2013), possibly with a short irrelevant experience * The student will be graduating later on this year (this score isn't considered in the final calculation)
1	* Irrelevant experience
1.5	* limited relevance for MA programme (ex. administrative function within NGO, logistic function at Ministry)
2	* some professional experience in relevant field (lower executive function within Ministry, NGO and donor agency, own short research project, research/education at University)
2.5	* professional experience very relevant as preparation to MA programme (middle management profiles within government, civil society, donor agencies, long relevant research and education experience) * candidate has been professionally active in development analysis, institutional dimensions of development, political analysis and/or advocacy and lobbying, programme officer within NGO, donor agency or government)
3	* exceptional (professionally active at high level within NGO, donor agency, government – policy level, think tank, NGO platform, cabinet, …)

Selection criterion 4: Motivation

	Personal?	**Candidate refers to programme**	**Candidate refers to future and/or current working environment**
1	From the candidate's motivation, it seems that he/she does not understand the programme content properly or there is no connection to the professional career whatsoever.		
1,5	No	No	Only generally, with few meaning (ex. 'My country is poor and needs people with this training'")
2	Yes	Yes	Current post/function will be resumed
2,5	Yes, strong	Yes	Of major importance to the candidate's career + recommendation from employer who emphasises on the importance of the programme for the job.
3	Excellent motivation (less than 5 % of the cases)		

Selection criterion 5: Matching

1	* The candidate's expectations do not match the content of our programmes, the student was wrong (ex. the candidate expects a business-oriented programme in project management)

1,5	* doubts on whether the student will be satisfied, expectations do not completely match the content of the programme (ex. candidate seems to be looking for practical training and will not be satisfied with the academic and theoretical aspects of our programmes)
2	* acceptable matching between the candidate's expectations expressed or concluded out of the documents and the programme, inclusive the theoretical aspects of the programme. * some doubt however (ex. candidate will definitely be satisfied with the programme but another MA programme would be even more appropriate)
2,5	* strong matching
3	* exceptionally good matching (less than 5% of the cases)

Scores and final assessment

1. Score 1 = always disqualifying score

2. The final assessment (calculation) does not take into consideration a blank criterion field. Therefore, in case of doubt, leave the field blank.

3. Excel calculates in the column 'final score' a non-weighted average of the filled scores per criterion. One can argue that certain criteria should have more weight than others. This is the case of motivation which is not always easy to assess. To a certain extent, this is also valid for 'matching' and in certain cases (i.e. European students) for professional experience. Because of the fact that in some cases, these criteria might be decisive, we opted for non-weighted average.

4. Based on the final score, an automatic advice is generated in the column 'calculated result', and this in function of the threshold which is set at 2.1.

    - Less than 2.1: refusal
    - More than 2.1: acceptance
    - If the disqualifying score '1' has been given in one column, Excel automatically generates the advise 'refusal', also in case of an average larger than 2.1

5. The column 'manual result' shows your final judgement. This is the most important column of the table. The 'calculated result' is offered as a suggestion but you can manually change this. This allows you to include other elements, other than the 5 criteria, in your assessment. In this column, you can change 'acceptance' by 'refusal' or by 'doubt'. In this latter case, you should discuss the file with your colleagues during the final selection meeting. A manual upgrade from 'refusal' to 'acceptance' is also possible, but it is advisable to rather put 'doubt' and discuss this further with your colleagues.

6. The next column 'remarks' allows you to include remarks on the file. These remarks are meant to be a mnemonic for yourself and also give information about the file for your colleagues during the selection meeting. Moreover, this can be the basis for argumentation of selected candidates.

7. In the following column, you put E ('effective') for a possible scholarship candidate and S ('substitute') for substitute scholars. In the last columns, you should put the VLIR C-codes for applicants who are academically accepted but not awarded a scholarship. **As from this year onwards, refused candidates don't need a D-score anymore.**

2 Given the change in the selection criterion on 'education', candidates with a Bachelor's degree of 3 years of study are already being withheld in the preselection by the student secretariat. These files are not considered anymore for academic selection.

Annex II-9 : ZAP evaluation matrix

Universiteit Antwerpen

IOB Institute of Development Policy and Management University of Antwerp

Instituut voor Ontwikkelingsbeleid en -Beheer

ZAP Functieprofiel – Evaluatierooster

Goedgekeurd op de Raad IOB dd. 18 januari 2013

Inleiding

De Universiteit Antwerpen wenst een positief en geïntegreerd personeelsbeleid te voeren. Dit personeelsbeleid is gericht op de ontwikkeling en de groei van alle medewerkers van de Universiteit Antwerpen, elk met hun opdracht. De inzet van het personeel is van primordiaal belang om de Universiteit Antwerpen toe te laten haar organisatiedoelstellingen te realiseren. Elke personeelsgeleding draagt, vanuit de eigen specifieke rol, bij tot de doelstellingen van de instelling.

De leden van het ZAP zijn verantwoordelijk voor de uitbouw van onderwijs, onderzoek en dienstverlening. Leden van het ZAP kunnen binnen deze academische opdracht taken opnemen in het domein van leiderschap en organisatie.

In de beleidsverklaring van de rector worden enkele accenten naar personeelsbeleid toegelicht:

- Motiveren van het personeel
- Goede vorser en zijn loopbaan
- Betrokkenheid en verantwoordelijkheid
- Erkenning en beloning
- Objectieve normen

Specifiek voor individuele ZAP leden vraagt de beleidsverklaring aandacht voor volgende punten:

- Gepersonaliseerde carrières
- Realistische werkbelasting
- Evalueren op waarden
- Transparantie
- Tenure track

Het vernieuwd ZAP loopbaanbeleid komt tegemoet aan de doelstellingen van de organisatie en van de individuele ZAP leden. Dit nieuwe ZAP loopbaanbeleid werd geconcretiseerd in het ZAP statuut zoals goedgekeurd op 28 juni 2011.

Uitgangspunten

Binnen het ZAP loopbaanbeleid neemt het generieke ZAP-functieprofiel, dat opgebouwd is uit de resultaatgebieden en vaktechnische en gedragscompetenties, een centrale plaats in. Hierbij wordt enerzijds rekening gehouden met een brede waaier van facetten die een ZAP-opdracht kan omvatten, en wordt anderzijds ook ruimte gelaten voor individuele profilering, met respect voor de discipline waarin het ZAP-lid werkt.

Het generieke ZAP functieprofiel, wordt vervolledigd met een evaluatierooster, zoals voorzien in het ZAP statuut. Dit rooster is een set van criteria die de beoordeling van een lid van het ZAP door de bevoegde commissie ondersteunen bij een evaluatie of bevordering.

Door het aanreiken van criteria wordt tegemoet gekomen aan de verplichte transparantie bij een tenure trackaanstelling en streven we een algemeen objectiveerbaar personeelsbeleid na voor alle graden van het ZAP.

In de faculteiten worden de evaluaties voorbereid door de Facultaire Evaluatiecommissie (FEC), bij evaluaties van alle aard, of door de Commissie Academisch Personeel (CAP), bij bevordering. Onder faculteiten wordt begrepen de faculteiten en de autonome instituten zoals erkend door de Raad van Bestuur. De FEC of CAP doet een gemotiveerd voorstel aan de Faculteitsraad over de uit te brengen evaluatie.

In het geval van een decretale evaluatie of een evaluatie bij hernieuwing beslist de faculteit over het eindresultaat van de evaluatie. Bij een evaluatie voor een vaste benoeming formuleert de faculteit een advies ten behoeve van de Raad van Bestuur. De Raad van Bestuur beslist over het eindresultaat van de evaluatie en de benoeming.

Bevorderingsdossiers worden behandeld door de CAP ter voorbereiding van de Faculteitsraad. De Faculteitsraad maakt het voorstel van de CAP en haar advies over aan de Centrale Beoordelingscommissie (CBC) die een voorstel voorlegt aan de Raad van Bestuur als beslissende instantie.

De FEC of CAP weegt de prestaties en het functioneren af aan de hand van:

- Het evaluatie- of bevorderingsdossier
- Het generieke functieprofiel
- Het evaluatierooster
- De toegewezen opdracht en de afspraken gemaakt in de doelgesprekken

Het evaluatierooster is een verzameling van evaluatiecriteria zoals goedgekeurd door de Raad van Bestuur op advies van het Bestuurscollege. Deze criteria volgen een globaal stramien dat door de faculteiten wordt in- en aangevuld en waarbij de disciplineafhankelijkheid door de faculteit wordt gewaarborgd.

De FEC of CAP onderzoekt en beoordeelt op autonome wijze aan de hand van de ingediende dossiers of voldaan is aan de criteria uit het evaluatierooster en hoe prestaties en functioneren dienen geïnterpreteerd te worden. De FEC of de CAP draagt de verantwoordelijkheid over de beoordeling en de inschatting van het kwalitatieve academische niveau van die elementen uit het dossier die niet gekwantificeerd (kunnen) worden, en van de interpretatie, beoordeling en inschatting van de elementen uit het dossier waarvoor wel kwantitatieve gegevens voorliggen. De FEC of CAP kan rekening houden met bijzondere omstandigheden (zoals ziekte, zwangerschap, situaties van overmacht,…) zoals door de commissie expliciet gemotiveerd. De FEC kan vanuit haar rol en in het kader van een motiverend en positief gericht personeelsbeleid, aanbevelingen en suggesties doen aan de individuele kandidaat die vervolgens worden meegenomen in het raam van een daarop volgend doelgesprek.

Het rooster

Het evaluatierooster voor de verschillende graden van het ZAP (docent, hoofddocent, hoogleraar, gewoon hoogleraar) is opgesteld voor een voltijdse aanstelling met een standaard tijdsverdeling over de drie kerntaken onderwijs, onderzoek en dienstverlening volgens de 40/40/20 verdeling. Conform het ZAP statuut bevat elke opdracht een combinatie van de drie kerntaken, die evenwel kunnen afwijken van deze standaard tijdsverdeling. Een uitsluitende onderwijsopdracht is enkel mogelijk bij een 5% aanstelling.

Bij afwijking ten opzichte van het voltijdse karakter van de aanstelling of ten opzichte van de standaard tijdsverdeling (zoals bijvoorbeeld voor ZAPBOF) gebruikt de FEC of CAP criteria die door haar in verhouding worden geplaatst tot de beschikbare tijd van het betrokken lid van het ZAP voor elk van de kerntaken. De FEC of de CAP motiveert deze aanpassingen.

Gegeven de specifieke opdracht van IOB, zoals opgevat binnen haar beheersovereenkomst met de Vlaamse Gemeenschap, opteren we voor een standaard tijdsverdeling over de drie kerntaken onderwijs, onderzoek en dienstverlening volgens een 30/40/30 verdeling voor IOB als geheel. Met name kan op die manier meer tijd voorzien worden voor activiteiten van externe maatschappelijke dienstverlening.

De criteria, opgesteld per cluster van de graden docent/hoofddocent en hoogleraar/gewoon hoogleraar, zijn een combinatie van basis- en excellentiecriteria. De combinatie van basis- en excellentiecriteria, samen gelezen zoals aangegeven in bijgaande tabel, geven inhoud aan het onderscheiden verwachtingspatroon voor de vier graden van het ZAP. De faculteit geeft een invulling aan specifieke disciplineafhankelijke criteria en legt deze voorafgaand

aan de evaluatieperiode vast. Ook facultaire bijkomende excellentiecriteria worden op dezelfde wijze vastgelegd. De basis- en excellentiecriteria vormen een gesloten lijst voor de betrokken evaluatieperiode, tot de faculteit de criteria wijzigt.

Het onderscheid tussen deze clusters van graden heeft in hoofdzaak betrekking op de resultaatgebieden leiderschap en organisatie en op het facet internationalisering. Dit laatste aspect geldt niet in dezelfde mate indien de discipline een voornamelijk nationaal karakter heeft en het uitdrukkelijk gemotiveerd wordt.

Dit betekent niet dat activiteiten op internationaal niveau enkel verwacht worden van hoogleraar en gewoon hoogleraar. Het loutere feit dat ZAP-leden internationaal publiceren, hoewel dit tot het verwachtingspatroon behoort, wordt niet als voldoende 'internationalisering' op zich gekenmerkt voor het niveau van hoogleraar en gewoon hoogleraar. Van deze laatsten wordt verwacht dat zij een leidende bijdrage leveren in het internationaliseringsbeleid.

Gebruik van het rooster

De referentieperiode omvat de vijf jaren voorafgaand aan het evaluatiemoment. Bij een kortere evaluatieperiode gebruikt de FEC of de CAP hieraan gerelateerde criteria.

Bij een evaluatie in de huidige graad (decretale evaluatie, evaluatie bij verlenging, evaluatie 3 jaar na benoeming of na promotie) dient voldaan te zijn aan alle basiscriteria, die als algemeen verwachtingspatroon gelden.

De FEC beoordeelt het voldoen aan het verwachtingspatroon en motiveert deze beoordeling.

Indien een dossier voldoet aan alle basiscriteria, volgt een gunstige beoordeling.

Indien niet aan een aantal basiscriteria is voldaan kan de FEC ten uitzonderlijke titel toch een gunstige beoordeling geven op basis van uitdrukkelijke motivering bij het voldoen aan een aantal excellentiecriteria in hetzelfde domein.

De FEC kan altijd, conform art. 40 §2 van het ZAP statuut, aandachtspunten dan wel verbeterpunten formuleren. Dit kan globaal gebeuren, per kerntaak of per criterium.

Bij een evaluatie voor vaste benoeming dient voldaan te zijn aan alle basiscriteria en een minimum aantal excellentiecriteria van de actuele graad. Een gunstige beoordeling is enkel mogelijk wanneer beide voldaan zijn.

Bij vaste benoeming van een tenure track docent dient voldaan te zijn aan alle basiscriteria van de volgende graad en een minimum aantal excellentiecriteria van de actuele graad , omwille van de onmiddellijke verhoging tot hoofddocent. Een gunstige beoordeling is enkel mogelijk wanneer beide voldaan zijn.

De FEC of CAP beoordeelt of voldaan is aan deze voorwaarden.

<table>
<tr><td></td><td>Basiscriteria</td><td></td><td>Excellentiecriteria</td></tr>
<tr><td>Decretale evaluatie</td><td rowspan="4">Voldoen aan alle basiscriteria van de actuele graad in elk domein</td><td rowspan="4">Of</td><td rowspan="4">Voldoen aan een aantal basiscriteria van de actuele graad en een minimum aantal excellentiecriteria van de actuele graad binnen hetzelfde domein</td></tr>
<tr><td>Evaluatie bij verlenging</td></tr>
<tr><td>Evaluatie 3 jaar na benoeming</td></tr>
<tr><td>Evaluatie 3 jaar na bevordering</td></tr>
<tr><td>Vaste benoeming</td><td>Voldoen aan alle basiscriteria van de actuele graad in elk domein</td><td rowspan="3">En</td><td rowspan="3">Voldoen aan het opgegeven minimumaantal excellentiecriteria van de actuele graad in elk domein</td></tr>
<tr><td>Vaste benoeming TT (bevordering)</td><td rowspan="2">Voldoen aan alle basiscriteria van de volgende graad in elk domein</td></tr>
<tr><td>Bevordering</td></tr>
</table>

In het raam van de ontwikkeling van het bevorderingsbeleid kan er een vereiste minimumperiode van goed functioneren worden vastgelegd om naar een hogere graad te kunnen bevorderen. In het geval van tenure track docent naar hoofddocent is dit decretaal vastgelegd op vijf jaar. De andere perioden van goed functioneren worden vastgelegd in het bevorderingsbeleid, waaraan uitvoering wordt gegeven via het vastleggen van de bevorderingsprocedure en het afbakenen van de doelgroep, zoals voorzien in art. 47 van het ZAP-statuut.

De CAP maakt een relatieve, d.w.z. onderlinge, rangschikking van de voorliggende dossiers bij competitieve bevorderingen aan de hand van een kwalitatieve beoordeling volgens de basis- en excellentiecriteria. Gelet op het feit dat contingenten voor bevordering op voorhand zijn vastgelegd, is het voldoen aan de criteria voor bevordering een noodzakelijke, doch geen voldoende voorwaarde tot bevordering.

Zeer omvangrijke mandaten binnen de faculteit (decaan, vicedecaan, voorzitter onderwijscommissie, voorzitter onderzoekscommissie, departementsvoorzitter,…) of de universiteit (rector, vicerector, voorzitter kerntaakraad,…) worden a priori en expliciet door de FEC of CAP in de beoordeling meegenomen, waarbij het evidenter wijze niet de bedoeling is dat FEC of CAP zich uitspreken over de wijze waarop de mandaten die de faculteit overstijgen worden ingevuld.

In het geval van het IOB gaat het over de mandaten van instituutsvoorzitter (50% interne dienstverlening) en van de voorzitters van de onderwijs- en onderzoekscommissies (20% interne dienstverlening), eventueel ten koste van andere kerntaken.

Opdrachten die als nevenactiviteit worden aangegeven worden niet als prestaties in een evaluatie opgenomen.

Er moet aandacht gespendeerd worden aan een voldoende draagvlak en kritisch vermogen bij FEC en CAP. Hierbij wordt expliciet verwezen naar de vereisten cfr. art 102 van het ZAP-statuut, waarbij de CAP wordt aangevuld met leden buiten de faculteit indien het minimumaantal van gewoon hoogleraren niet wordt gehaald. Eenzelfde redenering gaat op bij de samenstelling van de FEC.

Waar in het rooster verwezen wordt naar de facultaire invulling, dan moet deze invulling steeds gebaseerd zijn op gangbare normen binnen de betrokken discipline of vakgebied.

Gebruik van het rooster voor onderzoeksprofessoren op het BOF kader.

Voor evaluaties worden dezelfde criteria toegepast als bij het andere ZAP.

Voor de vaste benoeming en daaraan gekoppelde bevordering van ttBOF/ZAPBOFtt docent naar hoofddocent, gelden de voor dat statuut door de OZR opgelegde criteria die bij aanstelling expliciet afgesproken worden (vast aangestelde docenten met BOF-aanstelling vormen een uitdovende categorie: zij komen, als overgangsmaatregel, in aanmerking voor automatische bevordering wanneer zij bij een bevorderingsronde voldoen aan de generieke eisen gesteld aan de vaste benoeming van tt-docenten met BOF-aanstelling).

Voor de vaste benoeming van aangestelde ZAPBOF leden (met graad hoofddocent of hoger) geldt, naar analogie met de andere ZAP leden, dat zij moeten voldoen aan de basiscriteria in elk domein van de huidige graad en voldoen aan het opgegeven minimumaantal excellentiecriteria in elk domein van de actuele graad; wanneer niet aan voldoende excellentiecriteria voldaan wordt binnen de domeinen Onderwijs en Dienstverlening kan dit gecompenseerd worden door te voldoen aan bijkomende excellentiecriteria binnen het domein Onderzoek.

Voor de bevordering van ZAPBOF leden (met graad hoofddocent of hoger) geldt, naar analogie met de andere ZAP leden, dat zij moeten voldoen aan de basiscriteria in elk domein van de volgende graad en voldoen aan het opgegeven minimumaantal excellentiecriteria in elk domein van de actuele graad; wanneer niet aan voldoende excellentiecriteria voldaan wordt binnen de domeinen Onderwijs en Dienstverlening kan dit gecompenseerd worden door te voldoen aan bijkomende excellentiecriteria binnen het domein Onderzoek.

4.1. Basiscriteria docent/hoofddocent

Code[1]	Criterium Onderwijs	Evaluatie FEC / CAP	IOB Invulling	Bron(nen)
DBON01	De docent / hoofddocent neemt een onderwijsopdracht op erkend door de IOB-onderwijscommissie. De invulling en de omvang van deze opdracht worden vastgelegd bij de aanstelling of bij een wijziging van de opdracht in het doelgesprek. Bij elk later doelgesprek wordt de onderwijsopdracht bevestigd.	Voldaan / niet voldaan	Minimale onderwijsopdracht, uitgedrukt in onderwijspunten (OP), berekend volgens de IOB formule; De minimale omvang van deze onderwijsopdracht bedraagt 18 OP - 1,5 standaardafwijking voor een standaardopdracht 30% onderwijstijd.	E-curriculum SiSA IOB-eigen berekening onderwijsopdracht
DBON02	Het academisch onderwijs (inclusief practica, stages, bachelor- en masterproeven) dat de docent / hoofddocent organiseert en verstrekt, wordt minstens als goed beoordeeld.	Voldaan / niet voldaan	Voor elk vak op 10/12 dimensies een score van 3,5 of meer, of in geval van team-teaching, 5/7 dimensies waaronder tenminste “teaching style” en “stimulating the learning process”. De docent / hoofddocent is een lesgever die actief reflecteert over de eigen onderwijspraktijk. In samenspraak met de CIKO-stafmedewerker werkt hij/zij actief aan de verbetering van zijn/haar onderwijs. Op regelmatige tijdstippen wordt hierover overlegd op basis van informatie die wordt ingewonnen bij collega’s, course coordinator, de studenten en de voorzitter. De verslaggeving van dit overleg gebeurt door de CIKO-stafmedewerker.	E-curriculum Databank onderwijsevaluaties in Peoplesoft SiSA CIKO
DBON03	De docent / hoofddocent ontwikkelt en gebruikt kwaliteitsvol onderwijsmateriaal.	Voldaan / niet voldaan	De FEC of de CAP beoordelen de kwaliteit van het onderwijsmateriaal.	E-curriculum Studiewijzer
DBON04	De cursusinformatie van de onderscheiden opleidingsonderdelen waarvoor de docent / hoofddocent titularis of co-titularis is en de opleidingspecifieke informatie (voor visitaties, audit…), worden tijdig, up-to-date en kwaliteitsvol ingevuld en aangeleverd in het Engels.	Voldaan / niet voldaan	Onder cursusinformatie verstaat het IOB de studiewijzer, alsook de minimale informatie die de onderwijscommissie vraagt voor de instellingsaudit (deadlines van opdrachten, koppeling doelstellingen aan eindcompetenties en dergelijke meer).	E-curriculum Studiewijzer Overzicht faculteitsgegevens instellingsaudit
DBON05	De docent / hoofddocent professionaliseert en ontwikkelt zich op het vlak van onderwijs- en leeractiviteiten. Hij/zij heeft minstens de basisonderwijskwalificaties behaald voorafgaand aan zijn bevordering tot hoofddocent, gelijkwaardig aan	Voldaan / niet voldaan	De FEC of de CAP beoordeelt dit aspect in een ruim perspectief. Voor ZAP-leden die aangesteld zijn vòòr de start van de docentenopleidingen gelden andere behaalde kwalificaties op het vlak van onderwijs of konsekwent positieve onderwijsevaluaties.	E-curriculum Bewijs gelijkwaardige opleiding te leveren door het individuele ZAP lid

[1] Systeem van nummering:
D = docent / hoofddocent, H = hoogleraar / gewoon hoogleraar
B = basis, E = excellentie
ON = onderwijs, OZ = onderzoek, DV = dienstverlening, VG = vaktechnische en gedragscompetenties
XX = volgnummer

Code[1]	Criterium Onderwijs	Evaluatie FEC / CAP	IOB Invulling	Bron(nen)
	de jaaropleiding voor docenten (via b.v. ECHO).			

Code	Criterium Onderzoek	Evaluatie FEC / CAP	IOB Invulling	Bron(nen)
DBOZ01	De docent / hoofddocent is, over een periode van 5 jaar, (co)auteur van een minimumaantal wetenschappelijke publicaties.	Voldaan / niet voldaan	10 CERES/EADI publicaties op 5 jaar, waarvan minstens 5 A of B[2]	E-curriculum (Academische en CERES berekeningen door IOB)
DBOZ02	De docent / hoofddocent initieert en begeleidt, over een periode van 5 jaar, één of meerdere doctoraatstrajecten als promotor.	Voldaan / niet voldaan	1 doctoraatstraject op 5 jaar Voor het bepalen van een doctoraatstraject geldt dat het gaat om een doctoraatsstudent die als student ingeschreven is, waarvoor een doctoraatscommissie samengesteld is en een positief voortgangsverslag beschikbaar is.	E-curriculum SiSA Peoplesoft functioneringsgesprek met AAP lid
DBOZ03	De docent / hoofddocent dient, over een periode van 5 jaar, projectaanvragen in, als promotor of copromotor, of doet aanvraag voor een doctoraal of postdoctoraal mandaat bij een externe onderzoeksfinancierder (EU-KP, FWO, IWT...). Deze projecten dienen geregistreerd te zijn.	Voldaan / niet voldaan	Gemiddeld 5 projectaanvragen over een periode van 5 jaar of 3 als het gaat om projecten >100k€ die effectief werden toegekend[3].	E-curriculum Databank ADOC Overzicht aanvragen aan te leveren door het individuele ZAP lid
DBOZ04	De docent/hoofddocent levert over de periode van 5 jaar actieve bijdragen en/of paperpresentaties op wetenschappelijke congressen, conferenties en/of seminaries.	Voldaan / niet voldaan	7 actieve bijdragen in conferenties/seminaries/workshops met peer review of op uitnodiging.	E-curriculum

Code	Criterium Dienstverlening	Evaluatie FEC / CAP	IOB Invulling	Bron(nen)
DBDV01	De docent / hoofddocent neemt activiteiten op binnen zowel het resultaatgebied 'Academische dienstverlening aan de UA' als het resultaatgebied 'Academische dienstverlening aan de samenleving'.	Voldaan / niet voldaan	De FEC of de CAP beoordelen de door het individuele ZAP lid opgegeven 5 belangrijkste activiteiten van dienstverlening.	E-curriculum Zelfevaluatie door het individuele ZAP lid

[2] CERES/EADI waardeert boeken als 3 papers.

[3] Het is belangrijk dat er voldoende ruimte is om de toegekende projecten op een kwaliteitsvolle manier te begeleiden. Om deze reden wordt dit hier meegerekend.

4.2. Excellentiecriteria docent / hoofddocent (niet exhaustieve lijst)

Code	Criterium Onderwijs	Minimaal voldaan aan drie criteria	IOB Invulling	Bron(nen)
DEON01	Het academisch onderwijs dat de docent / hoofddocent organiseert en verstrekt, wordt als uitstekend beoordeeld.	Voldaan / niet voldaan	Voor minstens 2 vakken op 10/12 dimensies een score van 4 of meer, of in geval van team-teaching, 5/7 dimensies waaronder tenminste “teaching style” en “stimulating the learning process”.	E-curriculum Databank onderwijsevaluaties in Peoplesoft
DEON02	De docent / hoofddocent is (co)auteur van een kwaliteitsvolle eigen syllabus of een commercieel gepubliceerd handboek dat ook aan een andere instelling wordt gebruikt.	Voldaan / niet voldaan	De FEC of de CAP beoordelen de kwaliteit en stellen vast of het onderwijsmateriaal effectief aan een andere instelling wordt gebruikt.	E-curriculum Aanvullende informatie door het individuele ZAP lid
DEON03	De docent / hoofddocent levert een significante bijdrage op het vlak van onderwijsontwikkeling.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum (Schriftelijke) toelichting door het individuele ZAP lid
DEON04	De docent / hoofddocent geeft goed les aan grote studentengroepen.	Voldaan / niet voldaan	Niet van toepassing voor IOB.	E-curriculum SiSA CIKO
DEON05	De docent / hoofddocent levert een significante bijdrage aan de internationalisering van het onderwijs.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage. (Het gaat bijvoorbeeld om het nemen van het initiatief om een inkomende docent naar Antwerpen te halen of om eigen verblijf in het buitenland als gastdocent in het raam van de Erasmus docentenuitwisseling).	(Schriftelijke) toelichting door het individuele ZAP lid

Code	Criterium Vaktechnische & gedragscompetenties	Evaluatie FEC / CAP	IOB Invulling	Bron(nen)
DBVG01	De docent / hoofddocent voldoet aan de verwachte vaktechnische competenties (waaronder taalkennis) en gedragscompetenties.	Voldaan / niet voldaan	De FEC of de CAP toetsen de vaktechnische en gedragscompetenties aan het resultaatgebiedenwoordenboek en de kernwaarden van de Universiteit Antwerpen zoals opgenomen in KICKS en het gedragscompetentiewoordenboek ZAP.[4] Taalkennis moet voldoende zijn conform het interne taalbeleid	Diverse
DEON06	De docent / hoofddocent participeert op een actieve wijze in één of meerdere	Voldaan / niet voldaan	De FEC of de CAP beoordelen in hoeverre er sprake is van actieve participatie.	E-curriculum Lijst IOB mandaten

[4] Het acroniem KICKS staat voor Klantgerichtheid, Integriteit, Creativiteit, Kwaliteitsgerichtheid en Samenwerkingsbereidheid.

	onderwijsgremia.			
DEON07 IOB	De docent / hoofddocent heeft een grote onderwijsopdracht erkend door de IOB-onderwijscommissie.	Voldaan / niet voldaan	De minimale omvang van een grote onderwijsopdracht, uitgedrukt in onderwijspunten (OP), berekend volgens de IOB formule, bedraagt 18 OP + 1,5 standaardafwijking voor een standaardopdracht 30% onderwijstijd.	E-curriculum Specificatie door het individuele ZAP lid

Code	Criterium Onderzoek	Minimaal voldaan aan drie criteria	IOB Invulling	Bron(nen)
DEOZ01	De docent / hoofddocent is, over een periode van 5 jaar, (co)auteur van een substantieel aantal wetenschappelijke publicaties, bovenop de basisnorm.	Voldaan / niet voldaan	5 bijkomende CERES publicaties , waarvan 3 A of B, bovenop de basiscriteria.	E-curriculum (Academische en CERES berekeningen door IOB bibliothecaris)
DEOZ02	De docent / hoofddocent verwerft, over een periode van 5 jaar, onderzoekskredieten als promotor of als copromotor.	Voldaan / niet voldaan	Minimaal 300 k€ onderzoeksmiddelen effectief verworven tijdens de laatste 5 jaar.	E-curriculum Databank ADOC
DEOZ03	De docent / hoofddocent initieert en begeleidt bijkomende doctoraatstrajecten bovenop het aantal conform de basiscriteria.	Voldaan / niet voldaan	1 extra traject bovenop de basiscriteria	E-curriculum SiSA Jaarlijks functioneringsgesprek met AAP lid
DEOZ04	De docent / hoofddocent heeft een toppublicatie of een bekroonde publicatie.	Voldaan / niet voldaan	Wat als een 'toppublicatie of een bekroonde publicatie' dient te worden beschouwd, wordt *in concreto* beoordeeld door de FEC of de CAP.	E-curriculum (Academische bibliografie)
DEOZ05	De docent / hoofddocent is, over een periode van 5 jaar, promotor van een aan de Universiteit Antwerpen behaald doctoraat.	Voldaan / niet voldaan	1 succesvolle verdediging gedurende de laatste 5 jaar.	E-curriculum SiSA
DEOZ06	De docent / hoofddocent verwerft internationale onderzoeksfinanciering (EU KP, WHO, buitenlands O&O steunagentschap, ERC starting grant…).	Voldaan / niet voldaan	*Idem*	E-curriculum Databank ADOC
DEOZ07 IOB	De docent/hoofddocent levert over de periode van 5 jaar actieve bijdragen en/of paperpresentaties op wetenschappelijke congressen, conferenties en/of seminaries.		3 bijkomende bijdragen bovenop de basiscriteria	

Code	Criterium Dienstverlening	Minimaal voldaan aan vijf criteria	IOB Invulling	Bron(nen)
DEDV01	De docent / hoofddocent neemt deel aan **werving**sactiviteiten.	Voldaan / niet voldaan	Gemiddeld 1 per jaar over de laatste 5 jaar	E-curriculum
DEDV02	De docent / hoofddocent verleent, vanuit zijn/haar academische expertise, op een kwaliteitsvolle wijze zijn/haar medewerking aan activiteiten van **wetenschaps-communicatie**.	Voldaan / niet voldaan	Gemiddeld 1 per jaar over de laatste 5 jaar	E-curriculum
DEDV03	De docent / hoofddocent neemt, vanuit zijn/haar academische expertise, op een kwaliteitsvolle wijze deel aan het **publieke debat**.	Voldaan / niet voldaan	Gemiddeld 1 per jaar over de laatste 5 jaar	E-curriculum
DEDV04	De docent / hoofddocent neemt een **mandaat** op als lid van het bureau van een onderwijscommissie, opleidingscommissie, onderzoekscommissie of een departementsraad.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum Lijst facultaire mandaten
DEDV05	De docent / hoofddocent levert een actieve bijdrage aan het **internationalisering**sbeleid.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum Lijst facultaire mandaten
DEDV06	De docent/hoofddocent levert een actieve bijdrage aan projecten van universitaire **ontwikkeling**ssamenwerking.	Voldaan/ niet voldaan	De FEC of CAP beoordelen deze bijdrage.	De faculteit stelt normen voor deze dienstverlening op.
DEDV06	De docent / hoofddocent is redactielid van een zelfevaluatierapport voor een **visitatie**.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum Lijst facultaire mandaten
DEDV07	De docent / hoofddocent is organisator van een congres, een symposium of een zomerschool.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum
DEDV08	De docent / hoofddocent is lid van een **editorial board** van een academisch vaktijdschrift of van een academische boekenreeks.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum
DEDV09	De docent / hoofddocent is contactpersoon voor de actieve **alumniwerking** binnen het instituut.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum Lijst facultaire mandaten
DEDV10 IOB	De docent / hoofddocent is actief lid van een internationale academische **organisatie**.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum

4.3. Basiscriteria hoogleraar / gewoon hoogleraar

Code	Criterium Onderwijs	Evaluatie FEC / CAP	IOB Invulling	Bron(nen)
HBON01	De (gewoon) hoogleraar neemt een onderwijsopdracht op erkend door de IOB-onderwijscommissie. De invulling en de omvang van deze opdracht worden vastgelegd bij de aanstelling of bij een wijziging van de opdracht in het doelgesprek. Bij elk later doelgesprek wordt de onderwijsopdracht bevestigd.	Voldaan / niet voldaan	Minimale onderwijsopdracht, uitgedrukt in onderwijspunten (OP), berekend volgens de IOB formule, De minimale omvang van deze onderwijsopdracht bedraagt 18 OP – 1,5 standaardafwijking, voor een standaardopdracht van 30% onderwijstijd.	E-curriculum SiSA IOB-eigen berekening onderwijsbelasting
HBON02	Het academisch onderwijs (inclusief practica, stages, bachelor- en masterproeven) dat de (gewoon) hoogleraar organiseert en verstrekt, wordt minstens als goed beoordeeld.	Voldaan / niet voldaan	Voor elk vak op 10/12 dimensies een score van 3,5 of meer , of in geval van team-teaching, 5/7 dimensies waaronder tenminste “teaching style” en “stimulating the learning process”. De docent / hoofddocent is een lesgever die actief reflecteert over de eigen onderwijspraktijk. In samenspraak met de CIKO-stafmedewerker werkt hij/zij actief aan de verbetering van zijn/haar onderwijs. Op regelmatige tijdstippen wordt hierover overlegd op basis van informatie die wordt ingewonnen bij collega’s, course coordinator, de studenten en de voorzitter. De verslaggeving van dit overleg gebeurt door de CIKO-stafmedewerker.	E-curriculum Databank onderwijsevaluaties in Peoplesoft SiSA CIKO
HBON03	De docent / hoofddocent ontwikkelt en gebruikt kwaliteitsvol onderwijsmateriaal.	Voldaan / niet voldaan	De FEC of de CAP beoordelen de kwaliteit van het onderwijsmateriaal.	E-curriculum Studiewijzer
HBON04	De cursusinformatie van de onderscheiden opleidingsonderdelen waarvoor de (gewoon) hoogleraar titularis of co-titularis is en de opleidingspecifieke informatie (voor visitaties, audit…), worden tijdig, up-to-date en kwaliteitsvol ingevuld en aangeleverd in het Engels.	Voldaan / niet voldaan	Onder cursusinformatie verstaat het IOB de studiewijzer, alsook de minimale informatie die de onderwijscommissie vraagt voor de instellingsaudit (deadlines van opdrachten, koppeling doelstellingen aan eindcompetenties en dergelijke meer).	E-curriculum Studiewijzer Overzicht faculteitsgegevens instellingsaudit
HBON05	De (gewoon) hoogleraar professionaliseert en ontwikkelt zich op het vlak van onderwijs- en leeractiviteiten.	Voldaan / niet voldaan	De FEC of de CAP beoordeelt dit aspect in een ruim perspectief. Voor ZAP-leden die aangesteld zijn vòòr de start van de docentenopleidingen gelden andere behaalde kwalificaties op het vlak van onderwijs of konsekwent positieve onderwijsevaluaties.	E-curriculum Bewijs gelijkwaardige opleiding te leveren door het individuele ZAP lid
HBON06	De (gewoon) hoogleraar participeert tijdens zijn/haar loopbaan op een actieve wijze in één of meerdere onderwijsgremia, en dat op een organiserend, coördinerend of leidinggevend niveau in de kerntaak onderwijs tijdens de loopbaan	Voldaan / niet voldaan	De FEC of de CAP beoordelen het organiserende, coördinerende of leidinggevende karakter. De in aanmerking te nemen onderwijsgremia zijn alle fora waar binnen en eventueel buiten de universiteit overleg wordt gepleegd over het universitair onderwijs en *dito* onderwijsbeleid.	E-curriculum Lijst IOB mandaten

Code	Criterium Onderzoek	Evaluatie FEC / CAP	IOB Invulling	Bron(nen)
HBOZ01	De hoogleraar / gewoon hoogleraar is, over een periode van 5 jaar, (co)auteur van een minimum aantal wetenschappelijke publicaties.	Voldaan / niet voldaan	10 CERES publicaties op 5 jaar, , waarvan minstens 5 A of B	E-curriculum (Academische en CERES berekeningen door IOB bibliothecaris)
HBOZ02	De hoogleraar / gewoon hoogleraar is tijdens zijn/haar loopbaan promotor (geweest) van één of meerdere aan de Universiteit Antwerpen behaalde doctoraten.	Voldaan / niet voldaan	Het promotorschap van één aan de Universiteit Antwerpen behaald doctoraat over de laatste 5 jaar beschouwt IOB als een minimum.	E-curriculum SiSA Peoplesoft
HBOZ03	De hoogleraar / gewoon hoogleraar initieert en begeleidt, over een periode van 5 jaar, één of meerdere doctoraatstrajecten als promotor.	Voldaan / niet voldaan	2 doctoraatstrajecten op 5 jaar Voor het bepalen van een doctoraatstraject geldt dat het gaat om een doctoraatsstudent die als student ingeschreven is, waarvoor een doctoraatscommissie samengesteld is en een positief voortgangsverslag beschikbaar is.	E-curriculum SiSA Jaarlijks functioneringsgesprek met AAP lid
HBOZ04	De hoogleraar / gewoon hoogleraar verwerft per 5 jaar, project(en) als (co-)promotor, of een (post-)doctoraal mandaat bij een externe onderzoeksfinancierder (derde of vierde geldstroom).	Voldaan / niet voldaan	Gemiddeld 5 projectaanvragen over een periode van 5 jaar of 3 als het gaat om projecten >100k€ die effectief werden toegekend. Minimaal 300k€ onderzoeksmiddelen verworven op 5 jaar, tenminste 1 internationaal project.	E-curriculum Databank ADOC
HBOZ05	De hoogleraar / gewoon hoogleraar levert, over een periode van 5 jaar, actieve bijdragen en/of paperpresentaties op wetenschappelijke congressen, conferenties en/of seminaries.	Voldaan / niet voldaan	Gemiddeld 7 actieve bijdragen over een periode van 5 jaar	E-curriculum
HBOZ06	De hoogleraar / gewoon hoogleraar neemt organiserende en leidinggevende taken op binnen de kerntaak onderzoek. Hij/zij geeft mee leiding binnen een onderzoeksgroep.	Voldaan / niet voldaan	DE FEC of de CAP behouden zich het recht voor om hierover een globaal oordeel te vellen.	/

Code	Criterium Dienstverlening	Evaluatie FEC / CAP	IOB Invulling	Bron(nen)
HBDV01	De hoogleraar / gewoon hoogleraar neemt activiteiten op binnen alle resultaatgebieden 'Academische dienstverlening', in het bijzonder via organisatie en leiderschap.	Voldaan / niet voldaan	De FEC of de CAP beoordelen de door het individuele ZAP lid opgegeven 5 belangrijkste activiteiten.	E-curriculum Zelfevaluatie door het individuele ZAP lid
HBDV02	De hoogleraar / gewoon hoogleraar bouwt actief internationale contacten uit in een brede wetenschappelijke context op het vlak van onderwijs, onderzoek of dienstverlening, en houdt deze in stand.	Voldaan / niet voldaan	De FEC of de CAP beoordelen dit facet.	E-curriculum

Code	Criterium Vaktechnische & gedragscompetenties	Evaluatie FEC / CAP	IOB Invulling	Bron(nen)
HBVG01	De hoogleraar / gewoon hoogleraar voldoet aan de verwachte vaktechnische competenties (waaronder taalkennis) en gedragscompetenties.	Voldaan / niet voldaan	De FEC of de CAP toetsen de vaktechnische en gedragscompetenties aan het resultaatgebiedenwoordenboek en de kernwaarden van de Universiteit Antwerpen zoals opgenomen in KICKS en het gedragscompetentiewoordenboek ZAP. Taalkennis Engels moet goed zijn conform het interne taalbeleid.	Diverse

4.4. Excellentiecriteria hoogleraar / gewoon hoogleraar (niet exhaustieve lijst)

Code	Criterium Onderwijs	Minimaal voldaan aan drie criteria	IOB Invulling	Bron(nen)
HEON01	Het academisch onderwijs (inclusief practica, stages, bachelor- en masterproeven) dat de hoogleraar / gewoon hoogleraar organiseert en verstrekt, wordt als uitstekend beoordeeld.	Voldaan / niet voldaan	Voor minstens 2 vakken op 10/12 dimensies een score van 4 of meer, of in geval van team-teaching, 5/7 dimensies waaronder tenminste "teaching style" en "stimulating the learning process".	E-curriculum Databank onderwijsevaluaties in Peoplesoft
HEON02	De hoogleraar / gewoon hoogleraar is (co)auteur van een kwaliteitsvolle eigen syllabus of een commercieel gepubliceerd handboek dat ook aan een andere instelling wordt gebruikt.	Voldaan / niet voldaan	De FEC of de CAP beoordelen de kwaliteit en stellen vast of het onderwijsmateriaal effectief aan een andere instelling wordt gebruikt.	E-curriculum Aanvullende informatie door het individuele ZAP lid
HEON03	De hoogleraar / gewoon hoogleraar levert een significante bijdrage op het vlak van onderwijsontwikkeling.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum (Schriftelijke) toelichting door het individuele ZAP lid
HEON04	De hoogleraar / gewoon hoogleraar geeft goed les aan grote studentengroepen.	Voldaan / niet voldaan	Niet van toepassing voor IOB	E-curriculum SiSA CIKO
HEON05	De hoogleraar / gewoon hoogleraar zet zich in om internationale contacten uit te bouwen en in stand te houden in het domein onderwijs.	Voldaan / niet voldaan	De FEC of de CAP beoordelen dit facet.	E-curriculum (Schriftelijke) toelichting door het individuele ZAP lid
HEON06	De hoogleraar / gewoon hoogleraar neemt belangrijke organiserende en leidinggevende taken op in de kerntaak onderwijs.	Voldaan / niet voldaan	De FEC of de CAP geven een kwalitatieve beoordeling van deze prestaties.	E-curriculum Lijst facultaire mandaten
DEON07 IOB	De hoogleraar / gewoon hoogleraar heeft een grote onderwijsopdracht erkend door de IOB-onderwijscommissie.	Voldaan / niet voldaan	De minimale omvang van een grote onderwijsopdracht, uitgedrukt in onderwijspuntent, berekend volgens de IOB formule, bedraagt 18 OP + 1,5 standaardafwijking voor een standaardopdracht 30% onderwijstijd.	E-curriculum Specificatie door het individuele ZAP lid

Code	Criterium Onderzoek	Minimaal voldaan aan drie criteria	IOB Invulling	Bron(nen)
HEOZ01	De hoogleraar / gewoon hoogleraar is, over een periode van 5 jaar, (co)auteur van een substantieel aantal wetenschappelijke publicaties bovenop de basisnorm.	Voldaan / niet voldaan	5 bijkomende CERES publicaties , waarvan 3 A of B, bovenop de basiscriteria	E-curriculum (Academische bibliografie en CERES berekeningen door IOB bibliothecaris)
HEOZ02	De hoogleraar / gewoon hoogleraar verwerft, over een periode van 5 jaar, omvangrijke onderzoekskredieten als promotor of als copromotor.	Voldaan / niet voldaan	(co-)promotor van 5 projectvoorstellen, minimaal 1000k€ onderzoeksmiddelen verworven tijdens de laatste 5 jaar en met tenminste 2 internationale projecten.	E-curriculum Databank ADOC
HEOZ03	De hoogleraar / gewoon hoogleraar is promotor van minimaal één – ten opzichte van de basiscriteria – bijkomend aan de Universiteit Antwerpen behaald doctoraat.	Voldaan / niet voldaan	Promoter van tenminste 4 PhD-trajecten, en tenminste 2 succesvolle PhD-verdedigingen.	E-curriculum SiSA
HEOZ04	De hoogleraar / gewoon hoogleraar heeft een toppublicatie of een bekroonde publicatie.	Voldaan / niet voldaan	Wat als een 'toppublicatie of een bekroonde publicatie' dient te worden beschouwd, wordt *in concreto* beoordeeld door de FEC of de CAP.	E-curriculum (Academische bibliografie)
HEOZ05	De hoogleraar / gewoon hoogleraar verwerft internationale onderzoeksfinanciering (EU KP, WHO, buitenlands O&O steunagentschap, ERC starting grant…).	Voldaan / niet voldaan	*Idem*	E-curriculum Databank ADOC
DEOZ06	De hoogleraar / gewoon hoogleraar valoriseerthet wetenschappelijk onderzoek via een octrooi, patent, spin-off….	Voldaan / niet voldaan	FEC of CAP beoordelen deze bijdrage	Rapportering door betrokkene

Code	Criterium Dienstverlening	Minimaal voldaan aan vijf criteria	IOB Invulling	Bron(nen)
HEDV01	De hoogleraar / gewoon hoogleraar verleent, vanuit zijn/haar academische expertise, op een kwaliteitsvolle en substantiële wijze zijn/haar medewerking aan activiteiten van **wetenschapscommunicatie.**	Voldaan / niet voldaan	Gemiddeld 2 maal per jaar over de laatste 5 jaar	E-curriculum
HEDV02	De hoogleraar / gewoon hoogleraar neemt, vanuit zijn/haar academische expertise, op een kwaliteitsvolle en substantiële wijze deel aan het **publieke debat**.	Voldaan / niet voldaan	Gemiddeld 2 maal per jaar over de laatste 5 jaar	E-curriculum
HEDV03	De hoogleraar / gewoon hoogleraar levert een actieve bijdrage aan het **internationalisering**sbeleid.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum Eventueel bijkomende (schriftelijke) toelichting door het individuele ZAP lid
HEDV04	De hoogleraar / gewoon hoogleraar heeft een leidende bijdrage in projecten van universitaire **ontwikkelingssamenwerking**	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum
HEDV05	De hoogleraar / gewoon hoogleraar neemt een leidinggevend **mandaat** op in de faculteit of universiteit		De FEC of de CAP beoordelen deze bijdrage.	E-curriculum Lijst facultaire mandaten
HEDV05	De hoogleraar / gewoon hoogleraar neemt de eindredactie van het zelfevaluatierapport voor een **visitatie** op.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum Lijst facultaire mandaten
HEDV06	De hoogleraar / gewoon hoogleraar treedt op als eindverantwoordelijke voor de organisatie van een congres, een **symposium** of een zomerschool.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum
HEDV07 IOB	De hoogleraar / gewoon hoogleraar is bestuurslid van een internationale academische **organisatie**.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum
HEDV08 IOB	De hoogleraar / gewoon hoogleraar is lid van een **editorial board** van een academisch vaktijdschrift of van een academische boekenreeks.	Voldaan / niet voldaan	De FEC of de CAP beoordelen deze bijdrage.	E-curriculum
HEDV09 IOB	De hoogleraar / gewoon hoogleraar speelt een leidende rol in het raam van **werving**sactiviteiten.	Voldaan / niet voldaan	Gemiddeld 1 per jaar over de laatste 5 jaar	E-curriculum

Readers should be aware that only the Dutch version of this Regulation has legal force. This English translation is strictly for reference and cannot be invoked as a legal tool.

Education and Examination Regulation of the University of Antwerp

2014 – 2015 Academic Year

Approved by the Board of Governors on 27 May 2014

Table of Contents

Education and Examination Regulation of the University of Antwerp 1

Preamble 3

Article 1 General stipulations 3
1.1 Introductory stipulations
1.2 Field of application
1.3 Enactment
1.4 Amendments

Education regulation 4

Article 2 The structure of the academic year 4
2.1 Shape of the academic year
2.2 Deviations

Article 3 Programme offerings, study paths and study programmes 5
3.1 Programme offerings
3.2 Study paths
3.3 Sequentiality of programme components

Article 4 Enrolments and applications 5
4.1 Enrolments
4.2 Changes to the contract and termination of enrolment
4.3 Registration by a student for one or more study programmes in an academic year
4.4 Sequentiality of degree programmes

Article 5 Educational organisation 7
5.1 Description of the programme components
5.2 Special educational facilities for certain students

Article 6 Master's thesis and internships 9

Article 7 Language of instruction 10

Article 8 Exemptions and diploma based on proofs of ability and previously acquired qualifications 10

Article 9 Complaints 10

Article 10 Inventory of training programmes 10

Examination regulation 10

Article 11 General stipulations 10

Article 12 Ombuds service 11
12.1 Organisation
12.2 Faculty ombudspersons
12.3 Central ombudsperson

Article 13 Exam formats and organisation 13
13.1 Specification of exam formats
13.2 Announcement of exam formats and grading of exams

13.3 Determination of the exam periods
13.4 Number of exam opportunities
13.5 Sequentiality of exams
13.6 Organisation of exams
13.7 Special exam facilities for certain students
Article 14 Non-participation in exams 16
Article 15 Non-appearance of the examiner 17
Article 16 Registration for an exam session 17
Article 17 Exam results and credits 17
17.1 Determination and announcement of exam results per programme component
17.2 Succeeding in a programme component and awarding of credits
Article 18 Fraud and plagiarism 18
Article 19 Examination boards 19
19.1 Types of examination boards
19.2 Chairpersons and secretaries of the examination boards
19.3 Composition of the examination boards of the various degree programmes
19.4 Decisions
Article 20 Succeeding in a training, bridging or preparatory programme and determination of grades of merit 20
20.1 Succeeding in a training, bridging or preparatory programme
20.2 Grade of merit
Article 21 Announcement of results 21
Article 22 Awarding of diploma or certificate 22
Article 23 Measures to monitor study progress 22
Article 24 Material errors 23
Article 25 Internal appeal 23
Article 26 External appeal 24

Preamble

I. The decree of 4 April 2003 concerning the restructuring of higher education in Flanders, amended by the decree of 30 April 2004 concerning the enhancement of flexibility in higher education and pertaining to urgent measures in higher education, and by the decree of 16 June 2006 regarding a number of measures for restructuring and enhancing the flexibility of higher education in Flanders, sums up the components that an education and examination regulation should contain.

II. This education and examination regulation has 2 annexes which are an integral part of the regulation: the enrolment procedure and the Code of Conduct regarding the language of instruction.

Article 1 General stipulations

1.1 Introductory stipulations

1.1.1 Concepts relating to the academic structures are defined in the Basic Note on the academic structure of the University of Antwerp.

1.1.2 For the purpose of the implementation of this education and examination regulation, the Board of Management shall determine which organising units are to be equated with faculties.

1.1.3 Within the context of this education and examination regulation, the term faculty shall be understood to mean: the competent body or institution within the faculty.

1.1.4 Within the context of this education and examination regulation, the term student shall be understood to mean: any person who is enrolled at the University of Antwerp for a training programme or for one or more programme components.

1.1.5 Within the context of this education and examination regulation, the term study programme shall be understood to mean: all the programme components for which a student enrols in a specific programme under a diploma or an examination contract in a specific academic year.

1.1.6 Within the context of this education and examination regulation, the term training programme shall be understood to mean: the set of programme components for which the student enrols to fulfil the conditions to obtain the diploma or the certificate of the programme.

1.2 Field of application

1.2.1 This education and examination regulation applies to the academic Bachelor's and Master's programmes, the specific teacher training programmes and the bridging and preparatory programmes. It also applies to advanced master programmes, the interuniversity training programmes, the doctoral training programmes and the doctorate, insofar as no specific regulation has been approved for such programmes and insofar as there is no interuniversity education and examination regulation registered in an interuniversity agreement. For the postgraduate training programmes, there is a separate regulation.

1.3 Enactment

1.3.1 This education and examination regulation comes into force at the beginning of the academic year following its approval.

1.4 Amendments

1.4.1 Any amendments to this education and examination regulation should be approved by the Board of Governors before 1 May of the academic year preceding its coming into force.

1.4.2 In exceptional cases and on the basis of a motivation, the Board of Governors may deviate from the stipulation under Article 1.4.1.

Education regulation

Article 2 The structure of the academic year

2.1 Shape of the academic year

2.1.1 The academic calendar is determined annually by the Board of Management before 1 June and announced at the beginning of the academic year at the latest.

2.1.2 The faculty sees to the implementation.

2.1.3 The structure of the academic year should adhere to the following principles:

I. The academic year begins on the Monday of the thirteenth week before the Christmas Holidays.

The academic year is divided in 6 consecutive periods: the first semester, the semester break, the second semester, the summer recess, the second exam session and a teaching and exam free period. The first and second semester constitute the first exam session.

II. The first semester encompasses 19 weeks: 17 weeks of educational, study and examination activities, and a two-week Christmas Holiday. The Christmas Holiday coincides with that in primary and secondary education.

III. Between the end of the first and the beginning of the second semester, there is a one-week semester break.

IV. The faculty announces the definitive exam results of the first semester no later than during the week after the semester break.

For those students whose first exam session is closed after the 1st semester on the basis of article 16.2, the faculty announces the results for the complete programme in the week after the semester break.

V. The second semester encompasses 21 weeks: 18 weeks of educational, study and examination activities, a 2-week Easter Holiday and one week at the end for the faculty to announce the definitive second semester exam results and the results for those who have completed their programme. The Easter Holiday coincides with that in primary and secondary education. Second-semester exams should be finalised by 30 June.

VI. Definitive exam results of second semester exams and results of the first exam session for the complete programme are to be announced on 10 July at the latest.

VII. Summer recess begins on 11 July at the latest and lasts at least six weeks; it ends at the beginning of second-session (resit) exams.

VIII. Second-session exams should begin five weeks before the start of the next academic year.

IX. The faculty should announce the definitive second session exam results and second-session results for the complete programme one week before the start of the next academic year at the latest.

2.2 Deviations

2.2.1 As far as the Master's programme in medicine and the advanced Master programmes are concerned, the faculties in question may deviate from principles II, III and V under article 2.1. For students in the graduating year in the Master's programma in medicine, the faculty may deviate from principle VIII under article 2.1.

2.2.2 In the case of *force majeure*, the faculty may deviate from principles VI and IX under article 2.1 for exchange students.

2.2.3 The faculty may deviate from principle IX under article 2.1 in the case of internship activities taking place at the end of the academic year.

2.2.4 Deviating from the principles II, III and V in article 2.1, the faculty may allow that practical training activities continue during holiday periods and that practical trainings continue from one semester to another.

Article 3 Programme offerings, study paths and study programmes

3.1 Programme offerings

3.1.1 Every year, before 1 April, the Board of Governors shall determine which programmes, graduation options and bridging programmes shall be offered in the following academic year.

3.1.2 Before 1 July of the previous academic year, the faculty shall lay down the preparatory programmes that offer access to Master's programmes or advanced Master programmes.

3.1.3 Before 1 July of the previous academic year, the faculty shall determine its offering of programme components and announce which programme components, because of their specific nature, are not eligible for an examinations contract and/or a credit contract.

3.2 Study paths

3.2.1 For each of the Bachelor's and Master's programmes, as well as the specific teacher training programme, the faculty should provide at least one model path which should encompass 54 to 66 credits per academic year.

3.2.2 For each bridging programme encompassing no more than 66 credits, the faculty should provide at least one model path that will allow the student to complete the entire bridging programme within a single academic year. For each bridging programme of more than 66 credits, the faculty should provide at least one model path that will allow the student to complete the entire bridging programme within two academic years.

3.2.3 The faculty shall announce each model path before 1 July of the preceding academic year.

3.2.4 Any path whereby a student deviates from the model path shall be known as an individualised path.

3.2.5 A student's study programme for a given academic year, be it under a model path or an individualised path, shall be determined in conformity with the procedure laid down in article 4.3.

3.3 Sequentiality of programme components

3.3.1 For each programme, the faculty shall determine those programme components for which the student may, without prejudice to the stipulations of article 4.3 and article 8, only register if he/she has, in a previous academic year, obtained credits for a prerequisite programme component or programme components.

3.3.2 The faculty shall announce the sequentiality of programme components before 1 July of the preceding academic year.

Article 4 Enrolments and applications

4.1 Enrolments

4.1.1 When enrolling, prospective students should follow the enrolment procedure.

4.1.2 Students may enrol for one or more programmes, a preparatory or bridging programme and/or individual programme components. Students enrolled under the study year system (i.e. programmes that are being phased out) may enrol for a study year, part of a study year or two consecutive study years.

4.1.3 When enrolling at the University, students shall enter into an agreement whereby they are required to choose between a diploma contract, an examination contract and/or a credit contract. The study programme of the academic year is part and parcel of the agreement. The fees due are payable upon entering into the agreement.

4.1.4 The Board of Management shall determine the form of the contract.

4.1.5 Students may only take exams for programme components included in their faculty approved study programme for the academic year in question.

4.1.6 Every year, before 1 May, the Board of Management shall set the study fees for the following academic year.

4.2 Changes to the contract and termination of enrolment

4.2.1 Any change to the terms of the contract requires approval from the faculty, without prejudice to article 4.3.

4.2.2. Any switch of contract type should follow the enrolment procedure. The faculty may grant a student permission for a switch of contract type only once and this before the start of the academic year.

4.2.3 Students may terminate their enrolment in accordance with the enrolment procedure.

4.3 Registration by a student for one or more study programmes in an academic year

4.3.1 The student should register his/her study programme into the Student Information Sistem (SisA) by 1 October, taking into account the directives of the faculty concerned and the availability of sufficient learning credit. The faculty may allow the student to register and or change his/her study programme in the Student Information System (SisA) up until 31 October, taking into account the directives of the faculty concerned and the availability of sufficient learning credit.

4.3.2 Unless the faculty or faculties invokes/invoke exceptional circumstances or deems/deem that the student is able to achieve the envisaged study progress, the total study load taken on in any academic year may not exceed 66 credits.

4.3.3 In view of obtaining the diploma, the student has to retake all programme components for which he/she has not obtained a credit in a following exam session unless the examination board decided otherwise.

4.3.4 In the case of sequential programme components, the faculty shall decide whether a student may include a programme component in his/her study programme if that student has taken the prerequisite programme component(s), albeit unsuccessfully. The faculty can make the permission to include a second semester programme component in a study programme dependent on the student's exam result for one or more prerequisite first-semester programme components.

4.3.5 When a student failed a programme component during the past academic year and there are no teaching activities for this programme component in the new academic year, the faculty may exceptionally allow the student to include this programme component in his/her study programme and to take its exam and this following a written request from the student.

4.3.6 Should any incompatibilities arise after 31 October with respect to the second semester timetable, should there be specific study advice based on the first semester exam results or in case of an enrolment for the second semester, the student can register courses of the 2nd semester in his/her study programme conform the directives of the faculty up until 28 February.

4.3.7 If the student does not comply with the faculty's directives when registering the study programme, the faculty can make adjustments to the study programme during the academic year.

4.3.8 A student who feels that the registration of the study programme in the Student Information System (SisA) is tainted by a violation of his or her rights may, with or without assistance from the faculty ombudsperson, submit a request in writing for a review of the registration to the body appointed by the faculty.

This request should be submitted within five days after the day on which the student has received the notification of the decision. With regard to the student the term starts from the first day following the delivery of the decision in exchange for a receipt or a refusal of receipt, from the first working day following the delivery of the electronic message in the electronic mailbox of the student (first name.name@student.uantwerpen.be) or from the third working day following the deposit of a regular or registered letter at the post office unless the student can prove a later receipt.

The student is heard orally by the appointed body if he/she has asked for it in the written request to reconsider the decision. Articles 25.3 and 25.4 of this regulation shall subsequently apply.

4.4 Sequentiality of degree programmes

4.4.1 Without prejudice to the stipulations of article 4.3 the faculty may grant permission to a student to enrol for a contiguous programme, even though the student has yet to take exams for one or several training components of his/her current study programme.

When a student is allowed to enroll simultaneously for a bachelor's, bridging or preparatory programme on the one hand and a master's programme on the other hand, the student cannot register for the master's thesis as long as he has not succeeded in the bachelor's, bridging or preparatory programme, unless he has received explicit permission from the faculty.

4.4.2 A student who feels that an unfavourable decision concerning the combination of degree programmes is tainted by a violation of his or her rights may, with or without assistance from the faculty ombudsperson, submit a request in writing for a review of that decision by the body appointed by the faculty to take it.

This request should be submitted within five days after the day on which the student has received the notification of the decision. With regard to the student the term starts from the first day following the delivery of the decision in exchange for a receipt or a refusal of receipt, from the first working day following the delivery of the electronic message in the electronic mailbox of the student (first name.name@student.uantwerpen.be) or from the third working day following the deposit of a regular or registered letter at the post office unless the student can prove a later receipt.

The student is heard orally by the appointed body if he/she has asked for it in the written request to reconsider the decision. Articles 25.3 and 25.4 of this regulation shall subsequently apply.

Article 5 Educational organisation

5.1 Description of the programme components

5.1.1 Members of academic staff with a teaching assignment shall, for each of the programme components assigned to them, outline the prerequisites, the expected learning outcomes, the course content, the teaching method, the assessment method, and the study material used.

5.1.2 The members of academic staff shall describe the programme components assigned to them in the language of instruction of the course in question. If this is a language other than English, an English translation shall also be provided.

5.1.3 The faculty shall make the description of programme components available at the start of the academic year at the latest.

5.2 Special educational facilities for certain students

5.2.1 A student may, on account of exceptional personal circumstances, submit a request for special educational facilities. The exceptional personal circumstances refer to amongst others:

- top-level sports,

- top-level arts,

- the combination work-study,

- special needs due to functional impairments.

In case of special educational facilities requested because of a functional impairment, there is a differentiation between standard facilities and faculty facilities. Standard facilities are reasonable adjustments that are recorded in a list approved by the Board of Management and that are not negotiated with the faculty. Faculty educational facilities are reasonable adjustments that are determined for an individual student and that are negotiated with the faculty.

5.2.2 The steps needed to request special educational facilities are explained in the enrolment procedure. The request is submitted together with the one for special exam facilities as provided for in article 13.7.

5.2.3 Except in cases of *force majeure*, a student who wishes to request special educational facilities should submit a written application at the moment of his/her enrolment at the University of Antwerp and at the latest on the Friday of the first week of the first semester. Students submitting a request for the second semester do this on Friday of the first week of the second semester at the latest.

5.2.4 The Sports Committee decides on the legitimacy of the requests regarding top level sports. The chairperson of the Sports Committee shall announce his/her decision in writing to the student and the faculty in question. If the request is found legitimate, the faculty may grant special educational facilities to the student concerned.

5.2.5 The Culture Committee decides on the legitimacy of the requests regarding top level arts. The chairperson of the Culture Committee shall announce his/her decision in writing to the student and the faculty in question. If the request is found legitimate, the faculty may grant special educational facilities to the student concerned.

5.2.6 A student combining study with work can register as a working student. The criteria for and the way of registration as well as the type of special educational facilities a working student can get are explained in the enrolment procedure.

5.2.7 The Committee Reasonable Adjustments decides upon advice of the care co-ordinator on the legitimacy of the requests regarding functional impairments. The chairperson of the Committee Reasonable Adjustments shall announce his/her decision in writing to the student and the faculty in question. If the request is found legitimate, the faculty grants standard facilities and/or faculty facilities in accordance with the stipulations in article 5.2.8.

5.2.8 The faculty may grant standard facilities and/or faculty facilities that were negotiated with the care co-ordinator to a student with a functional impairment. To avail of the standard facilities the student has to confirm them per programme component in the Student Information System (SisA) and this at the latest by the closing dates determined in the enrolment procedure. To avail of the faculty facilities, the student needs to confirm these with the faculty.

5.2.9 A student who feels that an unfavourable decision concerning the granting of special educational facilities is tainted by a violation of his or her rights may, with or without assistance from the faculty ombudsperson, submit a request in writing for a review of that decision by the rector.

This request should be submitted within five days after the day on which the student has received the notification of the decision. With regard to the student the term starts from the first day following the delivery of the decision in exchange for a receipt or a refusal of receipt, from the first working day following the delivery of the electronic message in the electronic mailbox of the student (first name.name@student.uantwerpen.be) or from the third working day following the deposit of a regular or registered letter at the post office unless the student can prove a later receipt.

The Appeals Committee Special Facilities decides on the admissibility and legitimacy of the appeal.

The student is heard orally by the Rector or his/her representative if he/she has asked for it in the written request to reconsider the decision. Articles 25.3 and 25.4 of this regulation shall subsequently apply.

5.2.10 The faculty may grant special facilities to a student on account of him/her fulfilling a mandate in a body within the academic structure of the University of Antwerp, of the Association University and University Colleges Antwerpen or of the Flemish Interuniversity Board.

5.2.11 The Board of Management decides on the composition of the Committee Reasonable Adjustments, the Sports Committee, the Culture Committee and the Appeals Committee Special Facilities.

Article 6 Master's thesis and internships

6.1 Master's thesis

6.1.1 Faculty regulation

The faculty should, at the very least, lay down the following procedures in a regulation governing the Master's thesis:
- approval of the topic
- progress monitoring
- supervision
- the appointment of assessors
- the assessment criteria
- the formal requirements, including the language used, without prejudice to article 7.

The faculty shall announce its regulation for the Master's thesis by 1 July of the preceding academic year.

6.1.2 Submission, storage and publication

The student submits his/her master's thesis digitally through a platform made available by the university. The final evaluated document of the master's thesis is indefinitely stored in the Institutional Repository of the university for sustainable digital keeping. This storage to which the student agrees does not entitle the student to any remuneration.

The university may only publish the document of the master's thesis after having received written permission from the student. The Board of Management determines the way in which the student gives this permission.

6.2 Internships

The faculty draws up a regulation for internships in which at least the following mutual rights and obligations of the student, the university and the organisation where the internship(s) take(s) place are described:
- the application for, the choice and the assignment of the internship place(s)
- the objectives, the contents, the form and the duration of the internship(s)
- the coaching of the internship(s) from the university and from the internship place(s)
- the internship agreement including the risk analysis of the internship place and the insurance
- the deontological code that applies
- the evaluation of the internship(s)

The faculty shall announce its regulation for internships by 1 July of the preceding academic year.

6.3. Valorization of research results

Through their enrolment students cede all their rights to the University of Antwerp regarding research results that could be valorized and that, as described in the Valorization regulation of the University of Antwerp, would result from participation in research projects for which knowledge, funds and/or equipment of the University of Antwerp are used. At the start of the participation in a research project the promotor will point out the stipulation of this article to the student and immediately informs the Interface Service about the student's participation.

Article 7 Language of instruction

The Code of Conduct regarding the Language of Instruction at the University of Antwerp lays down the prevailing rules in relation to the language in which the subject is taught and in which the exam should be taken. This code of conduct has been added as an appendix to this regulation, of which it is an integral part.

Article 8 Exemptions and diploma based on proofs of ability and previously acquired qualifications

8.1 A body appointed by the faculty shall decide on the granting of exemptions on the basis of proof of previously acquired competencies, credits or qualifications. The same body decides about the issuing of a diploma without the requirement of enrolling in the training programme concerned and this based on proofs of ability or previously acquired qualifications.

8.2 The student can request exemptions for courses of the first and second semester until 1 October to the body mentioned under 8.1. The request will be treated by 31 October.

A student enrolling after 1 October can only request exemptions for courses of the second semester and this until 14 February. The body mentioned under 8.1 treats this requests by 28 February.

The stipulations under Article 4.3 concerning the registration of the study programme also apply to students who have obtained exemptions.

8.3 A student who feels that an unfavourable decision concerning the granting of exemptions or concerning the issuing of a diploma without the requirement of enrolling in the training programme concerned is tainted by a violation of his or her rights may, with or without assistance from the faculty ombudsperson, submit a request in writing for a review of that decision by the competent body appointed by the faculty.

This request should be submitted within five days after the day on which the student has received the notification of the decision. With regard to the student the term starts from the first day following the delivery of the decision in exchange for a receipt or a refusal of receipt, from the first working day following the delivery of the electronic message in the electronic mailbox of the student (first name.name@student.uantwerpen.be) or from the third working day following the deposit of a regular or registered letter at the post office unless the student can prove a later receipt.

The student is heard orally by the appointed body if he/she has asked for it in the written request to reconsider the decision. Articles 25.3 and 25.4 of this regulation shall subsequently apply.

Article 9 Complaints

9.1 Complaints concerning educational aspects should be addressed to the chairperson of the education committee or his/her representative. If need be, the faculty ombudsperson may act as a mediator. The chairperson of the education committee should deal with complaints appropriately. He/she should report annually to the education committee, providing an overview of complaints that have been dealt with.

Article 10 Inventory of training programmes

10.1 The legally required information regarding programmes is incorporated into the Higher Education Register, which is publicly accessible. The faculty is responsible for annually checking and adapting the information provided.

Examination regulation

Article 11 General stipulations

The general stipulations apply both to the education regulation and to the examination regulation and are therefore recorded under article 1.

Article 12 Ombuds service

12.1 Organisation

12.1.1 The ombuds service is provided by the faculty ombudspersons and the central ombudsperson.

12.2 Faculty ombudspersons

12.2.1 The faculty ombudspersons act as liaisons and mediators in disputes between students and one or more staff members. The disputes are related to the application of the education and examination regulation.

12.2.2 The faculty ombudspersons should preferably be academic staff members and they should be appointed for at least one academic year by the faculty in consultation with the student representatives. Also ATP-members with a master's diploma may be eligible for this function.

When appointing the ombudsperson the faculty takes into account that he/she:

- is familiar with academic education and with the examination process;

- has insight in the way exam rosters are established and has a thorough knowledge of the examination regulation;

- can remain independent in disputes between academic staff and students;

- is diplomatic.

12.2.3 The faculty ombudspersons shall not act as mediators in disputes over programme components in which they have a personal involvement.

12.2.4 At the start of the academic year, the faculty shall announce on the student notice board where and when the faculty ombudspersons shall be available. They must, in any case, be available during exam periods and during the periods of appeal procedures.

12.2.5 In order for them to perform their task adequately, the faculty ombudspersons are entitled to information regarding each of the exams that falls under their remit, also before the meeting of the examination board. They are, however, held to secrecy.

12.2.6 After second-session exams, the faculty ombudspersons should compile a report about any issues that have arisen. This report should be submitted to the faculty and the central ombudsperson by 1 November at the latest. The report discusses the cases that have created issues during the past academic year or that have lead to specific solutions or that require further discussion. Purely administrative issues such as rescheduling exams based on certified force majeure are not recorded in the report. If there have been no problems at all, the ombudsperson mentions this in his/her yearly report.

12.2.7 Furthermore, the faculty ombudspersons have the following tasks and obligations:

- mediate between student and examiner in order to avoid or solve problems; this role of mediator is mainly related to exam situations, including permanent evaluation;

- for more general educational problems, e.g. in relation to courses, the teaching methods, rosters, refer to the correct points of contact such as the dean, the chairman of the education committee, the education and student admin office, the student counsellors or student services and if necessary, act as mediator;

- give information to students about the examination regulation, after consultation with the department of education, the legal department and/or the central ombudsperson in cases of doubt;

- refer students with a physical disability or with problems such as fear of failure, stress, concentration problems or insomnia to the student medical doctors or to student services;

- attend exams following a motivated request by an examiner or an examinee;

- request information about exams, possibly before the meeting of the examination board in order to guarantee the rights of all parties and in particular the students, taking into account the secrecy towards the student;

- participate in the deliberations of the examination board in an advisory role in order to guarantee the rights of all parties and in particular the students'; this means that the ombudsperson may intervene during the deliberations or may request a vote, secret or not.

- give information in case of an internal appeal before and after the deliberation, whereby it is important to inform students and examiners about the procedure; the ombudsperson advises students and examiners and tries to find a solution to the problem in question but will never represent the students or the examiner;

- advise the relevant bodies in cases of fraud;

- depending on the internal organisation of the faculty, take care of the registration of non-participation in exams and/or intervene in problems when rescheduling exams in cases of force majeure.

12.3 Central ombudsperson

12.3.1 The central ombudsperson acts as a liaison and mediator in disputes between students and one or more staff members that exceed the level of the faculty. The disputes are related to the application of the education and examination regulation.

12.3.2 The central ombudsperson should have the following essential qualities:

- a thorough knowledge of the examination regulation;

- familiarity with academic education and with the education and examination process;

- ability to remain independent in disputes between academic staff and students;

- insight in the way exam rosters are established;

- be diplomatic.

12.3.3 For the function of central ombudsperson are eligible

- or a ZAP member

- or an ATP member from grade 9 onwards with a master's diploma.

The mandate of the central ombudsperson represents 0,1 FTE. The mandate does not give a right to additional salary. The central ombudsperson is assigned to the department of education for the execution of the function. The central ombudsperson holds an independent, neutral position and reports directly to the university management in general and to the chairman of the Educational Council and to the rector in particular.

For the selection of the central ombudsperson the Educational Council forms a committee consisting of:

- the chairman of the educational council, chairing the committee;

- one member of the academic staff per science domain and one student per science domain;

- three students to be put forward by the Student Council

The committee evaluates the candidates for the Educational Council which will formulate a recommendation for the Board of Management.

The central ombudsperson is appointed by the Board of Management upon the recommendation of the Educational Council. The mandate of the central ombudsperson lasts 3 years and can be renewed.

12.3.3 At the start of the academic year, the Educational Council shall announce where and when the central ombudsperson shall be available.

12.3.4 In order that he/she could perform his/her task adequately, the central ombudsperson is entitled to information regarding each of the exams, including before the meeting of the examination board. He/she is, however, held to secrecy.

12.3.5 Twice a year, the central ombudsperson organizes a meeting with the faculty ombudspersons. In these meetings the faculty ombudspersons are informed of changes in the education and examination regulation and about common problems and possible solutions. They brief the central ombudsperson about the workings of their examination board and about the general cooperation within the faculty. During these meetings more general student related issues are discussed.

12.3.6 After second-session exams, the central ombudsperson should compile a report about any problems that may have arisen. This report should be submitted to the Rector, the chairperson of the education board and the chairperson of the Student Council by 1 December at the latest. The report may not prejudice the secrecy.

12.3.7 Furthermore the central ombudsperson has the following tasks:

- assist the faculty ombudspersons in case of doubt about the interpretation of the examination regulation

- mediate in case of problems (disputes) between the chairman of the examination board, the faculty ombudsperson and the student concerned;

- if necessary hear all parties concerned in a hearing;

- treat complaints and after investigation suggest a decision to the relevant bodies; the ombudsperson does not issue decisions;

- give information about student's rights and legal advice;

- refer students with a physical disability or with problems such as fear of failure, stress, concentration problems or insomnia to the student medical doctors or to student services;

- mediate in case of problems between PhD students and their promotor;

- formulate suggestions to improve the quality of the education process and the organisation of exams;

- treat complaints in relation to the available facilities and accomodation (e.g. study landscapes)

- external representation as central ombudsperson of the Universiteit Antwerpen.

Article 13 Exam formats and organisation

13.1 Specification of exam formats

13.1.1 Pursuant to the stipulations of Article 5.1, the faculty shall, at the start of the academic year, specify the exam formats for all the programme components on offer, including those involving permanent evaluation.

13.1.2 The exam format of a programme component is the same for all types of contract under which the programme component can be taken.

13.1.3 It is not permitted to change exam formats during an examination session.

13.1.4 Irrespective of the type of examination that is specified beforehand, a student is always entitled to give an additional oral clarification, on condition that an application is filed with the chair of the examination board prior to the announcement of the examination timetable.

13.1.5 If, pursuant to the decision by the faculty, a written exam precedes the oral exam, the examiner may exempt the student from further oral questioning on the same subject matter. Any such student who nevertheless wishes to take the oral examination shall be given an opportunity to do so.

13.1.6 In the case of oral examinations, the student is entitled to a reasonable amount of time to prepare in writing his/her answers to the questions presented to him/her at the start of the exam.

13.1.7 The chair of the examination board may, for serious reasons, grant permission to deviate from the specified exam format, without prejudice to the stipulations of Article 13.7.

13.2 Announcement of exam formats and grading of exams

13.2.1 At the start of the programme component, the lecturer shall inform the students about the manner in which they shall be evaluated and how exams shall be graded.

13.2.2 Should the exam for a programme component consist of two or more exam components, then the lecturer shall inform the students at the start of the course whether the results for individual exam components may be retained for second-session exams or, as the case may be, the next academic year if the student fails for the overall exam.

13.3 Determination of the exam periods

13.3.1 The faculty should fix the dates of the exam periods by 1 July of the preceding academic year. In the absence of such action, the programming of the pervious academic year shall be retained.

13.3.2 The faculty should determine by 1 July of the preceding academic year in which exam period of the first examination session the exam for the various programme components shall take place.

13.4 Number of exam opportunities

13.4.1 No student may take the same exam or exam component more than twice in any given academic year.

13.4.2 The faculty should announce by 1 July of the preceding academic year for which programme or exam components, because of its/their specific nature, no opportunity shall be provided for a second-session exam during the same academic year.

13.4.3 The faculty determines by 1 July of the preceding academic year for which programme components taught in the 2nd semester a student as mentioned in article 16.2 can take the examen in the 1st semester in order to obtain the diploma at the end of the 1st semester.

13.4.4 No student may take a second exam for a programme component before the definitive first-session exam result has been announced.

13.4.5 A student who obtains a credit for a programme component during first-session exams cannot take a second-session exam for that programme component.

13.5 Sequentiality of exams

13.5.1 A student who is enrolled on a study programme in conformity with the stipulations of article 4.3 or article 4.4 and who combines programme components for which, in accordance with article 3.3.1, a particular sequence applies must take the exam for the prerequisite programme component during the same exam session as that for the subsequent programme component or earlier.

13.6 Organisation of exams

13.6.1 The faculty is responsible for organising the exams.

13.6.2 All exams are public.

13.6.3 The exam periods shall be announced at the start of the academic year.

13.6.4 The exams shall take place at the specified times on the specified days and in places that are accessible to all. They shall take place within the university, unless the faculty deems that a different location is required for a particular exam format.

13.6.5 The exam timetables are, in principle, drawn up in such a way that no student should have to take more than one exam on any given day and that no more than 25 examinees should have to take an oral exam in any given morning or afternoon session. Moreover, an effort is made to spread out the exams reasonably over the exam period. Should a student be required to take exams for two programme components on a single day, the faculty shall assess whether one of the two exams can be moved to a different date.

13.6.6 The detailed examination timetables shall be announced as early as possible, i.e. by 1 December for the exam period at the end of the first semester, by 1 April for the exam period at the end of the second semester, and by 1 August for second-session exams.

13.6.7 All exams take place between 8am and 8pm. At the request of students who are taking an evening programme, an examiner may agree for exams to take place after 8pm. A written exam or an oral exam with written preparation should take 4 hours at the most. An oral examination of a student should take no longer than an hour.

13.6.8 In no event should exams be taken on Sundays or holidays. Students may invoke respect for freedom of religion in order not to be examined on particular days. To this end, they should file an application by 1 October at the latest.

13.6.9 The examiner should be available to the examinee during the examination, in case further clarification is unexpectedly required.

13.6.10 After the announcement of the definitive exam results, a student shall be entitled to personally discuss his/her performance with the lecturer and he/she shall have personal and nontransferable access to the original copy of his/her written exams including exams taken electronically.

13.7 Special exam facilities for certain students

13.7.1 A student may, on account of exceptional personal circumstances, submit a request for special educational facilities. The exceptional personal circumstances refer to amongst others:

- top-level sports,

- top-level arts,

- the combination work-study,

- special needs due to functional impairments.

In case of special exam facilities requested because of a functional impairment, there is a differentiation between standard facilities and faculty facilities. Standard facilities are reasonable adjustments that are recorded in a list approved by the Board of Management and that are not negotiated with the faculty. Faculty exam facilities are reasonable adjustments that are determined for an individual student and that are negotiated with the faculty.

13.7.2 The steps needed to request special exam facilities are explained in the enrolment procedure. The request is submitted together with the one for special educational facilities as provided for in article 5.2.

13.7.3 Except in cases of *force majeure*, a student who wishes to request special exam facilities should submit a written application at the moment of his/her enrolment at the University of Antwerp and at the latest on the Friday of the first week of the first semester. Students submitting a request for the second semester do this on Friday of the first week of the second semester at the latest.

13.7.4 The Sports Committee decides on the legitimacy of the requests regarding top level sports. The chairperson of the Sports Committee shall announce his/her decision in writing to the student and the faculty in question. If the request is found legitimate, the faculty may grant special exam facilities to the student concerned. The facilities referred to relate to the rescheduling of the exam.

13.7.5 The Culture Committee decides on the legitimacy of the requests regarding top level arts. The chairperson of the Culture Committee shall announce his/her decision in writing to the student and the faculty in question. If the request is found legitimate, the faculty may

grant special exam facilities to the student concerned. The facilities referred to relate to the rescheduling of the exam.

13.7.6 A student combining study with work can register as a working student. The criteria for and the way of registration as well as the type of special educational facilities a working student can get are explained in the enrolment procedure.

13.7.7 The Committee Reasonable Adjustments decides upon advice of the care co-ordinator on the legitimacy of the requests regarding functional impairments. The chairperson of the Committee Reasonable Adjustments shall announce his/her decision in writing to the student and the faculty in question. If the request is found legitimate, the faculty grants standard facilities and/or faculty facilities in accordance with the stipulations in article 13.7.8.
In the case of special needs students with functional impairments, these facilities may relate to deviations from the specified exam formats as laid down in accordance with Article 13.1.1.

13.7.8 The faculty may grant standard facilities and/or faculty facilities that were negotiated with the care co-ordinator to a student with a functional impairment. To avail of the standard facilities the student has to confirm them per programme component in the Student Information System (SisA) and this at the latest by the closing dates determined in the enrolment procedure. To avail of the faculty facilities, the student needs to confirm these with the faculty.

13.7.9 A student who feels that an unfavourable decision concerning the granting of special exam facilities is tainted by a violation of his or her rights may, with or without assistance from the faculty ombudsperson, submit a request in writing for a review of that decision by the rector.

This request should be submitted within five days after the day on which the student has received the notification of the decision. With regard to the student the term starts from the first day following the delivery of the decision in exchange for a receipt or a refusal of receipt, from the first working day following the delivery of the electronic message in the electronic mailbox of the student (first name.name@student.uantwerpen.be) or from the third working day following the deposit of a regular or registered letter at the post office unless the student can prove a later receipt.

The Appeals Committee Special Facilities decides on the admissibility and legitimacy of the appeal.

The student is heard orally by the Rector or his/her representative if he/she has asked for it in the written request to reconsider the decision. Articles 25.3 and 25.4 of this regulation shall subsequently apply.

13.7.6 The faculty may grant special exam facilities to a student on account of him/her fulfilling a mandate in a body within the academic structure of the University of Antwerp, of the Association University and University Colleges Antwerpen or of the Flemish Interuniversity Board. The facilities referred to in this case relate to the rescheduling of the exam.

13.8 Keeping examination documents

13.8.1 The exam papers of written exams, including materials on electronic data carriers, are kept by the examinator at least one year after the official announcement of the exam result of the programme component concerned. The faculty makes arrangements to collect all pieces of evidence in case of an appeal and keeps them in an orderly and accessible fashion.

13.8.2 In case of an appeal the documents are kept 5 years after the announcement.

13.8.3 For portfolio's an exception is made with regard to article 13.8.1: these remain in the possession of the student.

Article 14 Non-participation in exams

14.1 A student who has not participated in all compulsory parts of an exam for a programme component shall receive no grade for that programme component.

14.2 Should a student be unable to participate in one or more exams because of force majeure, he/she should immediately report this to the faculty and provide a valid certificate confirming the reason for non-participation. A medical cert is accepted provided it was written by a medical doctor on the day of illness or accident. A certificate in which only the statement of the student is mentioned (dixit-cert) or a cert that was written after the illness (post-factum cert) is not accepted as a valid certificate. The faculty shall subsequently ascertain whether the student is able to take the exam on a different date.

14.3 A student who is absent from an exam and for whom article 14.2 is not applicable shall be automatically referred to the second-session exam for the programme component concerned.

14.4 A student who does not wish to take part in the exams or who wishes to terminate his/her exams prematurely lets the faculty know without delay.

Article 15 Non-appearance of the examiner

15.1 If an examiner is absent from an exam for a valid reason, the chairman of the examination board shall appoint a different examiner. The dean shall be informed of any such event.

15.2 If an examiner fails to turn up within two hours after the scheduled start of the exam and has not informed the chair, the examinee is entitled to take the exam at a moment that is convenient for both parties.

15.3 An examiner may not examine a spouse or a cohabitant, or any relative or in-law up to the fourth degree.

Article 16 Registration for an exam session

16.1 A student automatically registers for first-session exams of his/her training programme upon enrolment (article 4.1).

16.2 A student who can succeed for his/her complete programme at the end of the first semester has the option to have his/her first exam session closed after the 1st semester, in line with the stipulations in article 2.1.3 The student has to register this in the Student Information System (SisA)no later than on 20 December. If necessary the student submits a written request to the faculty to take the exam in the 1st semester of a programme component that is taught in the 2nd semester without prejudice to the stipulations of article 13.4.3. Hereby he forsakes the possibility to attend classes.

16.3 In order to be able to take part in second-session exams, a student should register in the Student Information System (SisA) by the deadline specified in the academic calendar.

Article 17 Exam results and credits

17.1 Determination and announcement of exam results per programme component

17.1.1 The exam result of a programme component is determined and communicated in integers from 0 to 20. The faculty can make a motivated decision that for certain programme components with a particular specificity the exam result is determined and communicated in a non-numerical form "pass" or "fail".

17.2 Succeeding in a programme component and awarding of credits

17.2.1 A student succeeds in a programme component when he/she has obtained at least 10 out of 20 or the non-numerical result "pass".

17.2.2 Each programme component in which the student succeeds entitles the student to a credit. A credit remains valid indefinitely within the programme where it was obtained.

Article 18 Fraud and plagiarism

18.1 Fraud commission

The faculty determines the composition of the fraud commission at the start of each academic year. The chair and the secretary of the examination board with which the student is registered are ex-officio members of the fraud commission.

18.2 Definitions of "fraud" and "plagiarism"

18.2.1 Fraud is understood to mean any deceit during the taking of an exam, as well as any other deliberate irregularities that may influence the result attained by the examinee. Also considered as fraud is the possession with the possibility of use of tools with which fraud may be committed (such as mobile, iPod, etc.), even if such an infringement is recorded after the event.

18.2.2 Plagiarism is considered a form of fraud. Amongst others the following is considered plagiarism:

a) literally copying, also in translation, a text or the structure of a text, tables, data etc. without crediting the source;

b) paraphrasing a substantial part of the contents or the tenor of a text (e.g. reasoning, argumentation), without crediting the source;

c) letting someone else write a text or a substantial part of it ('ghost writing'), which may appear a.o. from the oral explanation or defence by the student.

'Crediting sources' is meant to refer to both published and unpublished sources.

18.3 Precautionary measures

To prevent fraud or plagiarism:

a) the examiners must take reasonable measures

b) those giving written assignments or those advising on dissertations or theses should provide sufficient information to the students about correctly crediting sources.

18.4. Reporting fraud and plagiarism

Anyone finding evidence of fraud or plagiarism should inform the chair of examination board and the faculty ombudsperson as soon as possible.

18.5 Decisions with regard to fraud and plagiarism

18.5.1 The fraud commission shall investigate the facts reported and consider whether they constitute an instance of fraud or plagiarism. The fraud commission should announce its decision to the student within 10 calendar days after the facts have been reported.

18.5.2 If the fraud commission finds that fraud has been committed, it shall decide within 10 calendar days after the finding on one of the following punitive measures:

1° the student does not obtain credits for the programme component concerned or for the concerned part of the programme component;
2° the student does not obtain credits for several programme components in the semester concerned or in the second exam session;
3° the student is excluded from all remaining exams of the semester concerned or of the second exam session and obtains no credits for that semester or for the second exam session;
4° the student is excluded from all exam sessions of the current academic year and obtains no more credits for that academic year.

18.5.3 Pending the decision by the fraud commission, the student may continue to take exams, including the exam during which the irregularity was observed.

18.5.4 Anyone who has contributed to committing irregularities as meant in article 18.2 exposes him/herself to a disciplinary procedure based on article 37 of the Statute of the UA-student. If the fraud commission finds that a student is an accessory to plagiarism, she asks

the dean to file a complaint with the student mediator in accordance with article 37 of the Statute of the UA-student.

18.6 Rights of the student.

18.6.1 The student has the right to be heard by the fraud commission and to have himself/herself assisted by a person of his/her choice.

18.6.2 The decisions by the fraud commission should be announced to the student by registered mail.

18.6.3 A student who feels that the decision by the fraud commission is tainted by a violation of his or her rights may, with or without assistance from the faculty ombudsperson, submit a written appeal with the chair of the examination board or his/her deputy.

Such an appeal should be submitted within five days after the day on which the student has received the notification of the decision. With regard to the student the term starts from the first day following the delivery of the decision in exchange for a receipt or a refusal of receipt, from the first working day following the delivery of the electronic message in the electronic mailbox of the student (first name.name@student.uantwerpen.be) or from the third working day following the deposit of a regular or registered letter at the post office unless the student can prove a later receipt.

The examination board shall treat an appeal which has been declared admissible by the chair or his/her deputy. The student is heard orally by the examination board if he/she has asked for it in the written request to reconsider the decision. Articles 25.3 and 25.4 of this regulation shall subsequently apply.

Article 19 Examination boards

19.1 Types of examination boards

19.1.1 The faculty should compose the following examination boards:
i) one for each training programme within the Bachelor/Master system and one for the teacher training programme.
ii) one for each bridging and preparatory programme in the bachelor-mastersystem. This can coincide with the examination board of the subsequent master's programme or advanced master's programme.

19.2 Chairpersons and secretaries of the examination boards

19.2.1 The faculty appoints the chairpersons and secretaries, as well as their respective deputies, from the members of the examination boards.

19.3 Composition of the examination boards of the various degree programmes

19.3.1 At the start of every academic year, the faculty composes the examination boards for the programmes mentioned in article 19.1.

19.3.2 In appointing the members, the faculty should ensure that the composition of the examination board is representative of the training programme in question. Only academic staff members with a teaching assignment in the programme concerned are eligible for membership of the examination board. The number of members on the examination board is at least five and no more than ten members.

19.3.3 Each member of the examination board of a programme holds one vote and is entitled to vote on matters concerning every student registered with the examination board in question.

19.3.4 The faculty ombudsperson and the faculty study progress counsellor attend the meetings of the examination board of the programme concerned and have an advisory vote.

19.3.5 The chairman of the examination board can give permission to other members of staff who are involved in teaching or evaluating students to attend the meetings of the examinations board with an advisory vote.

19.4 Decisions

19.4.1 The members of the examination board are required to attend meetings. If they are unable to attend, they should inform the chair of the examination board beforehand and in writing.

19.4.2 The examination board can only take binding decisions vis-à-vis the students if at least half of the members who are entitled to vote are present. Discussions are confidential.

19.4.3 If no consensus is reached on whether the student has passed or not, the examination board shall decide by majority of members present, blank ballots, abstentions, and invalid votes not included. Secret votes may be taken if a board member or the ombudsperson should so request. In case of a tie, the decision taken shall be in favour of the student.

19.4.4 All decisions by the examination board should be adequately motivated and noted in the report. A full copy of this report, including the list of present, absent and excused members, is to be submitted to the dean and the rector within five days after the announcement of the results of the discussions.

Article 20 Succeeding in a training, bridging or preparatory programme and determination of grades of merit

20.1 Succeeding in a training, bridging or preparatory programme

20.1.1 A student can only succeed in an entire Bachelor's, Master's, advanced Master, bridging, preparatory or specific teacher training programme if he/she is enrolled for the programme in question under a diploma contract or under an exam contract to obtain a diploma, if he/she has taken all the exams that the programme encompasses, and if he/she previously registered for the programme.

20.1.2 A student's final result is a weighted average of all numerical exam results the student has obtained in his/her training programme. In calculating the final result, the credits corresponding to the various programme components are used for weighting the results obtained for those components. The final result is expressed as an integer out of 100. In the calculation the result is rounded up if the first figure after the comma is a 5 or higher. If the student has obtained more than one exam result for the same programme component, then the best result is taken into account in the calculation of the final result. The faculty may allow for a failed programme component to be dropped from the calculation o the end total of the entire programme, the bridging or preparatory programme, without prejudice to the stipulations of articles 20.1.1, 20.1.4 and 20.1.5

20.1.3 A student whose final result is less than 50 out of 100 can never succeed.

20.1.4 A student succeeds for an entire Bachelor's, Master's, advanced Master, bridging or preparatory programme, or a specific teacher training programme, if he/she has obtained credits for all the programme components in his/her training programme, without prejudice to the stipulations of article 20.1.1.

20.1.5 Contrary to the stipulations in article 20.1.4 and without prejudice to the stipulations in Articles 20.1.1 and 20.1.3, the faculty can determine by 1 July of the preceding academic year that a student who has not obtained the required credits for all components of his/her Bachelor's, or bridging or preparatory programme succeeds if he/she meets the following conditions:

a) the overall study load, expressed in terms of credits, of the programme components for which the student has not obtained credits is maximum 6 credits;

b) for the programme components for which the student did not succeed, the student has an exam result of at least 8/20.

A student who is declared successful without having obtained all the credits can notify the chairperson of the examination board or his/her deputy in writing that he/she does not wish to be declared successful. The written notification should be submitted within five days after the day of the announcement of the deliberation results. If the chairperson of the examination

board or his/her deputy finds the notification by the student admissible, the examination board withdraws the decision to declare the student successful.

20.1.6 The Examination Board is called to a special meeting in case there are exceptional circumstances for a student who does not comply with the predetermined rules to succeed. Exceptional circumstances could be study-related or personal. The examination board may declare a student who does not comply with the predetermined rules successful if it can motivate that the general objectives of the programme have been achieved.

20.1.7 Transitional regulation deliberation Bachelor's, bridging and preparatory programmes

Contrary to the stipulations of article 20.1.5 the criteria the faculty applied in execution of article 20.2.5 of the education and examination regulation 2013-2014 exceptionally also apply to students who were enrolled before the academic year 2014-2015 in a bachelor's, bridging or preparatory programme and who have obtained one or more credits, i.e.:

a) the overall study load, expressed in terms of credits, of the programme components for which the student has not obtained credits, exemptions not included, represents no more than 10 percent of the overall study load of the programme, the bridging or preparatory programme, and does not exceed 18 credits;

b) the student has failed to obtain credits for just one component of the training programme or bridging or preparatory programme, exemptions not included.

The examination board may only declare a student successful who meets the aforementioned conditions if it finds that the general objectives of the programme have been achieved.

This transitional regulation applies up until and including the academic year 2015-2016 for the bachelor's programmes and only during the academic year 2014-2015 for bridging and preparatory programmes.

20.1.8 Transitional regulation deliberation integrating Master's programmes

The criteria described in article 20.1.7 exceptionally also apply up until and including the academic year 2014-2015 to students in a master's programme in the study area Applied Linguistics, Industrial Sciences and Technology, Architecture, Product Development or Conservation-Restoration who were enrolled in the academic year 2012-2013 or earlier at the Artesis Hogeschool Antwerpen or the Karel de Grote Hogeschool – Katholieke Hogeschool Antwerpen under a diploma contract or an examination contract in order to obtain a diploma for their master's programme and who have obtained one or more credits.

20.2 Grade of merit

20.2.1 The diploma is granted with a grade of merit if a student has obtained credits within the institution for at least half of the total number of credits of the degree programme.

20.2.2 The diploma is granted with one of the following grades of merit on the basis of the overall end result.

- satisfaction: final total between 50 and 64 out of 100;
- distinction: final total between 65 and 74 out of 100;
- great distinction: final total between 75 and 84 out of 100;
- greatest distinction: final total of 85 or more out of 100.

20.2.3 The examination board may only deviate in the student's favour from the stipulations in Article 20.2.1 and Article 20.2.2. in very exceptional cases, with unanimity of votes, blank ballots, abstentions and invalid votes not included.

Article 21 Announcement of results

21.1 The date and the manner of the announcement of the definitive results shall be communicated at the start of the academic year.

Article 22 Awarding of diploma or certificate

22.1 A diploma is awarded to a student who succeeds in a bachelor's or master's programme or in the teaching training in accordance with the stipulations in article 20.

22.2 A certificate is awarded to a student who succeeds in a bridging or preparatory programme in accordance with the stipulations in article 20.

22.3 The diploma or certificate is issued during the course of the academic year following the academic year in which it was obtained and in any case within the legally required time if applicable.

22.4 The diploma or certificate is only issued if all the requirements to obtain it are met and if all study fees have been paid.

Article 23 Measures to monitor study progress

23.1 A body appointed by the faculty shall impose measures to monitor the study progress of a student who has enrolled under a diploma contract or an exam contract in order to obtain a degree and who, after one academic year, has not acquired at least 50% of the credits to which that contract relates.

23.2 As measures to monitor a student's study progress, the body referred to under Article 23.1 may impose binding conditions for enrolment or it may refuse further enrolment. The latter option can only be used if the aforementioned body has previously imposed binding conditions but to no avail or if it is able to ascertain unequivocally on the basis of the details of the case that imposing such binding conditions shall be to no avail.

23.3 The body referred to under article 23.1 rejects the further enrolment of a student in a bachelor's programme, a bridging or preparatory programme who was enrolled in the previous two years in that bachelor's programme, bridging or preparatory programme and who each of these years obtained less than 50% of the credits taken in his/her study programme

23.4 The body referred to under article 23.1 rejects the further enrolment of a student under a credit contract or an examinations contract with a view to obtaining individual credits who has enrolled twice before for a specific programme component but failed to obtain credits for it.

23.5 The body referred to under article 23.1 rejects the further enrolment of a student who has exhausted his/her learning credit. Without prejudice to the stipulations of article 4.3.2 the body referred to under article 23.1 can only enroll the student for the remaining learning credit.

23.6 The body referred to under article 23.1 may, in exceptional circumstances or in case of force majeur and on condition that an adequate motivation is given, deviate from the stipulations under articles 23.1, 23.2, 23.3, 23.4 and 23.5.

23.7 The faculty can, in exceptional circumstances and on objective grounds, prematurely end an internship or another practical programme component if the student shows through his/her behaviour that he/she is unsuitable for the profession for which the programme trains him/her.

The student for whom the internship or the practical programme component was ended in accordance with the above-mentioned stipulation has no right to a second exam unless he/she has satisfied the set binding conditions.
The faculty elaborately motivates the decision to prematurely end an internship or a practical programme component.

23.8 A student who feels that an unfavourable decision concerning his or her study progress is tainted by a violation of his or her rights may, with or without assistance from the faculty ombudsperson, submit a request in writing for a review of that decision by the body referred to under article 23.1.

This request should be submitted within five days after the day on which the student has received the notification of the decision. With regard to the student the term starts from the first day following the delivery of the decision in exchange for a receipt or a refusal of receipt,

from the first working day following the delivery of the electronic message in the electronic mailbox of the student (first name.name@student.uantwerpen.be) or from the third working day following the deposit of a regular or registered letter at the post office unless the student can prove a later receipt.

The student is heard orally by the body concerned if he/she has asked for it in the written request to reconsider the decision. Articles 25.3 and 25.4 of this regulation shall subsequently apply.

23.9 On the basis of first-semester exam results, the faculties shall take appropriate measures to monitor the study progress of students who have enrolled for a Bachelor's degree for the first time.

Article 24 Material errors

24.1 When a study progress decision is tainted by a material error that is observed within 10 calendar days after which the decision was made, the body that has made the decision immediately rectifies the error, irrespective of whether the consequences of the rectification are more or less favourable for the student.

After the term of 10 calendar days, the body involved can only withdraw the decision and replace it by the correct decision in one of the following cases:

- if the rectification leads to a decision more favourable for the student

- if the study progress decision is tainted by such a gross and manifest irregularity that its factual existence has to be ignored both by the student and by the body concerned, even if this leads to a decision less favourable for the student

- if it has become certain that the decision was elicited by fraud, even if this leads to a decision less favourable for the student.

24.2 If it is observed that a material error leads to the learning credit being too low or too high, this has to be reported to the rector within 10 calendar days after the day on which the learning credit was changed. If the rector or his deputy determine the learning credit to be too low or too high, the university executes a learning credit correction or submits a request to do so to the Ministery of the Flemish Community according to the code of conduct of the Higher Education Database and this within 15 calendar days after it was reported.

Article 25 Internal appeal

25.1 In the case of disputes prior to the meeting of the examination board, the chair of the examination board and, as the case may be, the faculty ombudsperson shall be informed of the facts.

25.2 A student who feels that an exam result or a decision by the examination board is tainted by a violation of his or her rights may, with or without assistance from the faculty ombudsperson, submit a request in writing for a review of that decision by the chair of the examination board or his/her deputy. This request should be submitted within a period of five calendar days which starts on the day after the day on which the exam or deliberation results are announced or on the day after the day on which the student has received the notification of the decision in case of a different study progress decision. With regard to the student the term starts from the first day following the delivery of the decision in exchange for a receipt or a refusal of receipt, from the first working day following the delivery of the electronic message in the electronic mailbox of the student (first name.name@student.uantwerpen.be) or from the third working day following the deposit of a regular or registered letter at the post office unless the student can prove a later receipt.

The examination board shall treat any such request which is deemed admissible by the chair or his/her deputy. The student is heard orally by the examination board if he/she has asked for it in the written request to reconsider the decision.

25.3 All internal appeals should lead either to a motivated confirmation of the original decision or to a revision of that decision.

25.4 The decisions referred to under 25.3 shall be announced to the student within fifteen calendar days from the day that the appeal was lodged. The contents of article 26.1 will be mentioned as well as the point where the student can get more information about the decision made.

Article 26 External appeal

26.1 After exhaustion of the internal appeal the student can appeal a decision of the examination board or another study progress decision to the Board for disputes in study progress decisions (www.ond.vlaanderen.be/hogeronderwijs/raad). The student has to submit the request within a period of five calendar days which starts on the day after the day on which the student has received the notification of the decision of the internal appeal procedure. If there is no timely decision on the internal appeal, the student has to submit the request within a period of five calendar days which starts on the day after the term for notification of the decision on the internal appeal has expired. At the same time the student sends a copy of the request by registered mail to the rector (address: Rector Universiteit Antwerpen, Middelheimlaan 1, 2020 Antwerpen).

26.2 After the nullification of a wrongful decision by the Board for disputes in study progress decisions there is no longer an obligation to exhaust the internal appeal procedures when challenging a new unfavourable decision following the verdict of the Board before appealing again to the Board.

Annex III-2: Title-list of 30 dissertations of the past 3 years.

Master in Globalisation and Development

	family name	first name	AY	title	supervisor	points
1	Boeye	Stien	2013-2014	Quo vadis post-Kyoto? Do we really need a global agreement to mitigate climate change?	D.Cassimon	13
2	Bogale	Yeshwas Admasu	2011-2012	The likely impact of the European Union Economic Partnership Agreements on Ethiopian Economy: A case of Ethiopia-China Trade	G.Calfat	12
3	Chávez Mendoza	Cecilia	2012-2013	Value chain of Tara: how it has been promoting insertion of small-scale producers? Case studies of Cajamarca and Ayacucho	L.Pegler	13
4	Demissie	Dereje Getu	2012-2013	Evaluating the joint impact of PSNP and OFSP in rural Ethiopia. A difference in difference approach	G.Calfat	15
5	Deschepper	Stefanie	2012-2013	Fair trade & fair mined in artisanal and small-scale mining. The case of the Cotapata Cooperative, Bolivia.	G.Steel	11
6	Do Phuong	Linh	2012-2013	In what way does the state policy define rural to urban migrants' social exclusion? A case study of Ho Khau policy in Vietnam	G.Steel	12
7	Gebreyesus	Tsadkan Araya	2013-2014	Export survival of manufacturing firms in Ethiopia: Empirical evidence	G.Calfat	15
8	Hailemicheal	Adiam Hagos	2013-2014	The nexus of international migration and poverty: How does international migration affect household poverty in Ethiopia?	G.Calfat	16
9	Jacobs	Nicholas Frank	2013-2014	Investment as development. Conceptualizing the G8's new alliance of food security and nutrition	G.Calfat	17
10	Kadyrbaeva	Asel	2011-2012	Livelihood dynamics of female bazaar traders in Kyrgyzstan	G.Steel	17
11	Kamande	Rachel Wambui	2013-2014	Is the clean development mechanism, a market-based instrument, the best financial mechanism to support and sustain a clean environment in low income countries?	D.Cassimon	14
12	Lemercier	Roxane	2011-2012	The role of western supermarkets in shaping employment opportunities and enhancing decent work in agri-food global value chains. A focus on horticultural production in Africa and supermarkets' codes of conduct	L.Pegler	15
13	Lopez	Joy Valerie L.	2010-2011	Assessing government-led and community-led projects on improving the lives of the slum dwellers. A Philippine case	G.Steel	13
14	Martínez Arróliga	Silvia Elena	2012-2013	Analysis of dynamics of power relations in the chain of beans in Nicaragua : impact of the policy export regulation (case study from Río Blanco)	J.Bastiaensen	15
15	Martínez Barbosa	Ana Cecilia	2012-2013	Someone's scrap is someone else's treasure. When non-governance in GVC opens a window for inclusion-profit-sustainability	L.Pegler	15
16	Martinez Medina	Pamela Guadalupe	2013-2014	Household welfare and rice prices. The case of Nicaragua	G.Calfat	16
17	Mintjens	Lotte	2013-2014	NGO pressure and local labour conditions: An investigation of the way in which European NGOs contribute to improving the labour conditions of the Bangladeshi garment workers following the collapse of the Rana Plaza Factory, Dhaka, Bangladesh	S.Geenen	14
18	Mubita	Aurick	2012-2013	An analysis of micro, small and medium enterprise (SME) development support in Zambia: challenges and opportunities	G.Steel	13
19	Mussa	Essa Chanie	2013-2014	The pass-through of global food prices crisis to regional markets and household welfare changes in rural Ethiopia	G.Calfat	17
20	Nguyen	Thanh Van	2012-2013	Return of success or failure? Case study of international labour migrants from Viet Nam	G.Calfat	16
21	Nguyen	Vu Thuy Tien	2012-2013	Finding the linkage between fiscal decentralization and poverty reduction: the case of Vietnam	K.Titeca	13
22	Nunes Duarte	Renata	2012-2013	Sharks, remoras and those who do not have voice: A study of the impacts on labor in the orange juice value chain in Brazil	L.Pegler	15
23	Odongo	Bob Denis	2012-2013	The impact of decentralization on service delivery; Uganda's perspective	K.Titeca	13
24	Romero Lopez	Maria Milagros	2013-2014	Microfinance and cattle raising in Nicaragua: perspectives for a more socially and environmentally responsible policy to finance cattle in the Fondo de Desarollo Local and the Institute Nitlapan	J.Bastiaensen	14

25	Rubio Blanco	Yismelle de los Angeles	2013-2014	Does women's participation in the labor market increase their individual and their families' well-being? The case of EPZs women workers in the Dominican Republic	G.Calfat	15
26	Shahab Uddin	Shanjida	2013-2014	Gender wage gap in the informal garment production in Bangladesh: A search for narrowing the gap	G.Calfat	11
27	Tumusiime	Collins	2012-2013	Assessing the role of microcredit in women empowerment: a case study of Uganda	M.Verpoorten	13
28	Van Hoeck	Sebastian	2012-2013	Saving nature through a battle over meaning. A critical analysis of the dominant perceptions of nature	J.Bastiaensen	17
29	Verhaegen	Marjan	2013-2014	Assessing the role of microfinance services in disater risk management and livelihood restoration. An assessment of the microfinance services of ASHI in the aftermath of typhoon Haiyan	J.Bastiaensen	14
30	Villena	Ma. Josefina	2013-2014	The likely impact of the non-extension of the WTO special treatment on rice on Philippine households	G.Calfat	15

Master in Governance and Development

	family name	**first name**	**AY**	**title**	**supervisor**	**track**	**points**
1	Ahmed	Mamtaj Uddin	2010-2011	Decentralization and state of affairs of Sub-district Council in Bangladesh	J.Bastiaensen	2	13
2	Akhter	Md. Sayeed	2012-2103	Impact of microfinance on women's participation in the decision-making process of rural households in Bangladesh: A study on Bangladesh Rural Development Board(BRDB) of Godagari Upazila	J.Bastiaensen	2	15
3	Al-Hossienie	Chowdhurry Abdullah	2013-2014	Community perceptions of the Bangladesh police: Understanding public trust and confidence	F. Reyntjens	2	13
4	Anbessa	Lemessa Demie	2012-2013	Ethiopian pastoralist policy at the crossroad: further marginalization or revitalization?	M.Verpoorten	1	13
5	Charlier	Sophie Dominique	2013-2014	The integration of the CNDP in Democratic Rebuplic of the Congo: lessons for a better reconstruction of the army	F. Reyntjens	1	12
6	Chikadza	Kondwani Farai	2012-2013	The Political Economy of Neo-patrimonialism in Malawi's Agriculture Sector- The Challenge for a Developmental State	N.Molenaers	2	16
7	de Menezes Silva	Ana Irys	2013-2014	Livelihood insecurities in sustainable contexts. The case of Brazilian waste workers	L.Pegler	2	15
8	Frimpong	Osei Baffour	2013-2014	Democratisation and electoral conflict management in Sub-Saharan Africa: the Ghanaian experience	F. Reyntjens	1	13
9	Hasan	Md Arif Nazmul	2012-2013	Impact of Citizen's Charter on Service Delivery: A study on Upazila Land Office in Bangladesh	T.De Herdt	2	11
10	Ibrahim	Abdurahman Hamza	2013-2014	Large scale land acquisitions in Ethiopia: the implications on pastoralism	R.Orock	2	12
11	Iragi	Mukotanyi Francine	2011-2012	Artisanal and small scale gold mining in South Kivu: a threatened livelihood?	M.Verpoorten	2	16
12	Kamundala	Byemba Gabriel	2013-2014	Artisanal gold smuggling from South Kivu (DRC): Does government matter?	M.Verpoorten	2	11
13	Kore	Muna Degemu	2012-2013	The effect of women's intra-household bargaining power on Children outcome: The case for rural Ethiopia	N.Holvoet	2	15
14	Lozano Rodriguez	Andrea Paola	2013-2014	The Colombian transition to peace. Understanding the notion of accountability in the context of Colombia's transnational justice policy and practice	S.Vandeginste	1	12
15	Mayua	Jim Nzonguma	2013-2014	The response of the Southern Africa Development Community (SADC) to intra-trade conflicts within its member states: An appraisal of the SADC peace and security approach	S.Vandeginste	1	15
16	Melgarejo Cantor	John Fredy	2010-2011	Colombia land restitution process. Agrarian structure and paramilitary phenomenon as challenges to its implementation	J.Bastiaensen	2	14
17	Méndez Ardila	Diana	2012-2013	A gendered analysis to the Colombian peace process. Are women included?	S.Vandeginste	2	13
18	Mengistu	Dereje Seyoum	2013-2014	Civil society organizations in contemporary Ethiopia	F. Reyntjens	1	13
19	Muthama	Dennis Mbugua	2010-2011	Kenya's land reform 2.0 Towards a comprehensive pro-poor land redistribution framework	J.Bastiaensen	2	14

20	Natukunda	Rhoda Nkubah	2013-2014	The ICC experience in Africa: The ups an downs of commitment and adherence. A case study of Uganda	S.Vandeginste	1	15
21	Nesa	Meherun	2013-2014	Economic empowerment of women through entrepreneurship: A study on women SME entrepreneurs in Bangladesh	J.Bastiaensen	2	12
22	Nkatha	Mercy	2012-2013	Sustainable land management in Kenya's Dry Lands: policy and institutional frameworks for enhancing ASALs Productivity	J.Bastiaensen	2	12
23	Obregon Quiroz	Maria Sylvia	2013-2014	Overlapping DDR and transitional justice in the case of Colombia within the legal framework for peace	S.Vandeginste	1	13
24	O'Shea	Marianne	2012-2013	Political participants or political spectators? An examination of space for political participation in a hybrid regime : Uganda 2011	K.Titeca	2	11
25	Phan Thi Kim	Lien	2013-2014	From claiming rights to acting for rights realization. A bottom-up human rights based perspective in promoting child protection in Vietnam	T.De Herdt	2	13
26	Same Moukoudi	Teclaire	2013-2014	Discursive and practical struggles over land rights: The case of Herakles Farms' large-scale land acquisition in Cameroon	S.Geenen	2	15
27	Temu	Richard Lucas	2012-2013	Accountability for service delivery through ICTs in Africa: Reflections on demand side barriers for using mobile phones	K.Titeca	2	13
28	Vancluysen	Sarah	2013-2014	Return migrants engaging in entrepreneurial activities in the Ecuadorian provinces of Azuay and Cañar: probabilities of success and failure	G.Calfat	2	15
29	Vukovic	Maja	2013-2014	Ethnic heterogeneity and the state in Montenegro	S.Vandeginste	1	13
30	Zalwango	Evelyn	2012-2013	The impact of the quality of health service provision on maternal and infant mortality rates: a case study of Uganda	M.Verpoorten	1	11

Master in Development Evaluation and Management

	family name	**first name**	**AY**	**title**	**supervisor**	**track**	**points**
1	Abubakr-Bibilazu	Safiyatu	2012-2013	Factors contributing to the reduction of global hunger	T.De Herdt	2	14
2	Arca Vera	José Carlos	2013-2014	Evolution of socioeconomic-related inequality in healthcare utilization in Peru, 2007 - 2011. The case of the department of Huancavelica before and after the introduction of "universal health insurance" policy	N.Francken	1	12
3	Atabug	Rosemary Victoria Marcilla	2012-2013	National Evaluation Policy Framework: A proposal for the Philippine Government	N.Holvoet	1	12
4	Atreso	Theodros Woldegiorgis	2010-2011	Secrets under the Hijab: Female Ethiopian domestic workers searching for livelihood through migration in the Middle East	G.Steel	2	12
5	Cruz Alvarez	Ana Gabriela	2013-2014	The colossal consequences and implications of low levels of ownership in a developing countr: the case study of Guatemala	N.Molenaers	1	13
6	De Bock	Steven	2012-2013	Monitoring outcomes of urban interventions. Building a spatially informed approach	N.Holvoet	2	15
7	Diyarov	Bakhodir	2010-2011	Communal modes of participation and community-led development : a case study of the regional rural water supply and sanitation project in two oblasts (provinces) of the Farg'ona Valley, Uzbekistan	G.Steel	2	18
8	Escudero Rodríguez	Maria Kattia	2012-2013	Water governance in Peru: a macro analysis of governance in the irrigation sector	G.Steel	2	12
9	Fataliyeva	Gular	2013-2014	A view from the inside: NGO perceptions on Humanitarian Accountability Partnership (HAP) standard and certification mechanism	N.Molenaers	2	13
10	Ferdous	Rehnuma	2012-2013	Assessing community-based wetland resource management in livelihood improvement and environmental sustainability: a case study on Hail Haor, Bangladesh	S.Wong	1	14
11	Gasana	Emmanuel	2010-2011	Joint sector reviews: What implications for the M&E systems of the education and health sectors in Rwanda	N.Holvoet	1	13
12	Gebremichael	Eden Kassaye	2011-2012	Impact assessment of adoption and use of micro irrigation technologies: Empirical evidence from Ethiopia	R.Renard	2	14
13	Getachew	Michael Solomon	2013-2014	Assessing the monitoring and evaluation systems of climate change adaptation interventions: the case of GIZ and Christian Aid	N.Holvoet	2	14
14	González Fuenmayor	Silvia Paola	2012-2013	Impact of international migration on educational outcomes of children in Riobamba - Ecuador	G.Calfat	2	13

15	Kalibbala	Edward	2011-2012	Development of "additional" innovative financing mechanisms for the education sector: A case of Uganda	D.Cassimon	1	13
16	Kanyamuna	Vincent	2012-2013	Sector monitoring and evaluation systems in the context of poverty reduction strategies: a comparative case study of Zambia's health and agriculture sectors	N.Holvoet	1	15
17	Kayigana	Kigunga Jean Claude	2011-2012	Rwanda regional crop specialization policy and land consolidation reform, in the context of the East African Community (EAC). A comparative advantage analysis using domestic resource cost	R.Renard	2	13
18	Kone	Yacouba Dit Zonon	2012-2013	Reforming public financial management for a better performance budgeting: A case study of Ivory Coast	D.Cassimon	1	14
19	Manda	Nicholas Misheck	2013-2014	Assessing the effectiveness of farmer input support programme on rural poverty and household food security among small scale farmers: a case of Zambia	T.De Herdt	2	13
20	Manguni	Grachel Lloren	2012-2013	Bound to be free. A moral evaluation of Almeria's ban on home birth	T.De Herdt	2	15
21	Mills	Gabriel Amerdi	2010-2011	Securing Land and property rights: theory and evidence from Ghana	J.Bastiaensen	2	14
22	Mutoni	Gloria	2012-2013	The effects of agricultural mechanization on Rwandan rural livelihoods: The case of farmers in Bugesera District.	G.Steel	2	13
23	Pérez Perdomo	Sara Lucía	2012-2013	Assessing Colombia's monitoring and evaluation system: The demand side and theuse of information for public accountability	N.Holvoet	2	16
24	Pham	Thi Ngoc Quynh	2013-2014	The impact of broadening the concept of public debt on debt sustainability analysis in Vietnam	D.Cassimon	1	14
25	Popelier	Lisa	2012-2013	Physical and functional sustainability of urban upgrading projects: water and sanitation facilities in the aftermath of the Kampala Integrated Environmental Planning and Management Project (2006-2012)	N.Holvoet	1	15
26	Suntaxi Flores	Paola Fernanda	2012-2013	Connecting M&E systems with organizational learning and knowledge management: A comparative analysis of development agencies	N.Holvoet	2	16
27	Uddin	Mohammed Faruque	2012-2013	Scrutinizing inclusion and exclusion errors in social policies: a study on the Vulnerable Group Development (VGD) program in Bangladesh	T.De Herdt	2	13
28	Vallejo Patino	Paola Andrea	2013-2014	The Use of evaluations: exploring feedback in development organisations. The case of Europeaid	N.Holvoet	1	17
29	Vlaminck	Zjos	2010-2011	PADEV: the way forward. An assessment of theutilisation and empowerment capability, based on fieldwork in East-Mamprusi, Northern Region, Ghana	N.Holvoet	2	14
30	Woldeyohannes	Eshetu Demissie	2011-2012	Foreign aid and the fiscal response: the case of Ethiopia	D.Cassimon	1	14

Annex III-3: DHO tables: average study duration until degree

See annex-II-4

Annex III-4: Assessment sheet master dissertation and eomp

Student name:	
Title:	
Promoter & assessors: 1)	**2)** **3)**

HOLISTIC MEASURE	**<10**	**10-12**	**13-14**	**15-16**	**17-18**	**19-20**
Usefulness & supportability						
Internal consistency & reasoned argument						
Use of information/data to sustain argument						
Critical reflection, personal contribution & originality						
Awareness of strengths & weaknesses						
	Holistic score [70%]:					**/20**

SUPPLEMENTARY CRITERIA						
Research problem Problem statement, research question & hypothesis Rationale & focus						
Theoretical soundness Functionality & relevance literature Critical reflection & systematic evaluation Analysis & synthesis						
Empirical soundness Relevance & motivation Appropriate implementation Critical awareness						
Conclusions & recommendations Concise, clear & nuanced Relevant policy recommendations development actor						
Format & Layout Scientific manner Language						

PRESENTATION Content & structure Language & eloquence						
	Presentation [20%]:					**/20**

LEARNING PROCESS Independence Attitude & commitment						
	Learning process [10%]:					**/20**

General comment:

Signature assessor:

How to use the assessment sheet:

1. A dissertation **cannot be awarded a score** above that given to the **holistic criteria**, whatever the performance in the **supplementary criteria**. The range of marks for the **overall holistic level** determines the upper and lower limits of the final mark to be awarded (example: 14 - 15).

2. The supplementary criteria are designed to pick up on features of the dissertation which relate to **specific learning outcomes** and features which **are not assessed during the holistic criteria**. Above all, these supplementary criteria serve as a checklist for the assignment of the overall holistic criteria. In case a dissertation receive a score in the **supplementary criteria** that is **systematically higher or lower** than the **holistic** criteria, then a reflection should be done about the latter (Seymour, 2005).

3. The supplementary criteria will additionally determine the final mark within the boundary set of the holistic criteria (example: holistic criteria = 14 – 15/20; supplementary and final mark: 14/20).

	19-20	17-18	15-16	13-14	10-12	>10
HOLISTIC MEASURE						
Usefulness & supportability	o Perfectly proven policy relevance by connecting to contemporary development problem. o Perfectly connects policy recommendations to specific development actors, while highly aware of political economy of decision-making.	o Very clearly proven policy relevance by connecting to contemporary development problem. o Clearly connects policy recommendations to specific development actors, while highly aware of political economy of decision-making.	o Clear proven policy relevance by connecting to contemporary development problem. o Clearly connects policy recommendations to specific development actors, while well aware of political economy of decision-making.	o Proven policy relevance by connecting to contemporary development problem. o Connects policy recommendations to specific development actors, while slightly aware of political economy of decision-making.	o No clear proven policy relevance by connecting to contemporary development problem. o Only vaguely connects policy recommendations to specific development actors, while non-aware of political economy of decision-making.	o Does not meet minimum standards of level 10-12.
Internal consistency & reasoned argument	o Extremely strong internal consistency, fully addressing the research question. o Sophisticated argument, very clearly articulated & skilfully developed.	o Very strong internal consistency, fully addressing the research question. o Sophisticated argument, clearly articulated & skilfully developed.	o Strong internal consistency, and addresses most of the research question. o Sound argument clearly articulated & developed.	o Evidence of internal consistency, relating to the research question. o Satisfactory argument, with some inadequacies.	o Limited evidence of internal consistency, weakly relating to the research question. o Weak argument, with major inadequacies.	o Does not meet minimum standards of level 10-12.
Use of information/data to sustain argument	o Impressive use of information/data to support a sustained, coherent argument.	o Extensive use of information/data to support a sustained, coherent argument.	o Substantial use of information/data to support a coherent argument.	o Use of information/ data to support a rational argument.	o Information presented but with weaknesses in use and argumentation.	o Does not meet minimum standards of level 10-12.
Critical reflection, personal contribution & originality	o Sound critical judgment in all aspects. o Impressive personal contribution & thought. o Exceptional creativity/originality.	o Sound critical judgment in most aspects. o Extensive personal contribution& thought. o A very high degree of creativity/originality.	o Critical judgment in most aspects. o Strong personal contribution and thought. o High degree of creativity/originality.	o Critical judgment in some aspects. o Evidence of personal contribution and thought. o Creativity/originality in some areas.	o Moderate critical judgment in some aspects. o Limited evidence of personal contribution and thought. o Limited creativity/ originality.	o Does not meet minimum standards of level 10-12.
Awareness of strengths & weaknesses	o Profound critical awareness of the strengths & weaknesses of approach.	o Extensive critical awareness of the strengths & weaknesses of approach	o Critical awareness of the strengths & weaknesses of approach.	o Some awareness of the strengths & weaknesses of approach.	o Limited critical awareness of the strengths & weaknesses of approach.	o Does not meet minimum standards of level 10-12.

Supplementary Cirteria	19-20	17-18	15-16	13-14	10-12	>10
Research problem	o Exceptionally clear formulation of research question with logic and coherent relationship between problem-statement, research objectives and hypothesis. o Excellent and convincing rationale. o Very clear and specific focus.	o Very clear formulation of research question with logic and coherent relationship between problem-statement, research objectives and hypothesis. o Highly convincing rationale. o Clear and specific focus.	o Clear formulation of research question with logic relationship between problem-statement, research objectives and hypothesis. o Convincing rationale. o Clear focus.	o Formulation of research question with evidence of a relationship between problem-statement, research objectives and hypothesis. o Justified rationale. o Evidence of focus.	o Vaguely defined research question with unclear relationship between problem-statement, research objectives and hypothesis. o Rationale is not clearly stated. o Limited focus.	o Does not meet minimum standards of level 10-12.
Theoretical soundness	o Impressive selection of literature explicitly related to chosen topic and research question. o Meticulous critical reflection and systematic evaluation of relevant theories and connected issues. o Exceptional and logical integration of literature thorough analysis and synthesis.	o Discerning selection of literature explicitly related to chosen topic and research question. o Excellent critical reflection and systematic evaluation of relevant theories and connected issues. o Excellent and logical integration of literature thorough analysis and synthesis.	o Comprehensive selection of literature clearly related to chosen topic and research question. o Critical reflection and systematic evaluation of relevant theories and connected issues. o Clear and logical integration of literature thorough analysis and synthesis.	o Wide selection of literature related to chosen topic and research question. o Evidence of critical reflection and evaluation of relevant theories and connected issues. o Good integration of literature thorough analysis and synthesis.	o Satisfactory selection of literature mostly related to chosen topic and research question. o Some critical reflection and adequate evaluation of relevant theories and connected issues. o Sufficient integration of literature thorough analysis and synthesis.	o Does not meet minimum standards of level 10-12.
Empirical soundness	o Excellent proven relevance and correct implementation of research methods. o Excellent and insightful motivation for research approach. o Profound critical reflection on own limitations and limitations of research method.	o Very clearly proven relevance and correct implementation of research methods. o Very clear and insightful motivation for research approach. o Extensive critical awareness of own limitations and limitations of research method.	o Clearly proven relevance and correct implementation of research methods. o Comprehensive and persuasive motivation for research approach. o Deep critical awareness of own limitations and limitations of research method.	o Good proven relevance and correct implementation of research methods. o Adequate motivation for research approach. o Critical awareness of own limitations and limitations of research method.	o Sufficient proven relevance and correct implementation of research methods. o Limited motivation for research approach. o Some critical awareness of own limitations and limitations of research method.	o Does not meet minimum standards of level 10-12.
Conclusions & recommendations	o Exceptionally clear, concise and nuanced formulation of conclusions. o Outstanding logic, coherent answer to research question, with impressive connection with previous analysis. o Extremely useful and supportable policy recommendations connecting to specific development actors.	o Very clear, concise and nuanced formulation of conclusions. o Very strong logic, coherent answer to research question, with extensive connection with previous analysis. o Very useful and supportable policy recommendations connecting to specific development actors.	o Clear, concise and nuanced formulation of conclusions. o Strong logic, sound answer to research question, with substantial connection with previous analysis. o Useful and supportable policy recommendations connecting to specific development actors.	o Concise conclusions, with some evidence of clear, nuanced formulation. o Robust logic, acceptable answer to research question, mainly rooted in a connection with previous analysis. o Useful and supportable policy recommendations but partially connected to specific development actors.	o Vague conclusions, with little evidence of clear, concise and nuanced formulation. o Satisfactory logic, partly answering research question, with some connection with previous analysis. o Some usefulness and supportability in policy recommendations but not connected to specific development actors.	o Does not meet minimum standards of level 10-12.
Format & layout	o Correct citations and use of references and bibliography. o Perfect use of language; Reads fluently; Clear and coherent structure. o Complete and concise executive summary.	o Correct citations and use of references and bibliography. Very good use of language; Reads fluently; Clear and coherent structure. o Complete and concise executive summary.	o Correct citations and use of references and bibliography. o Well-kept use of language; Good readability; Clear and coherent structure. o Good executive summary.	o Citations, references and bibliography are not always clearly stated, but overall correct. o Occasional mistakes in language or style; Good readability; Clear structure. o Good executive summary.	o Citations, references and bibliography are not always clearly stated, and sometimes used wrongly. o Occasional mistakes in language or style; Acceptable readability, although not fluent; Structure is not always clear. o Executive summary does not summarize main points well.	o Does not meet minimum standards of level 10-12.

Presentation	19-20	17-18	15-16	13-14	10-12	>10
	o Thesis argument optimally clear for everyone; Extremely well structured; Conclusion defies all possibility of misinterpretation and summarizes optimally; Captivating, compelling and original PPT and other tools. o Appropriate language, clear, accurate and to maximum effect; Perfect time management.	o Very clear thesis argument; Very well structured; The conclusion summarizes the main points and the thesis very well; Good use of PPT and other tools to enhance audience understanding. o Appropriate language, clear, accurate and to maximum effect; Very good and balanced time management.	o Very clear thesis argument; Well structured; The conclusion summarizes the main points and the thesis; Sufficient use of PPT and other tools to enhance audience understanding. o Appropriate language, clear, accurate and effective; Time management good throughout.	o Thesis argument is clear; Good structure; Conclusion summarizes well, but could be more balanced; Use of PPT and other tools to enhance understanding is limited. o Appropriate language, clear and accurate but with some errors; Overall time management is good, but some parts were too long/ short in comparison with the rest.	o Thesis argument is defined, but vague and the spectrum is sometimes too broad; Structure not always clear; Conclusion is superficial, very general and not innovative; Use of PPT and other tools to enhance understanding is limited or absent. o Appropriate language, but not always clear and significant errors; Too long or too short, overall time management was poor.	o Does not meet minimum standards of level 10-12.
Learning process & attitude						
	o Exceptional dedication; No real guidance necessary; Extremely meticulous, even well in advance. o Positively obsessive about topic; Exceptional learning, understanding reaches beyond the issue required.	o Very highly dedicated; Guidance becomes like equal partnership, actively seeks help beforehand where needed; Diligent worker, always done before the deadlines. o Greatly interested in topic and broader scientific scope; Has reached a high level of expertise concerning the issue required.	o Great efforts; Research done independently but asks for help when stuck; Very accurate and strict. o high interest in topic, clear awareness of scientific context; Has strongly improved understanding of the issue.	o Efforts clearly noticeable; Able to execute methods independently, some needs regarding help with research and aware of that; All agreements met, dependable. o Much interest in topic; Has improved understanding of the issue substantially.	o Dedication questionable; Able to execute methods independently, still needs guidance and only vaguely aware of when and why; Just on time, but barely makes it, too much 'on the edge'. o Sufficient interest in the topic; Very limited learning significance.	o Does not meet minimum standards of level 10-12.

Annex III-5 External Benchmark Report

IOB
INSTITUTE OF DEVELOPMENT POLICY AND MANAGEMENT

External Benchmark

Master's Dissertations

UFOO

Marleen Baetens, Wim Hoskens & Sebastian Van Hoeck

Table of Contents

I: INTRODUCTION **3**

II: RESULTS AND ANALYSIS **4**

2.1 SINGULAR COLLABORATION WITH ISS 4

2.1.1 Selection procedure *4*

2.2 RESULTS 5

2.2 ANALYSIS 8

III: CONCLUSION AND RECOMMENDATIONS **10**

3.1 OVERVIEW 10

3.2 LIMITATIONS 10

3.3. RECOMMENDATIONS 11

IV: APPENDIX **13**

4.1 GENERAL COMMENTS F. SCHIPHORST 13

4.2 DISSERTATION COMMENTS F. SCHIPHORST 15

I: Introduction

In its overarching assessment policy document[1] issued last year (2013), the University of Antwerp states the importance of the master's dissertation and expects all faculties and institutes to uphold or work towards four quality demands:

1) At least 2 assessors for each dissertation.
2) Explicitly organised feedback and guidance.
3) Explicitly formulated/communicated assessment criteria (Internal benchmarking).
4) **External benchmarking of dissertations.**

IOB already meets the **first three quality demands** and this document intends to complete the process of meeting the **last quality demand** that was commenced by W. Hoskens (UFOO) in January 2013. All educational boards are required to perform such a benchmarking on a regular basis (current proposal: every 4 years), in order to maintain the necessary level of quality of the master's dissertation, and to improve where needed in regard of organization, guidance, and assessment. The focus in this particular external benchmarking is on the **educational** aspects of the dissertation. By bringing in external feedback and advice, one is able to analyse how the **own grading process** and its results relate to similar programmes, whether desired objectives are being met or are in need of reformulation, whether alternative ideas are worth considering and exploring, and so on.

Next to these quality demands set forth by the University of Antwerp, IOB additionally has its own reason to analyse its master's dissertations, and to benchmark them in relation to other, comparable programmes at other institutions and to the professional field. Students have indicated in the past that they sometimes feel to be treated **unequally**, with a **bias** depending on the composition of the different juries. It will thus be important to analyse whether a similar institute to IOB, using our own grading criteria, would roughly mark dissertations in the same way. It will be interesting to see whether internal assessors at IOB (Promoter, Assessor 1 & 2) diverge significantly from external assessors.

[1] There is a new and revised assessment policy document on the way from the UA (2014).

II: Results and analysis

2.1 Singular collaboration with ISS

In February 2013 [2] IOB commenced a **singular try-out collaboration** with the International Institute of Social Studies of The Hague (ISS) for the external benchmark of dissertations. ISS was selected on the basis that their master programme and institute is similar to IOB.

They were asked to **grade** a selection of our dissertations using **our assessment criteria and sheet** [3]. Additionally, we sent them our document on the master's dissertation, so that they can understand our setup and the dissertation's process, and possibly give feedback on that as well. The marks ISS provide will not have any consequences on the final mark those students received from IOB promoters and assessors.

2.1.1 Selection procedure

ISS was asked to grade **9 dissertations** (3 for each master at IOB respectively) of the academic year **2011-2012**. Selecting the dissertations out of a previous year allows for greater control over the range of the quality of dissertations in the analysis, as IOB had already evaluated and graded those dissertations. The selection of the **3** dissertations per master proceeded as follows: **1 with a high mark** (15/20 or above), **1 with a medium mark** (between 12-14/20), and **1 with a low mark** (10/20 or below) [4]. Dissertations with an extreme high/low mark were not selected. These 9 dissertations were all sent to ISS without IOB revealing the final mark these selected dissertations received. (*Table 1*).

[2] First contact was in April. The selected dissertations were sent in May 2013.
[3] See N-Drive/Teaching/Education&Policy/AssessmentToolkit/Checklistpolicypaper_dissertation.
[4] The following should be taken into account with regards to the dissertations selected for the Master Development Evaluation & Management (DEM): A high mark was not submitted, but rather twice a medium mark.

Table 1: 9 selected dissertations and IOB mark

Programme	Track	Name	Mark Promotor	Mark Assessor 1	Mark Assessor 2	Final Mark IOB
DEM	LIPR	S1	10	10	10	10
DEM	AID	S2	14	14	13	14
DEM	AID	S3	14	15	14	14
G&D	LIPR	S4	9	10	8	9
G&D	CONF	S5	13	12	14	13
G&D	CONF	S6	16	15	15	15
GD	LIPR	S7	9	8	9	9
GD	LIPR	S8	13	11	13	12
GD	LIPR	S9	17	15	17	16

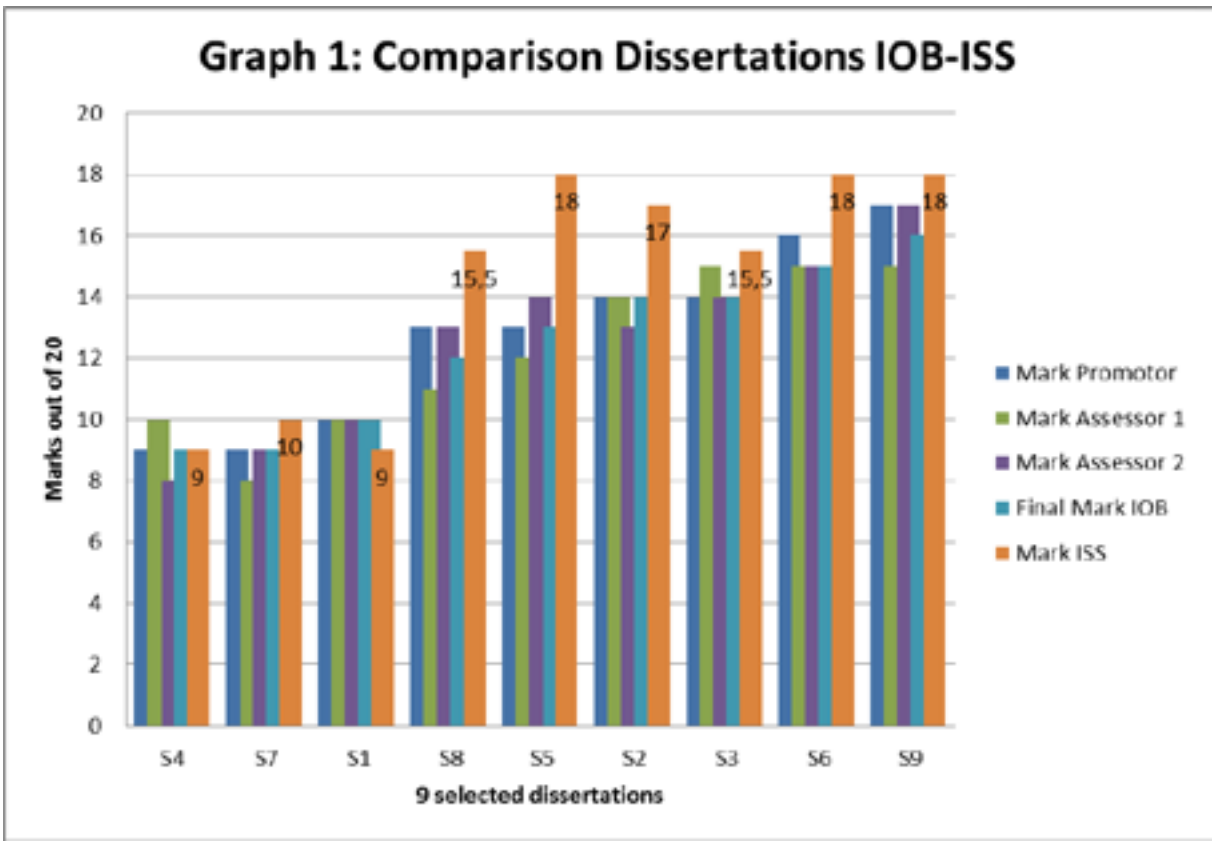
Only **dissertation marks** are used above, i.e. excluding presentation and learning process, as ISS was not present for that assessment. The above marks of IOB (including the final mark) thus only refer to the dissertation itself (**70% of final score** the student received).

2.2 Results

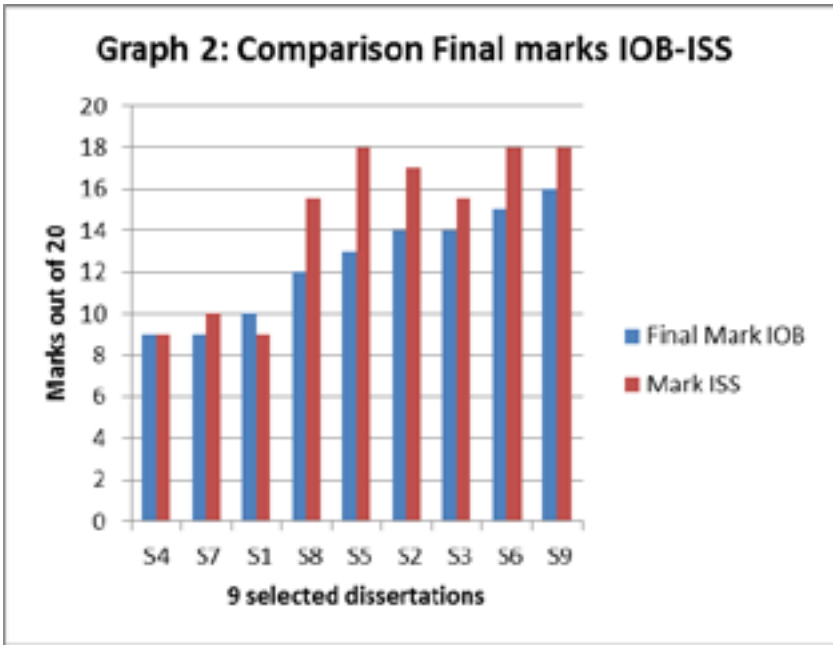
In March 2014 ISS came forward with their reply and grading of the 9 selected dissertations following our grading criteria. It should however be noted that **only one** member of staff at ISS was able to complete the external benchmarking. Thus all 9 selected dissertations were graded by **Freek Schiphorst**, Deputy Rector Educational Affairs – responsible for teaching activities at ISS – and additionally Senior Lecture Labour Relations.

With regards to the grading criteria, ISS explicitly mentioned they used IOB's criteria, but it seems ISS does not give a mark for a fail, i.e. no number given between 1-9/20, but simply mentioning *fail*. I took the liberty to convert a *fail* of ISS to a *9/20* for IOB. This should be taken into account.

On the next page one can find *graph 1* with the marks given by **IOB** (1 Promoter & 2 Assessors) vs. the marks given by **ISS**:



In *Graph 2* the final marks of IOB are plotted against the marks given by ISS, facilitating a more distinct comparison:



As a final step, the *Intraclass Correlation Coefficient (ICC)* was calculated, which

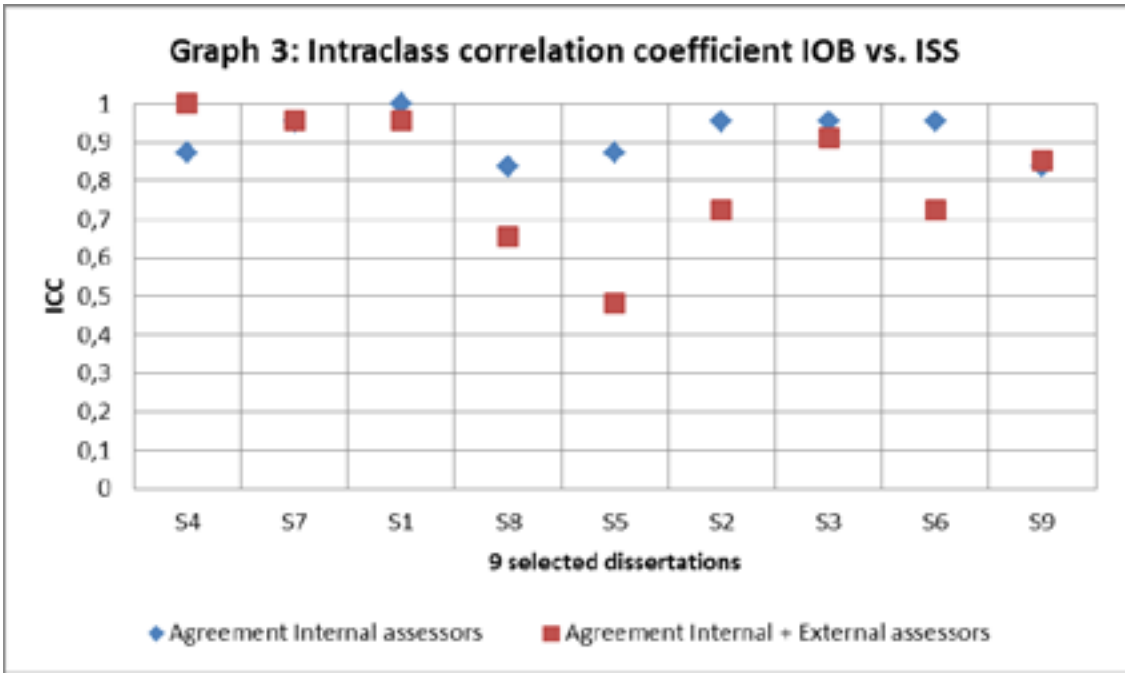
assesses the reliability of rating by comparing the variability of different ratings of the same subject to the total variation accress all ratings and all subjects. The *ICC* is hence a measure for the consistency of assessment, using the following formula:

$$ICC = \frac{\sigma_b^2}{\sigma_b^2 + \sigma_w^2}$$

$$\sigma_b^2 = between - subject$$

$$\sigma_w^2 = within - subject$$

The *ICC* calculates the variance in assessment between dissertations, vs. the variance within assessment of the same dissertation, resulting in: $0 < ICC < 1$. An *ICC* close or equal to 1 depicts great agreement (=consistency) among assessors (whether internal or external) with regards to the marks given, whereas an *ICC* close to zero depicts great divergence among assessors and the marks given. With regards to marks on dissertations, according to the University of Antwerp an *ICC* of 0.6 upwards is acceptable. *Graph 3* shows the *ICC* for both agreement within IOB assessors and between IOB and ISS for all respective 9 dissertations:



2.2 Analysis

With the exception of dissertation student1 (S1)[5], *graph 1 & 2* clearly show that the marks **received at ISS using IOB assessment criteria** are **higher** or **equal** to the marks received at IOB for the 9 selected dissertations. This is positive news for IOB: a high ranking development institute (ISS) equally fails the 3 selected low mark dissertations[6], but even more so, systematically grades our medium and high mark dissertations with high grades (15,5-18/20).

The fact that only one person at ISS could grade all 9 selected IOB dissertations, was initially received as reducing the validity of the exercise. This as it may **reduce** the external benchmarking quality by only benchmarking **one** external assessor against our own multiple promoters (in this case **8**) and assessors (**14**).
However, it is also positive that there was only one external assessor, as he was able to read the **whole range of selected dissertations** and therefore get a wider overview of the quality and content at IOB and its master dissertations.

It was mentioned in the introduction that this current benchmarking exercise would be important in order to find out whether internal assessors diverge significantly from external assessors. Important, as it may validate or refute the complaint of some students that the composition of a particular jury may affect their dissertation mark.
From *Graph 3,* it is clear that the consistency of assessment by internal assessors is very high: **all *Internal ICC* score 0.83 and higher, up to 1** and the **average** internal ICC over the 9 dissertations scores a **0.917**. This shows that the agreement among internal assessors at IOB is high and that by using the extended assessment criteria for dissertations, **different IOB assessors achieve a high assessment consistency**.
With regards to agreement between internal (IOB) and external (ISS) assessors, *graph 3* indicates that for most part, assessment consistency is high, with an **average ICC** of **0.80**. (Out of the 9 dissertations, 7 score an *ICC* of 0.72 and higher, which is above the 0.6 acceptable boundary mentioned earlier). Furthermore, *graph 3* indicates **that 6 of**

[5] Dissertation S1 received a dissertation score of 10/20 by IOB and a fail by ISS, however, after the presentation and learning process were added, the student in question received a 9.6/20 of IOB and ultimately failed due to handing in late 8.6/20
[6] Dissertations S1, S4, S7.

the 9 selected dissertations achieve almost the same *ICC*[7] for both internal and internal/external assessment, **showing high consistency of assessment** (Dissertations S1, S3, S4, S7 & S8, & S9 respectively). This only leaves **3 dissertations** that seem to diverge more when concerning agreement internal assessors vs. agreement internal + external assessors (Dissertations S2, S5 & S6 respectively). Only **one dissertation** scores **lower** than the acceptable *ICC* boundary of 0.6 (Dissertation S5). The low *ICC* is due to the high divergence between ISS (18/20) and internal assessors (14-14/20). We believe that these 3 cases of divergence between IOB and ISS is mostly due to the systematic higher scoring of IOB dissertations at ISS and probably has much more to do with the person grading the dissertations than the quality of dissertations, given that low grading dissertations score equally low and high grading dissertations equally high or higher at ISS.

The lone case of low *ICC* (dissertation S5) should not divert attention from the conclusion that has come forward from this external benchmarking: **assessment consistency is high at IOB, both internally and externally.**

[7] Exactly equal or not deviating more from each other than 0.18 *ICC*.

III: Conclusion and recommendations

3.1 Overview

We believe this external benchmarking of dissertations has been an **highly interesting** exercise for IOB and one that **re-affirms our internal quality process** and this for the following reasons:

- Assessment consistency between promoter and internal assessor proves to be **very high** (*ICC graph 3).*
- 6 out of the 9 selected dissertations score **equally high** at internal and external assessment consistency.
- Furthermore, with the exception of one dissertation, no selected dissertation received **a lower mark** by the external assessor than it received at IOB.

3.2 Limitations

There is however some limitations of this first external benchmarking exercise that should be taken into account:

- Only **one external assessor** was able to grade all 9 selected dissertations possibly limiting the quality and validity of the external benchmark exercise.
- Only **one institute (ISS) of a different country (Netherlands), with different grading tradition** was able to grade the 9 selected dissertations.
- It is argued by the faculty FBD at the University of Antwerp – that have completed an external benchmark of their dissertations recently – that one should only send in **average dissertations** (between 12-14/20) for external benchmarking. This because extreme dissertations (very high or low marks) usually score high on internal and external agreement. This is also quite evident out of this exercise as *ICC* of both internal and external assessment achieve similar high scores (Dissertation 1-3, 7-9).
- This external benchmarking was only concerned with the **dissertation itself**, i.e. excluding presentation and learning process which is assigned a relatively high percentage of total score (30%; 20% for presentation and 10% for learning process). If possible, it would be interesting in future benchmarking exercises

to include external assessors within this process too.

3.3. Recommendations

Some recommendations for future external benchmarking exercises:

- Have **more than one** external assessor, but ask them to read maybe two dissertations in order to retain the possibility of comparison among dissertations.
- If possible with regards to costs, it would be an interesting exercise to include **more individuals** within the external benchmarking process. It may be interesting to send the same selected 9 dissertations and see how they are graded by other individuals. We recommend to focus on individuals and not institutes[8] as such, as IOB staff may be able to use personal loyalties and connections in order to motivate external assessors.
- In terms of **content** of the master dissertations at IOB, it could be highly interesting feedback if some of the above mentioned institutes grade a few selected dissertations on content according to **their grading system**.

Some recommendations for the masters' dissertation:

- The appendix of this document show the general comments (*see 4.1)* of **Freek Schiphorst** on our assessment policy and additionally specific comments (*see 4.2)* about the selected 9 dissertations he was asked to grade. His overall remarks can be summarized as follows:
    - Unclarity on the difference between **research paper and policy paper**;
    - Some dissertations (in particular *S1*) have weak to **no clear research question**(s) and confuse research question with research objective;
    - This results in general **weak methodology** and **hypothesis testing**;
    - The range of **length** in both the guidelines of IOB and the actual dissertations is **too wide** (10.000 – 25.000) according to F. Schiphorst.
- It should be noted that all remarks of ISS have been taken into account and that the responsible UFOO person, in collaboration with CIKO and IOB staff is working on **both improving and formulating clarity** with regards to the the general and specific dissertation **criteria**, **guidelines** and **assessment**

[8] Some other relevant development institutes could however include: IDD Birmingham, IDS Sussex, IDS Amsterdam, and CIDIN Nijmegen.

procedure. We take F. Schiphorst remarks seriously and are of the opinion that most comments relate to **incongruent assessment criteria** (such as policy paper vs. hypothesis testing) and believe that **improving** the **realiability** and **validity** of both dissertation and EoMP **assessment procedure** through **clear guidelines** and **criteria** will solve above mentioned issues.

- In order to overcome the limitations of an external assessor only able to read the dissertation and miss out on the important presentation, it would interesting to invite one or two external academics (or professionals from the field) to be present at some of the defense presentations of the dissertations in September and the subsequent deliberation after the presentations. They would act as additional assessors (thus also reading the dissertations beforehand and grading them) without the mark that they give actually being taken into account for the final grade, providing simply a possibility to again analyze our own assessment process, yet in a more complete fashion. The benefits include: a more complete benchmarking (90% of dissertation mark); and direct, face-to-face interaction with external assessor possbile. The challenge lies here in the: possible higher costs; greater effort on part of external assessor, and the fact that the UFOO-project can only be involved for preparation (until 01/07/2014), as dissertation defence is only in september 2014.
- A final and important recommendation would be to **not select low and high grading dissertations** as they receive similar grades and high *ICC*.

IV: Appendix

4.1 General comments F. Schiphorst

"A few general observations after having read nine IOB dissertations:

The papers are generally **weak on methodology and methods.** This might be a reflection of the fact that the majority of papers are not papers guided by a research question. Most authors have **opted to deliver a policy paper.** These papers are rather **descriptive** (one even overly speculative) and do thus not really serve the first purpose mentioned in the IOB Guidelines (which state: "We expect the students to write a policy paper that makes an academic contribution to the development debate" p. unnumbered, section 8; first paragraph). The one paper that actually had conducted some field research is very poor on exactly its research methods.

As for the policy nature of most papers. One the one hand, the grading criteria explicitly ask the reviewer to assess the research question(s), yet few papers formulate a research question and limit themselves to the formulation of objectives.

The criteria in the guidelines, as well as the guidelines themselves explicitly refer to the formulation of hypotheses. Hypothesis testing is a cornerstone of the positivist paradigm and I doubt whether most of the students operate within this paradigm (or have the quantitative training to do so). From the nine papers I read only one did a very satisfactory job in this respect. The others merely **formulated assumptions** which would **guide** them in their writing process, but which were not tested by evidence based research.

I wonder how the students have been exposed to epistemology, research methodology and data collection methods as this is not immediately clear from the papers.

The papers vary tremendously in length. Indeed, the IOB guidelines allow a range of 10,000-25,000 words. I do not think that this creates a **level playing field** for the students. Given that the dissertation carries a weight of 18 ECTs a length of 10,000 seems appropriate (at the ISS the Research Paper carries a weight of 28 ECTS and has a maximum length of 17,500 which is strictly observed; i.e. a paper with more than this

number of words is considered not to be submitted). With stricter guidelines the papers would not differ so much in their **length** (my sample ran from 30 pages to 92 pages).

Freek Schiphorst
Paramaribo, 17 March 2014."

Annex III-6: Internationalisation: overview of most important activities of the programmes

1a: Outgoing credit mobility IOB Master programmes

Credit mobility (CM) according to the VLUHR definition: *A student has , on individual basis, for each study cycle (Bachelor or Master) obtained at least 15 credits through an educational programme abroad or less than 15 credits during a stay abroad of at least three consecutive months.*

AY	Number of students *(total)*	# diplomas obtained *(total)*	Number of *(first generation)* students	# diplomas obtained *(first generation)*	**#students who have succeeded in CM**	**% students who have succeeded in CM**	**# students** *(first generation)* **field work abroad**	**% students** *(first generation)* **field work abroad**
2012-2013	72	57	57	46	0	0	16	28%
2011-2012	70	50	58	47	0	0	9	15,50%
2010-2011	66	53	57	45	0	0	9	15,70%
Total 2013-2010	208	160	172	138	0	0	34	19,77%

1b: Incoming credit mobility IOB Master programmes

	Number of students *(total)*	# diplomas obtained *(total)*	Number of *(first generation)* students	N students *(total)* with **incoming mobility**	% students *(total)* with **incoming diploma mobility**	N students *(first generation)* with incoming diploma mobility	% students *(first generation)* with **incoming diploma mobility**	**# of different nationalities** *(first generation)* **students**
2012-2013	72	57	57	65	**90.27**	50	**88%**	**26**
2011-2012	70	50	58	68	**97.14**	56	**97%**	**21**
2010-2011	66	53	57	64	**96.96**	55	**96%**	**28**
Average 2013-2010	69.33	53.33	172	64	**94.79**	53,67	94%	**25**

1c: Outgoing student field work mobility

List of Master dissertations (last three academic years) involving field work abroad

Academic year	Student	Master	Promotor	Type of field work	Title of dissertation	Location	Pass or fail
2010-2011	AHMED Mamtaj Uddin	G&D	J.Bastiaensen	field work	State of Affairs of Local Government Bodies in Bangladesh: An Exploratory Evaluation of the Functioning of a Sub-District Council	Bangladesh	pass
2010-2011	BUSISA Eunice Sasha	GD	M.Prowse	field work	Incentives for local community participation in Global Environmental Programmes	Uganda	pass
2010-2011	CALIXTO PEÑAFIEL Sorely Alcira	DEM	G.Calfat	field work	Migration and entrepreneurship in Azuay-Ecuador	Ecuador	pass
2010-2011	GASANA Emmanuel	DEM	N.Holvoet	field work	Joint Sector Reviews: What Implications to the M&E systems of the Education and Health Sectors in Rwanda	Rwanda	pass
2010-2011	MAKANGU DIKI Oracle	GD	W.Pelupessy	field work	Analysis of the market chain of charcoal in the eastern hinterland of Kinshasa (DRC)	DRC	pass

2010-2011	NKUNZIMANA Leonard	DEM	R.Renard	field work	To what extents ODA affects the Human development in Sub-Sahara Africa? Panel data Analysis and Policy implications for Burundi	Burundi	pass
2010-2011	VERDEZOTO CAMACHO Jesenia Edelmira	GD	G.Calfat	field work	The effects of 'rethinking return migration' on social and economic remittances: the Ecuadorian case in Spain	Spain	pass
2010-2011	VLAMINCK Zjos	DEM	H. Huyse / N. Holvoet	field work	Critical assessment of PADEV	Ghana	pass
2010-2011	NGUYEN THI THANH Mai	GD	W.Pelupessy	internship	How to improve the unequal rent distribution along the global tea chain of Vietnam	Vietnam	pass
2011-2012	KADYRBAEVA Asel	GD	Steel	field work	Livelihood dynamics of female bazaar traders in Kyrgyzstan	Kyrgyzstan	pass
2011-2012	MONI Nurun Naher	GD	Calfat	field work	Trade liberalization and vulnerability of women: An institutional approach analysis. Special focus on the shrimp fry collectors in the Southwestern Region of Bangladesh	Bangladesh	pass
2011-2012	PHAM Thi Thanh Hoai	GD	Steel	field work	The informal economy as a multi-local livelihood strategy of female peasants. A case study of street vendors in Hanoi City	Vietnam	pass
2011-2012	SOSA JIRÓN Carlos Roberto	GD	Bastiaensen	field work	Environmental incentives and livelihoods pathways. Cases from rural households in Rio Blanco, Nicaragua	Nicaragua	pass
2011-2012	TRINH Thi An Binh	GD	Steel	field work	Livelihood diversification of rural craftsmen in the context of economic transition. A case of Ha Thai lacquer craftsmen in the Red River Delta, Vietnam	Vietnam	pass
2011-2012	NGUYEN THI LAN Huong	G&D	De Herdt	field work	Promotion of the rights-based approach to education in Vietnam by NGOs	Vietnam	fail
2011-2012	KHANUM Romaza	G&D	Steel	field work	Effectiveness of support services of local fisheries office: A case study in Hakaluki Haor of Bangladesh	Bangladesh	pass
2011-2012	AL HASAN Mohammad Rashed	DEM	Bastiaensen	field work	Assessing the role of microfinance in disaster risk management and livelihood restoration: A case study of a cyclone vulnerable district of Bangladesh	Bangladesh	pass
2011-2012	NAMANJI Stella	DEM	Calfat	field work	Participatory community development through agriculture: an assessment of the National Agriculture Advisory Services Programme's Performance in Kalangala District, Uganda	Uganda	pass
2012-2013	Azevedo Pinho Andrea	DEM	N.Holvoet	field work	M&E through gender lenses: between concepts and actions in the Brazilian gender policies and policies for tackling violence against women	Brazil	pass
2012-2013	Ferdous Rehnuma	DEM	S.Wong	field work	Assessing community-based wetland resource management in livelihood improvement and environmental sustainability: a case study on Hail Haor, Bangladesh	Bangladesh	pass
2012-2013	González Fuenmayor Silvia Paola	DEM	G.Calfat	field work	Impact of international migration on educational outcomes of children in Riobamba – Ecuador	Ecuador	pass
2012-2013	Manguni Grachel Lloren	DEM	T.De Herdt	field work	Bound to be free. A moral evaluation of Almeria's ban on home birth	The Philippines	pass
2012-2013	Mutoni Gloria	DEM	G. Steel	field work	The effects of Agricultural mechanization on Rwandan rural livelihoods: The case of farmers in Bugesera District.	Rwanda	pass
2012-2013	Pérez Villagrán Patricia Lorena	DEM	N.Holvoet	field work	The paradox of gender-blind modelling of antipoverty programs: a local experience of conditional cash transfers to increase human capital in Ecuador	Ecuador	pass
2012-2013	Popelier Lisa	DEM	N.Holvoet	field work	Physical and functional sustainability of urban upgrading projects: water and sanitation facilities in the aftermath of the Kampala Integrated Environmental Planning and Management Project (2006-2012)	Uganda	pass
2012-2013	Uddin Mohammed Faruque	DEM	T.De Herdt	field work	Scrutinizing inclusion and exclusion errors in social policies: a study on the Vulnerable Group Development (VGD) program in Bangladesh	Bangladesh	pass
2012-2013	Akhter Md.Sayeed	G&D	J.Bastiaensen	field work	Impact of microfinance on women's participation in the decision-making process of rural households in Bangladesh: A study on Bangladesh Rural Development Board(BRDB) of Godagari Upazila	Bangladesh	pass
2012-2013	Md Arif Nazmul Hasan	G&D	T.De Herdt	field work	Impact of Citizen's Charter on Service Delivery: A study on Upazila Land Office in Bangladesh,	Bangladesh	pass
2012-2013	Niyonkuru René Claude	G&D	F.Reyntjens	field work	Tenure foncière, decentralisation et gouvernance au Burundi. L'expérience des services fonciers communaux	Burundi	pass
2012-2013	Savitri Nurina Asri	G&D	S.Vandeginste	field work	Violence against religious minorities in democratic setting. An experience of Indonesia under Yudhoyono regime	Indonesia	pass
2012-2013	Deschepper Stefanie	GD	G.Steel	field work	Fair trade & fair mined in artisanal and small-scale mining. The case of the Cotapata Cooperative, Bolivia.	Bolivia	pass

2012-2013	Martínez Arróliga Silvia Elena	GD	J.Bastiaensen	field work	Analysis of dynamics of power relations in the chain of beans in Nicaragua: Impact of the policy export regulation. Case study from Río Blanco	Nicaragua	pass
2012-2013	Nunes Duarte Renata	GD	L.Pegler	field work	Sharks, remoras and those who do not have voice: A study of the impacts on labor in the orange juice value chain in Brazil	Brazil	pass
2012-2013	Olongamuri Lomua	DEM	N.Holvoet	Internship	Institutional assessment of M&E system of the multisectoral HIV/AIDS national response. A case study of Uganda	Uganda	pass

1d: Outgoing staff mobility 2010-2013

(*only related to teaching activities explicitly recognized in ZAP workload*)

Outgoing professor	**Course**	**Country**	**ECTS**	**2010-11**	**2011-12**	**2012-13**
Johan Bastiaensen:	Maestría de Desarrollo Territorial-Mod II: Perspectivas Institucionales del Desarrollo Rural	Nicaragua	2.5 ECTS	x		
	Diplomado 'Territorio, Actores y Estrategias de Desarrollo' (Rio Blanco)	Nicaragua	0,6 ECTS		x	
Tom De Herdt:	Lecturer at UCC/Facultés Catholiques de Kinshasa	DR Congo	4 ECTS	x	x	
Marijke Verpoorten	Lecturer Université de Bukavu (IUS, DR Congo): Economic and Institutional Development	DR Congo	3 ECTS		x	x
Filip Reyntjens:	Lecturer Université de Bukavu (IUS, DR Congo): The state, law and development in the Great Lakes Region	DR Congo	2.5 ECTS			x

Source: IOB ZAP Workload

1e: Incoming staff mobility 2010-13

(*only related to teaching activities*)

			2010	2011	2012	2013
Art Dewulf	University of Wageningen	The Netherlands			x	
David Booth	Overseas Development Institute	United Kingdom			x	
David Todd	World Bank	United States				
Devon Curtis	Cambridge University	United Kingdom			x	
Elizabeth McClintock	Fletcher School of Law and Diplomacy	United States of America		x		x
Frances Cleaver	Bradford University	United Kingdom			x	
Geoff Wood	University of Bath	United Kingdom			x	
Helen Hintjens	Institute of Social Studies	The Netherlands	x			
Jean-Pierre Olivier de Sardan	EHESS Marseille and Lasdel Niamey	France/ Niger			x	
Karen Macours	Paris School of Economics	France		x		x
Lee Pegler	Institute of Social Studies	The Netherlands	x	x	x	x
Lindsey Whitfield	University of Roskilde	Denmark		x		x
Marieke De Ruyter De Wildt	Universiteit Wageningen	The Netherlands		x		x
Patience Kabamba	Emory University	United States	x			
Peter van Bergeijk	Institute of Social Studies	The Netherlands			x	
René Lemarchand	University of Florida	United States	x			
Sam Wong	University of Leeds	United Kingdom	x	x	x	x
Samuel Hickey	Manchester University	United Kingdom			x	

Sebastian Dellepiane	University College	United Kingdom	x			
Susan Johnson	University of Bath	United Kingdom		x		x
Tobias Hagmann	University of Roskilde	Denmark		x		x
Wim Pelupessy	University of Tilburg	The Netherlands	x			

IOB
Institute of Development Policy and Management
University of Antwerp