

University of Kent
at Brussels
Master in International Conflict Analysis

June 27, 2011

Initial accreditation

Panel report

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1. Executive summary

Five programmes of the University of Kent at Brussels (UKB) were submitted for accreditation: Master in International Relations (MA IR), LLM in International Law with International Relations (LLMwIR), Master in International Conflict Analysis (MA ICA), Master in International Political Economy (MA IPE), and the LLM in International Economic Law (LLM IEL). The panel found that the application documents had not done justice to the five programmes, which reflect an academic *serieux* and an excellent academic standard. After having examined the updates of the provided documents and having spoken to staff and students during the site visit, the panel members were impressed by the content of the programmes and the opportunities they offer the students to develop their thinking and knowledge. This also holds true for the Master in International Conflict Analysis.

The aims and objectives clearly reflect what is required at a Master's level. The set intended learning outcomes even exceed what is required for a programme at such a level. The panel found the intended learning outcomes well in line with the subject / discipline specific requirements.

The panel considers current developments to be well represented in the curriculum, as well as current professional practice. UKB makes maximum use of its access to international institutions and to the people working there. The panel regards the learning materials to definitely reflect the interaction between education and research. The training of research competences starts right at the beginning of the programme and ends with the Master's dissertation. The panel considers the methodology module to be well developed for ensuring the achievement of research competences.

The curriculum consists of two compulsory modules: *Theories of International Conflict*, and *Conflict and Security* and four electives out of 10 modules to be selected by students. The programme has a strong hands-on dimension through courses such as *Negotiation and Mediation*. The modules are all well described and documented and show clear learning objectives. They also prove that faculty members target a wide array of theoretical approaches and epistemological questions. The aims and objectives are well met in the curriculum. The supervision by the student's personal tutor ensures that the tailor-made programmes correspond with the learning outcomes. The working methods are varied and provide for a range of generic skills. Ample feedback is given during classes and on the papers. The panel finds the marking of the papers and dissertations in general appropriate, though sometimes to tend to be on the high side. The panel, however, feels uncomfortable with the 40% pass rule and recommends that the institution bring its grading in line with that customary in higher education in Belgium and the Netherlands. It also recommends the introduction of an intermediary check of the theses to ensure that they meet the basic requirements, before the final examination.

The internal consistency of the programme is assured by its structure of core modules and a limited number of selective modules, for the selection of which permission by the programme convener and administrator is needed. The development of modules and programmes is subjected to a strict procedure by Kent University in Canterbury. Internal consistency is maintained through allocation of core modules to members of the permanent staff, who also supervise the external teachers.

Enough measures are taken to ensure a proper workload. The panel agrees with staff and students they spoke to, that the programme is intensive but feasible.

Students are admitted to the programme with a wide variety in backgrounds. The UKB carefully assesses whether students meet the requirements and aims at a cohort of students that reflects the diversity. About 40% of the applicants are admitted. The panel agrees that this diversity is made to benefit in the programme in developing each student's interdisciplinary approach of international relations.

The Flemish legislation defines the length of a program in terms of "studiepunten", whereas a "studiepunt" corresponds to 25 – 30 hours of study. "Studiepunten" is translated in this report as "study points". The programme consists of 60 - 72 "study points" and has a nominal duration of one year for the full time programme. The 60 - 72 "study points" correspond to 180 UK credits. According to the programme documentation, students complete their Master programme in International Relations with a Master's Dissertation of 12,000 words on an approved topic. The master thesis is estimated to take 600 hours, to which 60 UK credits are allocated, and includes 90 hrs of preparatory work such as a module *Fundamentals, Dissertation and Research (FDR)*. According to the Flemish and Dutch academic practice the number of credits allocated to a thesis does not include preparatory programme elements. In this view the thesis counts for 510 hours of work, which equals 17 to 20 study points.

The programme is primarily taught by active researchers, under supervision of the heads of the departments of Kent University in Canterbury. All teachers, including the external teachers for the selective modules, have a PhD. The panel regards their research qualifications to be high. In each programme one or two of the three professors participate in teaching. The number of staff is adequate. Students do not experience any difficulties in accessing the staff members. All permanent staff members are experienced teachers. All newly appointed teaching staff of the University are expected to take the Postgraduate Certificate in Higher Education. The teachers appear to be dedicated and are held in high esteem by their students.

The housing and facilities of the UKB, including ICT, are adequate for the programme. Students have access to the libraries of both the VUB and the ULB, but only borrowing facilities at the former. The collection of this library is at present outdated in some areas, but in the process of being improved. The somewhat restricted use of these library facilities by the students is addressed regularly by the management of UKB. The panel encourages the Dean to keep up with these initiatives. The students have also access to other libraries as well as to electronic resources.

Students are very well introduced to the programme and are subsequently tutored in an adequate way. Each student has her / his own tutor, who offers support by advising the students in their choice and sequence of the elective modules. Support is given in their job applications.

The University of Kent has an extensive system of quality assurance in which various committees are responsible for specific quality aspects. At the Brussels campus this system has been appropriately adapted to the specific needs of the small campus, and functions adequately. Comments of the students, who appeared to be assertive, are taken seriously.

The University of Kent has taken sufficient measures to ensure that students can complete the whole programme, in case of unexpected disruption of the programme in Brussels. The investments and financial provisions are sufficient to realise the Master in International Conflict Analysis.

Given these considerations, the panel advises the NVAO to take a positive decision regarding the quality of the proposed programme.

The Hague, June 27, 2011

On behalf of the Initial Accreditation panel convened to assess the Master in International Conflict Analysis of the University of Kent at Brussels, Belgium,

Prof. Dr. P. Vercauteren
(Chairman)

Drs. B. Edlinger
(Secretary)

2. Introduction

The procedure

NVAO received a request for an initial accreditation procedure together with an application file regarding a new programme; the Master in International Conflict Analysis (MA ICA). Together with this application four other Master programmes were submitted for accreditation: Master in International Relations (MA IR), LLM in International Law with International Relations (LLMwIR), Master in International Political Economy (MA IPE), and the LLM in International Economic Law (LLM IEL).

The request was made by the Executive Board of the University of Kent at Brussels (UKB) and received on 21 October 2009. According to the NVAO too much information was missing in the application file. Therefore a new file was submitted on 26 February 2010. After accepting the application file a panel was convened.

The panel consisted of:

- *Prof. Dr. Pierre Vercauteren*, chair: professor at the department of Political Sciences of the Facultés Universitaires Catholique de Mons, Mons (FUCaM), (Belgium);
- *Dr. Bart Kerremans*: professor at the Institute for International and European Policy, K.U. Leuven (Belgium) Faculty of Social Sciences (Belgium);
- *Prof. Susan Marks PhD*: professor of International Law at the London School of Economics Department of Law, London School of Economics (Great Britain);
- *Prof. Dr. Ron Ton*: Deputy Director of the Clingendael Diplomatic Studies Programme and the Director of Diplomatic Training, Clingendael Institute, The Hague (The Netherlands);
- *Lisa Westerveld Ba*, student Philosophy Radboud Universiteit Nijmegen and former chair of the LSVb (one of the two national unions for students), (The Netherlands).

This composition reflects the expertise deemed necessary by NVAO. (Annex 1: Composition of the panel). All panel members signed a statement of independence and confidentiality.

Secretary of the panel was drs. Bea Edlinger. On behalf of NVAO, drs. Adèle Meijer was responsible for the coordination of the process.

The panel has prepared the site visit using the documents (the programme documents) which had been sent to NVAO by the applicant. This visit involved meetings about the five programmes with management, teachers, staff, students and alumni of the University of Kent in Canterbury and Brussels. The site visit took place on 31 May and 1 June 2010 at Kent University in Brussels (Annex 3: Agenda of the site visits).

Due to the international composition of the panel it was decided to have a preliminary meeting for the panel on the morning of the first day of the site visit and to prepare for this meeting by e-mail. This preparation included the assessment on beforehand of 9 theses. The four academic panel members each selected two theses from a list of theses since August 2008 and compared their assessment of these theses with that of UKB. A third was selected by the chairman for all panel members to assess. The preliminary meeting offered the panel the opportunity to discuss the application file and to formulate the questions to be asked during the various rounds of interviews. The quality of the application file was somewhat disappointing. It did not reflect on strengths and weaknesses, but rather made statements without substantiating these with concrete information, facts or arguments.

It was difficult to get a picture of the programmes, for the texts showed inaccurate copy-pasting, lacked in descriptive clarity and contained mistakes in crucial data. The annexes were puzzling to work with, the description of the modules was outdated. During the site visit, however, the panel was able to get a proper picture. The available information appeared complete, updated and extensive. UKB had put great effort in getting the right people to talk to; it brought in senior staff and management from the UK and managed to find enough alumni and students for the meetings. The reception was welcoming and friendly, the meetings were informative and agreeable.

The panel has based its assessment on the standards and criteria described in the Initial Accreditation Framework of the NVAO of 14 February 2005 (further referred to as 'framework').

The panel formulated its preliminary assessments per theme and standard immediately after the site visit. These were based on the findings during the site visit, and building on the assessment of the programme documents and students' work. The draft of the report was sent to the panel members on 9 July 2010 for comment. The report was finalised by the panel and signed by the chairman and the secretary on 17 January 2010.

During the period between 9 July 2010 and 17 January 2011, deliberations took place between UKB, NVAO and the panel on the differences between the UK and Flanders in expressing the extent of the programme and the master thesis and allocating credits. In an earlier report the ECTS-system was applied to express the extent of the programme and the master thesis. On March 11th the University of Kent made a formal objection and added some technical remarks. On March 29th the NVAO decide to withdraw the report. The Flemish legislation defines the length of a programme in terms of "studiepunten", whereas a "studiepunt" corresponds to 25 – 30 hours of study. "Studiepunten" is translated in this report as "study points". The panel decided to reconsider and express the extent of the programme based on "study points" instead of ECTS, in order to comply with Flemish legislation. On the same basis, the panel also reconsidered the assessment of the Master thesis. The panel adjusted the earlier report.

Panel report

The first chapter of this report is the executive summary and the current (second) chapter is the introduction.

The third chapter gives a description of the programme including its position within the university and the higher education system of Flanders (Belgium).

The panel presents its assessments in the fourth chapter. The programme is assessed by the themes and standards in the Initial Accreditation Framework. For each standard the panel presents an outline of its findings, considerations and a conclusion.

The *outline of the findings* are the objective facts as found by the panel in the programme documents, in the additional documents and during the site visit. The panel's *considerations* are the panel's subjective evaluations regarding these findings and the importance of each. The *considerations* presented by the panel logically lead to a concluding assessment.

The panel concludes the report with a table containing an overview of its assessments per theme and per standard.

3. Description of the programme

Overview

- Country: Belgium
- Institution: University of Kent at Brussels
- Programme: Master in International Conflict Analysis
- Specialisations: -
- Level: Master
- Orientation: Academic
- Degree: Master in International Conflict Analysis
- Location(s): Brussels
- Mode of study: Full-time and part-time
- Field of studies: Politieke en sociale wetenschappen

Profile of the institution

According to the application file 'the University of Kent is a research-led University with campuses in Canterbury, Medway, Tonbridge, Brussels and a recently established centre in Paris. The University was granted its Royal Charter in 1965 as the University of Kent at Canterbury. In 2003, it changed its name formally to the University of Kent to reflect the expansion of its physical presence outside Canterbury'. The University of Kent has more than 16.000 students and over 2.500 staff members.

'The Brussels School of International Studies (BSIS) was established in 1998 with a small postgraduate provision in politics and international relations. Since then, the University of Kent has expanded its portfolio of programmes offered in Brussels to include programmes in law, public and social policy and research degrees. The University now uses 'The University of Kent at Brussels' (UKB) to refer to the entirety of its activities in Brussels. UKB relocated to new premises in Brussels in 2006.' On the campus in Brussels about 200 students, a small permanent team of UKB-based staff and external Canterbury based lecturers form a small community with full access to all the Canterbury facilities, as well as the computing, library and sporting facilities of the Flemish Free University Brussels (VUB) and the Université Libre Bruxelles (ULB).

The University of Kent profiles itself as the 'UK's European University' (amongst other based on its expansion at Brussels), being a distinctive research-led university of established international standing (good ranking in the 2008 Research Assessment Exercise) and offering outstanding teaching (one of the most popular UK universities in the National Student Survey). It has itself committed to the Bologna process through its implementation of the European Credit Transfer System (ECTS) and its adoption of the European diploma supplement.

The University of Kent at Brussels regards itself as a unique institution, offering the only English language-based postgraduate courses in international affairs in Brussels with a UK degree. Its programmes have an interdisciplinary character in the context of a wider view of international studies where advantage is taken of Brussels being the home of EU and international institutions and of NATO headquarters.

The principal reason given by UKB for applying for application for initial accreditation is that, though its programmes are fully accredited in the UK and are in concordance with the Bologna agreement, UKB experiences difficulties in obtaining recognition of its quality by the Belgium immigration office (visa) and the Belgium institutions for higher education, with which UKB wishes to maintain good relationships.

Profile of the programme

The School of Politics and International Relations of the University of Kent introduced a programme in the early 1980s that focused on the deep roots of conflict and the ways of resolving them: the Master in International Conflict Analysis. It provides “the necessary knowledge as well as analytical and practical skills to understand the dynamic and complex factors of modern conflict and fashioning effective and legitimate responses to the major armed conflicts.” The School was reviewed in 2001 by the Quality Assurance Agency for Higher Education (QAA) and was awarded 21 points out of a possible 24. Particular highlights that were mentioned are the refection of the multidisciplinary and interdisciplinary nature of the subject matter and the strong staff research base. Expertise in conflict studies has been built up at the University of Kent and its Conflict Analysis Research Centre.

The Master in International Conflict Analysis has been offered by UKB since 2002 and aims at preparing students for a career in fields concerned with international conflict in a research-active teaching environment. It gives students grounding in the study of international conflict and war, cooperation and peace. The main subject under study is how state, non-state and supra-national actors behave and interact in conflict situations. Students acquire a solid knowledge of theories of the causes and dynamics of different kinds of conflict and the means to overcome them. For students specialising in regional conflicts advanced understanding of the historical, cultural, social and institutional context of the areas studied is aimed at.

Students’ research skills and personal skills are developed and they apply these skills through the completion of a Master’s Dissertation of 12.000 words that counts for 400 hours or 16 “study points” (40 UK credits)¹.

The whole master programme comprises 60-72 “study points” (180 UK credits). It is offered as a full-time and as a part-time programme. For a full-time student the year of study involves approximately 1800 hours of study time².

New Programme for Flanders

There are no other similar programmes in Flanders.

New Programme for the Institution

The programme has been offered by UKB since 2002.

¹ 1 studiepunt is equal to 25-30 hours of study time.

² 1 studiepunt is equal to 25-30 hours of study time.

4. Assessment per theme and per standard

In this chapter the panel assesses the programme according to the six themes and nineteen standards of the Initial Accreditation Framework.

Aims and objectives of the programme

4.1.1 Level and orientation (Standard 1.1)

The intended learning outcomes of the programme correspond with the following descriptions of a master's degree:

- *general competences at an advanced level such as the ability to reason and act in an academic manner, the ability to handle complex problems, the ability to reflect on one's own thoughts and work, and the ability to convert this reflection into the development of more effective solutions, the ability to communicate one's own research and solutions to professional colleagues and laymen, and the ability to develop an opinion in an uncertain context*
- *general academic competences at an advanced level such as the ability to apply research methods and techniques, the ability to design research, the ability to apply paradigms in the disciplines of the sciences or the arts and the ability to indicate the limits of paradigms, originality and creativity regarding the continuously expanding body of knowledge and insight, and the ability to collaborate in a multi-disciplinary environment*
- *advanced understanding and insight in scientific, discipline- specific knowledge inherent to a certain domain of the sciences or the arts, insight in the most recent knowledge in the subject/discipline or parts of it, the ability to follow and interpret the direction in which theory formation is developing, the ability to make an original contribution towards the body of knowledge of one or several parts of the subject/discipline, and display specific competences characteristic for the subject/discipline such as designing, researching, analysing and diagnosing*
- *the competences needed for either independent research or the independent practice of the arts at the level of a newly-qualified researcher (in the arts), or the general and specific professional competences needed for independent application of academic or artistic knowledge at the level of a newly-qualified professional*

Findings

The Master in International Conflict Analysis prepares student for various careers in a job that is related to international conflict analysis and for students seeking career changes in the spirit of lifelong learning. Careers perspectives are: government, foreign services, diplomatic service, international organisations, non-governmental organisations, lobbying groups and research institutes.

According to the programme documentation the following intended learning outcomes correspond to the programme of the Master in International Conflict Analysis.

Advanced knowledge and understanding of:

- Key historical and theoretical issues in international conflict and the study of war and peace, together with familiarity with appropriate bibliographical sources;
- How to apply general theoretical and conceptual frameworks to the analysis of specific conflicts;
- The nature and distribution of power in the international systems; problems of political order; the social, economic, historical and cultural context within which actors operate;

- The different kinds of actors on the international scene, their respective interests and influence in conflict situations;
- Key theoretical problems of war and peace;
- Current political challenges to international peace and security and possible strategies to address them;
- The changing role of the state in the context of globalisation and regional integration and the implications for international peace and security;
- How to design and conduct a research project demonstrating awareness of epistemological and methodological principles;
- How to carry out an independent research project and write in a scholarly manner demonstrating familiarity with academic conventions.

Intellectual skills:

- General research skills, especially bibliographic and computing skills;
- Gather, organize and deploy evidence, data and information from a variety of secondary and some primary sources;
- Identify, investigate, analyse, formulate and advocate solutions to problems;
- Develop reasoned arguments, synthesise relevant information and exercise critical judgement;
- Reflect on, and manage, their own learning and seek to make use of constructive Feedback from peers and staff to enhance their performance and personal skills;
- Manage their own learning self-critically.

Transferable skills:

- Communication: communicate effectively and fluently in speech and writing (including, where appropriate, the use of IT); organise information clearly and coherently; use communication and information technology for the retrieval and presentation of information, including, where appropriate, statistical or numerical information;
- Information technology: produce written documents; undertake online research; communicate using e-mail; process information using databases;
- Working with others: define and review the work of others; work co-operatively on group tasks; understand how groups function; collaborate with others and contribute effectively to the achievement of common goals;
- Improving own learning: explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship);
- Develop autonomy in learning; work independently, demonstrating initiative and self-organisation. Important research management skills include the setting of appropriate timescales for different stages of the research with clear starting and finishing dates (through a dissertation); presentation of a clear statement of the purposes and expected results of the research; and developing appropriate means of estimating and monitoring resources and use of time;
- Problem solving: identify and define problems; explore alternative solutions and discriminate between them.

Discipline specific requirements:

- Advanced understanding the nature and significance of conflict as a human condition;
- Ability to critically apply concepts, theories and methods used in the study of conflict to the analysis of political events, ideas, institutions and practices;
- Ability to critically evaluate different interpretations of political issues and events;
- Ability to collect, analyse and present information about conflict and political events;
- Awareness of the epistemological issues relevant to research in the social sciences, including the major theoretical and epistemological debates in the social sciences, as they bear on international conflict analysis.

The general competences and general academic competences are represented by the intellectual and transferable skills. The knowledge component is represented by the intended learning outcomes regarding knowledge and understanding and the discipline specific requirements. The research competences are represented within the intellectual and transferable skills and the discipline specific requirements.

The panel found the learning outcomes to be convincing, consistent and of a good academic standard. They clearly reflect what is required at a Master's level and even exceed what is required at such a level. The approach to policy development and problem solving (problems of the professional field) is definitely an academic one.

Considerations

The panel has related the intended learning outcomes of the proposed programme to the descriptors in the initial accreditation framework (the so-called "Dublin descriptors"). Many descriptors in the intended learning outcomes refer to an academic level, or even exceed them. The panel considers that the aims and objectives comply with the requirements for a Master's programme.

Conclusion

The panel assesses Standard 1.1 *Level and orientation* as **satisfactory**.

4.1.2 Subject/ discipline specific requirements (standard 1.2)

The intended learning outcomes of the programme correspond with the requirements set by professional colleagues, both nationally and internationally, and the relevant discipline concerned (subject/discipline and/or professional practice or practice of the arts). In the case of regulated professions, the requirements correspond with the regulation or legislation concerned.

For academic master's programmes the learning outcomes stem from requirements set by the academic and/or artistic discipline, international academic practice and, for programmes to which this applies, practice in the relevant professional field.

Findings

According to Annex K (Code of Practice for Quality Assurance) of the application file, the approval of a new programme, or substantial changes to modules or programmes, are subjected to a strict procedure of consideration by University committees in which the matter of adherence to professional requirements is addressed. An external academic advisor is asked to comment on the curriculum content of a new programme and to whether all subjects are included that should be expected to achieve the award title. External examiners, senior experts in the field concerned, participate as full member of the Board of Examiners and monitor the standards of the programme in comparison to those of other institutions and report on these standards.

The UKB compared the intended learning outcomes with the discipline specific requirements as outlined in the VLIR report on Political Sciences (Politieke Wetenschappen), December 2007. According to the application file the intended learning outcomes as detailed below identify a close match with those outlined in the VLIR report, but with the added dimension that the multi-disciplinary structure and ethos of UKB permits the achievement of these learning outcomes in the context of a wider perspective of the social sciences and law.

On successful completion of the Programme students should be able to:

- Advanced understanding the nature and significance of conflict as a human condition;

- Ability to critically apply concepts, theories and methods used in the study of conflict to the analysis of political events, ideas, institutions and practices;
- Ability to critically evaluate different interpretations of political issues and events;
- Ability to collect, analyse and present information about conflict and political events;
- Awareness of the epistemological issues relevant to research in the social sciences, including the major theoretical and epistemological debates in the social sciences, as they bear on international conflict analysis.

Several elective modules of the programme are taught by practitioners, inter alia from international institutions. This input from the professional domain is reflected in the learning outcomes, for example in understanding current challenges and possible strategies to address them.

The panel found the learning outcomes definitely in line with the subject / discipline specific requirements

Considerations

The panel considers the learning outcomes to correspond satisfactorily with requirements set by the academic discipline, international academic practice and practice in the relevant professional field.

Conclusion

The panel assesses Standard 1.2 *Subject/ Discipline specific Requirements* as **satisfactory**.

4.1.3 Summary of the judgments of Theme 1 'Aims and Objectives of the programme'

The panel is convinced of the academic level that is aimed at in the learning outcomes and of the correspondence of the intended learning outcomes with the disciplinary requirements.

The panel assesses Theme 1 as satisfactory.

Curriculum

A general overview of the curriculum is included in Annex 4 of this document.

4.1.4 Requirements for academic orientation (standard 2.1)

The proposed curriculum meets the following criteria for an academic orientation:

Academic orientation (bachelor's and master's programme):

- *Students develop their knowledge through the interaction between education and research (including research in the arts) within relevant disciplines;*
- *The curriculum corresponds with current developments in the relevant discipline(s) through verifiable links with current scientific theories;*
- *The curriculum ensures the development of competences in the field of research and/or the development and practice of the arts;*
- *Where appropriate, the curriculum has verifiable links with the current relevant professional practice.*

Findings

The University of Kent aims at providing 'a rich and intellectual and academic environment, all schools being research led. According to the application documents the submissions made in Research Assessment Exercise (RAE) 2008 resulted in a 20% increase on RAE 2001. The panel found the university to be relatively well ranked.

The new Research Strategy that was approved on in 2008 commits the University to continue investments in research activity across all schools and campuses. At the UKB campus this approach is reflected in the strong overlap between the research activity of teaching staff, the work of PhD students and that of the Masters students. The panel found the small scale environment definitely to be of benefit in this respect. At the moment UKB has 18 registered PhD students of which 10 are active MPhil students. PhD students also contribute to parts of modules bringing in their research expertise.

The panel was able to review the learning materials during the site visit. They indicate that faculty members target a wide array of theoretical approaches, a range of epistemological questions, and a range of generic skills that students are stimulated to develop. Current research and theories are part of the programme. The reading lists appeared to be well updated and were found to be excellent.

Students are provided with training in research competences in the module *Fundamentals, Dissertation and Research*. This module includes basic research skills, fundamentals of Social Science and Research Methods. Students choose from the three pathways of research methods (quantitative, qualitative or legal) the one most appropriate to the subject of their dissertation. The specialisation in the module *Fundamentals, Dissertation and Research* proceeds gradually as students' become aware of the fact that different theoretical approaches require a different methodology. The following methods are trained:

- Basic research skills: reading, writing and research;
- Fundamentals of Social Science: theories, interdisciplinary work, hypothesis formation and empirical work, argumentation and critical reasoning;
- Research methods: quantitative (data presentation, correlation, bivariate and multivariate analysis), qualitative (discourse analysis, methods of social inquiry, interviews and surveys), legal (legal theory, legal reasoning, comparative and international law).

Practitioners working in the EU institutions, NATO as well as other Brussels-based international organisations, teach several elective modules of the programme, sharing their perspective, knowledge and expertise with the students.

Considerations

The panel considers current developments to be well represented in the curriculum, as well as the professional practice. The panel regards the learning materials to reflect definitely the interaction between education and research. UKB makes maximum use of its access to international and European institutions and of the people working there. The panel considers the methodology module to be well developed for ensuring the achievement of research competences.

Therefore the panel considers the curriculum to meet the criteria for an academic orientation.

Conclusion

The panel assesses Standard 2.1 *Requirements for academic orientation* as **satisfactory**.

4.1.5 Correspondence between the aims and objectives and the curriculum (standard 2.2)

- *The intended curriculum, the educational concept, the study methods and the learning assessments reflect the intended learning outcomes.*
- *The intended learning outcomes are adequately transferred into the educational goals of the curriculum or parts thereof.*

Findings

According to the programme documents “the programme is structured to introduce students to the key concepts and theories necessary to understand contemporary international conflict. At the same time, through practical and case study driven modules, students learn about conflict prevention and early warning as well as the appropriate ways of managing conflicts peacefully through negotiation and mediation. In doing so the programme approaches conflict from the angle of theory and substance.”

The curriculum consists of two compulsory modules: *Theories of International Conflict*, and *Conflict and Security* and four electives out of 10 modules to be selected by students. For an overview of the programme: see Annex 4. Methodology is offered through the mandatory course *Fundamentals, Dissertation and Research*. The programme has a strong hands-on dimension through courses such as ‘*Negotiation and Mediation*’.

Students design their own tailor-made programme. According to the programme documents this has all sorts of benefits:

- Students gain expertise in a specific subfield of international relations;
- The variety of electives reflects the interdisciplinary character of International Conflict Analysis.

To guarantee consistency each term students need to select at least one course from a selected cluster of electives.

With such a substantial amount of elective modules nearly all tailor-made programmes could be different. Given this variation, the panel wondered whether the intended learning outcomes are always addressed. According to the staff, guidance by the student’s personal tutor ensures sophisticated tailor-made programmes. Criteria that are taken into account when students design their tailor-made programmes are:

- A good balance between the first and second term;
- A good balance between optional and compulsory modules;
- Students’ profile, passion and interests;

- Career perspectives.

The student needs approval of the programme from the module convenor and the administration. The panel found the supervision by the tutor and the approval procedure substantial enough to ensure the correspondence between student's actual curriculum and the intended learning outcomes.

During the site visit the panel reviewed the module descriptions and course manuals which were extensive and up to date. The module descriptions clearly list the educational goals of the modules and their correspondence with the intended learning outcomes.

The panel found all sorts of opportunities for students to realize the interdisciplinary approach:

- Students with different frames of reference interact in class;
- Because of the thematic approach, traditional disciplinary boundaries are not the point of departure.

Study methods in the modules comprise a combination of lectures, small-group seminars and private study (self-directed learning and the use of research-based teaching materials and methods). 'Lectures encourage a critical awareness of political phenomena and an appreciation of the diverse ways of interpreting them' and 'provide students with an outline of the respective topic and focus on methodological as well as practical problems in the area of study'. Examples of learning activities that are undertaken are:

- Reflecting on key themes;
- Discussing verbally theoretical and conceptual issues;
- Analysing political phenomena;
- Interpreting political issues;
- Evaluating political perspectives;
- Presenting results of work.

Students also attend and contribute to workshops and conferences when appropriate.

According to the application documents students are provided with sufficient opportunities to develop their intellectual, general research and transferable skills and to sustain methodological as well as substantive arguments. The module - *Fundamentals, Dissertation and Research* – provides students training in the methods of social sciences research. All students receive training in philosophical and epistemological questions relating to the social sciences.

The panel did not find an educational concept as such in the programme documentation. Although basic elements of a concept can be derived from the documentation:

- Research-active teaching environment;
- Lectures aim at providing students with an outline of the respective topic and focus on methodological as well as practical problems. In coursework and the dissertation project students are trained to develop skills and to sustain methodological as well as substantive arguments;
- The improvement of a student's own learning is achieved implicitly through tutor feedback;
- Self-directed learning;
- Learning by doing;
- Individual-based learning with guidance when needed;
- Students' motivation is triggered to learn, not triggered for passing exams;
- Tripartite structure of the curriculum: Theory, Method and Substance;
- Tailor made programmes.

The staff was very clear about their implicit concept: students should perform during learning activities, not parading their skills but being engaged on a high level of cognitive activity. Students confirmed that attention is paid to how you are performing and that feedback is given: 'Without that going on, the mark for the final paper (essay) wouldn't have been so good'. The panel recognizes that, given the small number of students and the dedicated staff, this concept works well in ensuring learning outcomes are reached.

Knowledge is assessed through a combination of written coursework, examinations, oral presentations and a dissertation. Intellectual skills are assessed through assessed coursework: discussion of issues, formative assessment of presentations in class; essays and projects; marks for essays, examinations and, in some cases, individual seminar contributions. Effective communication of ideas, problem solving and research skills are continually taken into account in assessing all areas of a student's work, and regular feedback and the final mark reflects this.

The panel members spoke to staff about the correspondence between learning outcomes and assessment. It became clear to the panel that there is formative and summative assessment of declarative knowledge (exams) and of discipline specific requirements and intellectual skills (essays). In the dissertation all skills are addressed. Transferable skills are not assessed separately but integrated in the assessment methods mentioned. As such the panel considers the assessment methods adequate as to how they reflect the intended learning outcomes.

The panel has found that essays are a much used assessment tool in all modules. The panel also saw some examples of essays and found these satisfactory. In some modules examinations are used to test students' ability to formulate solutions to problems without reference to materials and under time pressure. As a rule the coursework is assessed by two internal examiners. A selection of course work and theses is assessed annually by external examiners. According to the University of Kent's Code of Practice, staff is not allowed to assess more than 20% of the final mark for that which cannot be verified by the external examiners. The theses are assessed by two internal examiners and sometimes also by an external examiner.

The grading system of Kent University Brussels is the same for the whole of Kent University. It makes it possible to pass with a score of 40%. This grading system is combined with a system of preponderance of the scores, which makes it possible for a student to achieve a higher or lower pass than would be expected from the average results. This preponderance is laid down centrally in the University's credit framework. Both the students and the excel sheets with scores per module that the panel saw made it clear to the panel that it is almost impossible not to pass an exam at Kent University Brussels. External examiners have expressed criticism of the 40% in the examination evaluations made by them.

In their dissertation students must meet stringent academic standards. Requirements students have to meet: the dissertation should have to include an extensive review of relevant literature, a critical selection and processing of data, the application of appropriate analytical methods, and a balanced and critical interpretation of the results.

The grading of the nine theses selected by the panel members from the list of theses since August 2008 was for seven of the eight thesis in concordance with the grading the majority of the panel members would have given. In one case the grading was esteemed to be a little too high. One of the eight theses did not pass, and should in the opinion of the panel never have been allowed to enter for the examination. The ninth thesis which was assessed by all panel members was considered to be marked about right by two panel members, a little too high and far too high by the other two academic panel members.

On the day of the site visit the panel had a selection of theses on view of low, average and high pass. Especially the weaker ones showed use of outdated sources and lacked in knowledge of current developments. This had also been the case with the weaker theses assessed by the panel members. The panel discussed this with the management who observed that UKB leaves it up to the students to make use of their supervisor during the preparation of their dissertation. Such a problem would be tackled then. The approach adopted was that the dissertation was the student's own work and at that stage 'students who take their own decisions have to swim or sink by themselves and then grading is appropriate'.

Considerations

The modules are well described and show clear learning objectives. The supervision by the student's personal tutor ensures that the tailor-made programmes correspond with the learning outcomes.

Although the educational concept is not referred to as such, the panel considers the basic elements an appropriate point of reference and basically aligned to the learning outcomes. The panel considers it a positive aspect that participating in the learning activities and achieving a higher level of comprehension is the focus of study, rather than simply learning to pass the exam.

The panel is positive about the wide range of study methods in seminars. They are appropriate in providing students with all sorts of opportunities to engage in learning and develop their communicative skills. The contact hours are sufficient for ensuring this engagement.

The panel feels uncomfortable with an assessment system in which it is almost impossible not to pass. The panel is aware of the arbitrariness of a percentage, and agrees that it is the qualities acquired that determine a mark. However, the panel also thinks that by lack of grading below 40% the tendency will be to shift the distribution to the upper marks. Besides: a pass on 40% is neither in the Netherlands, nor in Belgium accepted by law for programmes which are funded by the government, and is for the UK itself, though not unusual, no universal practice either. The panel understands that there are reasons for the 40% pass rule, but whatever the merits for these reasons, the panel recommends that serious consideration be given to raising the percentage needed for a pass to at least 50%. It feels supported in this recommendation by the comments made by external examiners in the grading evaluations.

The panel also has some cause for concern about the procedure leading up to the examination. UKB might wish to consider implementing a system whereby theses are subjected to a preliminary check to ensure that they meet the basic requisites (a so-called 'green light' procedure) before being allowed to go forward for assessment, as is the custom in many Dutch and Flemish institutions for higher education.

Taking all these aspects into consideration, the panel considers the correspondence between the aims and objectives and the curriculum as satisfactory.

Conclusion

The panel assesses Standard 2.2 *Correspondence between the aims and objectives and the curriculum* as **satisfactory**.

4.1.6 Consistency of the curriculum (standard 2.3)

The contents of the curriculum are internally consistent.

Findings

According to the application file the programme is consistent because of:

- a balance between general knowledge of rules, principles and approaches to the study of international law and governance and its political context on the one hand, and a degree of specialisation on the other;
- its emphasis on the interplay of theory and practice;
- the fact that elective modules need to be selected from clusters of modules.

The panel found the balance between rule-based and problem-based learning indeed the case in the law modules. However, the degree of specialisation that is aimed at is found to be less visible in the curriculum. The panel sees the consistency of students' tailored programmes assured by the supervision of their tutor and the approval that is needed from programme convenors and the administration (see 4.1.5).

The panel found that the consistency of the programme is ensured, in spite of so many different staff members being engaged because:

- UKB staff nowadays associate cohorts of students with programmes, instead of with UKB as a whole;
- Core modules are almost always taught by permanent staff members;
- The contribution of external teachers is always supervised by permanent staff members;
- The annual monitoring of programmes also entails attention to consistency.

Considerations

The panel considers the choice for the components of the curriculum logical (see 4.1.5) and the structures of the curriculum to contribute sufficiently to the consistency of it. The panel is also convinced that if an issue regarding inconsistency should arise, the internal quality assurance system will function adequately here.

The panel therefore considers the internal consistency of the contents of the curriculum satisfactory.

Conclusion

The panel assesses Standard 2.3 *Consistency of the curriculum* as **satisfactory**.

4.1.7 Workload (standard 2.4.)

The programme meets the legal requirements

Findings

The programme consists of 1800 hours of study: 6 modules of 20 UK credits and the dissertation project of 40 UK credits. According to the prospectus of UKB, the distribution over the teaching year is in Brussels the same as at the main campus in Canterbury. The length of the programme is 45 weeks spread over a full 12 months. Students have an estimated workload of 60 hours a week. There are substantial breaks between terms which allow them to work on their assignments, as course work has to be delivered on the first day of the next period. Staff and students the panel spoke to find the programme intensive but feasible. The part-time students experience the programme as challenging, but recognise that it gives them the chance to combine their study with work or internship. *Fundamentals, Dissertation and Research (FDR)* is considered by the students as the most difficult course. The module, however, is carefully built up step by step. A course on *Legal Methodology* is provided for those students needing more grounding in such methodology.

The students and alumni that the panel spoke to did not consider the FDR- module to be a stumbling block. Whilst engaged in the programme students have 194 + 12 hours of supervision (see: private study/taught modules).

Whilst engaged in the programme students have 194 + 12 hours of supervision (see: private study/taught modules). This results in 206 contact hours with teaching staff that are allocated as follows:

Taught Modules	Contact hours	144	2 hours for 12 weeks for 6 modules
	Private Study	1056	Includes up to 12 hours supervision
Dissertation	Contact hours	50	FDR in Term 1 for 36 hours, FDR in Term 2 for 9 hours and 5 hours supervision
	Private Study	550	
Total		1800	

The contact hours during modules are intended for lectures (1 hour a week) and guided seminars (1 hour a week). During their dissertation project students receive one-to-one supervision by academic staff. In each module students have classroom contact with their teacher for at least two hours a week. A further 13 hours of private study is required for each module each week.

For a full-time student starting in September the dissertation project starts right away with the module *Fundamentals, Dissertation and Research* which continues throughout the year ending in the dissertation itself. During the first two terms students select three modules per term from their module pathway. In the third term and during the summer months, students prepare their dissertation. For full-time students starting in January the programme extends to 18 months in order to accommodate the examination cycle. These students have more opportunity to undertake an internship (optional). A part-time student's programme is the same as a full-time programme but is spread over two academic years.

Students and staff spoke to the panel about internships: they appeared to be optional and completely separate from the programme. The panel heard from the students they spoke to that they are very well informed about the options and find the PhD students of UKB, alumni and staff very supportive in finding an internship and combining it with the programme (=switching from full-time to part-time). Staff encourages the students to take an internship, but discourages students to combine these with a full-time programme, because of the unrealistically high workload that would result. Many of the modules are therefore offered in the evenings, with a one-hour lecture followed by a one-hour seminar, enabling part-time students who are studying and working concurrently, to fit the programme conveniently into their schedules.

Considerations

The full-time students attend an intensive programme of 1800 hours. The estimated workload is 60 hours for each of the 30 weeks, but since the programmes has breaks in between terms, allowing the students to prepare their essays, the actual average workload will be less. The actual workload will be 43 hours a week. The number of contact hours is approximately 7 hours a week during teaching terms (based on a total of 206 contact hours during 30 weeks). The panel considers both the workload and the number of contact hours as sufficient. Preparing the dissertation in the third term can be drawn out into the summer months. Evening classes make it possible to a large extent to combine study and internship.

The panel thinks that these measures are sufficient to make the programme feasible. To the knowledge of the panel there are no serious stumbling blocks. Since the notional number of learning hours seem not to correspond in all modules with the number of learning hours needed by the average student at this level, the panel recommends the institution to readjust the allocation of the notional hours accordingly.

Taking all this into consideration the panel concludes that the workload of the programme of the Master in International Conflict Analysis meets the legal requirements.

Conclusion

The panel assesses Standard 2.4 *Workload* as **satisfactory**.

4.1.8 Admission requirements (standard 2.5)

The structure and contents of the intended curriculum are in line with the qualifications of the incoming students³:

- *A bachelor's degree, with a qualification or qualifications specified in more detail by the management of the institution, possibly supplemented with an individualised curriculum, a preparatory programme or a bridging programme.*

Findings

Admission to the programme Master in International Conflict Analysis is subject to a number of criteria. All applicants for the MA in International Conflict Analysis must possess a Bachelor degree or equivalent. Students should have a good Honours degree normally in Law, Politics, Government, International Relations, International Studies or European Studies or in a cognate discipline in social science or humanities. However, students from other disciplines will also be considered. The standard of the degree should normally be at minimum an Upper Second Class Honours degree from a recognised British University, or a minimum Grade Point Average of 3.0 under the American system or equivalent. NARIC equivalences are used to assess the level of achievement in other systems. Where English is not the candidate's normal working or native language, evidence of competence in written and spoken English must be included.

Acceptable evidence includes:

- A minimum British Council International English Language Test (IELTS) test result of 6.5 (with a minimum score of 6 in both the reading and writing portions of the exam);
- A TOEFL (Test of English as a Foreign Language) with a score of 600 or above on the paper-based examination, a score of 250 or above in the computerised examination, or a score of 90 or above (with a minimum of 20 in reading and writing) for the internet-based exam;
- A grade of 'B' in the Cambridge Certificate of Proficiency in English;
- A grade of 'A' in the Cambridge Advanced Certificate in English.

Exceptions are sometimes made for students who have completed their undergraduate education entirely in the medium of English.

In Brussels, decisions on admission are taken by the University of Kent's central administration, advised by academic staff at UKB, on the basis of the requirements outlined, academic merit, motivation and two reference letters. Students who do not meet the requirements are not admitted to the programme; typically around 40% of applicants are accepted for admission (43% in 2009).

³ The admission requirements are laid down in the Act on Higher Education in Flanders. Starting in 2005-2006 these requirements are laid down in the Act on Flexible Pathways in Higher Education. These requirements are identical.

The effectiveness of this is demonstrated by the very high percentage of students who successfully complete the programme, less than 5% fail to complete. Staff confirmed that students select themselves on beforehand. During the site visit the staff explained that UKB aims at admitting a diverse group of students to the programme so as to benefit from the different perspectives students bring in. This enhances the widening of individual perspectives and the subsequent development of an interdisciplinary approach to international relations. The backgrounds of incoming students are diverse: some have a masters degree, some have working experience and / or combine work and study. One third of UKB's students come from the USA and Canada, one third from Europe and one third from the rest of the world.

During the site visit the panel talked with the staff and management about coping with such a diverse group of students; UKB has students of 40 different nationalities. It was made clear that Kent is experienced in education with different types of instructions for students with different backgrounds. In the first module common denominators are set by a start off for all students with (*Fundamentals, Dissertation and Research*). The thematic approach that is taken in all modules allows students from different disciplines to engage. There are also measures as the non-credited extra course in methodology (see 4.1.8) and the guidance by the student's tutor in selecting a tailor made programme (see 4.1.5). According to the staff a negative tendency of students to stick to their (undergraduate) background quickly diminishes considerably in favour of the diversity of contributions. That this is actually the case was confirmed by the students and alumni the panel spoke to.

Considerations

The admission requirements are in line with the Flemish Decree on Flexible Pathways in Higher Education. The panel considers the admission policy adequate and feels that appropriate measures are taken in the programme to accommodate students with diverse backgrounds. The teaching methods contribute to this as well. The panel therefore considers the intended curriculum to be well in line with the qualifications of the incoming students.

Conclusion

The panel assesses Standard 2.5 *Admission requirements* as **satisfactory**

4.1.9 Credits (standard 2.6)

The programme meets the legal requirements regarding the range of study points

- *Master's programme: at least 60 study points*

Findings

The programme of the Master in International Conflict Analysis consists of 1800 hours of learning which equals 180 UK credits.

Considerations

The Flemish legislation defines the length of a program in terms of "studiepunten", whereas a "studiepunt" corresponds to 25 – 30 hours of study. "Studiepunten" is translated in this report as "study points". 60 – 72 study points equal 180 UK credits.

The programme of the Master in International Conflict Analysis takes 1800 hours of learning. The panel therefore considers that the programme meets the legal requirements.

Conclusion

The panel assesses Standard 2.6 *Credits* as **satisfactory**

4.1.10 Master's thesis (standard 2.7)

*The master's programme is concluded with the master's thesis.
The master's thesis corresponds to at least a fifth of the total number of study points with a minimum of 15 and a maximum of 30 study points.*

Findings

According to the programme documentation, students complete their Master programme in International Relations with a Master's Dissertation of 12,000 words on an approved topic. The master thesis is estimated to take 600 hours, to which 60 UK credits are allocated, and includes 90 hrs of preparatory work such as a module *Fundamentals, Dissertation and Research (FDR)*. According to the Flemish and Dutch academic practice the number of credits allocated to a thesis does not include preparatory programme elements. In this view the thesis counts for 510 hours of work, which equals 17 to 20 study points.

Considerations

The Flemish legislation defines the extent of a master thesis in terms of "studiepunten" (study points), whereas a study point corresponds to 25 – 30 hours of study. The number of "study points" required for a thesis is 15 – 30⁴. An extent of 17 - 20 study points meets the required minimum of 15 study points. The panel considers therefore that the requirements for the Master's thesis are satisfactorily met.

Conclusion

The panel assesses Standard 2.7 *Master's thesis* as **satisfactory**

4.1.11 Summary of the judgments of Theme 2 'Curriculum'

All of the standards under this theme are assessed as satisfactory. The theme as a whole is therefore deemed satisfactory. The panel would like to add at this point that it was impressed by the overall quality of the programme. Some of the students and alumni with whom the panel met were outstanding. And if not outstanding, they spoke pertinently and are interesting personalities.

⁴ Art.12, §5 Decr. VI. Gem. van 4 april 2003 betreffende de herstructurering van het hoger onderwijs in Vlaanderen.

Staff

4.1.12 Requirements for academic orientation (standard 3.1)

- *The programme meets the following criteria for the deployment of staff for a programme with an academic orientation:*
- *Teaching is principally provided by researchers who contribute to the development of the subject/discipline (including research in the arts)*
- *In addition, and where appropriate, sufficient staff will be deployed with knowledge of and insight in the professional field or practice of the arts concerned.*

Findings

At the Brussels campus a team comprised of UKB-based staff and Canterbury-based lecturers teaches in the Master in International Conflict Analysis. According to the application file this ensures effective link-up between UKB and the relevant Canterbury Schools. At the University of Kent 'academic staff is appointed on the basis of their academic excellence in terms of both teaching and research'. The University has a policy to ensure and enhance the quality of its academic staff.

During the site visit panel members spoke to members of UKB's management team who explained the limitations the staff experienced in the period of growth from almost nothing to 200 students: staff could not take study leave then. Now the situation has stabilised and integration of UKB staff with Canterbury staff has been restored. Large groups of researchers are now on study leave. The research base is seen as vital to underpinning the interdisciplinary profile that characterises UKB / the University of Kent.

In addition to the permanent staff several lecturers from the professional field teach selective modules. These lecturers all have a PhD. Also guest lecturers with a rather high profile in the professional field are employed.

The panel members received summaries of CVs of the UKB-based staff and the Canterbury staff teaching in the Master in International Conflict Analysis and found there to be no doubt about the high research qualifications of many staff members: they are active researchers with good service records and publications. The permanent staff of UKB obtained their PhD at respectable universities. The University of Kent ranks 24th on the British League Table.

Considerations

The panel considers the relative good ranking of the university of Kent a good indication for the enhancing of the staffs' research qualifications. The panel is positive about the fact that the programme is primarily taught by active researchers, and completed with professionals from the field of practice. The panel considers the research qualifications of the staff to be good and the addition of practitioners a strong point.

Therefore the panel considers that the requirements for academic orientations of the staff are met satisfactory.

Conclusion

The panel assesses Standard 3.1 *Requirements for academic orientation* as **satisfactory**

4.1.13 Quantity of staff (standard 3.2)

- Sufficient staff is deployed to be able to start the proposed programme
- Sufficient staff is deployed to be able to continue the proposed programme.

Findings

The staff capacity for the programme Master in International Conflict Analysis is 1.18 fte. This includes staff for student support. The student enrolment varies from year to year and for the 2009-2010 academic year the general teacher/student ratio is 1 : 20.3.

During the site visit the students expressed their satisfaction for the support given by the staff and their esteem for their teachers. Students do not experience difficulties in approaching their tutor / supervisor. Students confirmed the impression the staff gave about staff accessibility, even though staff members travel to and fro between Brussels and Canterbury.

Considerations

The panel is convinced that there are enough teachers for the proposed programme. The general teacher/student ratio is excellent. UKB being a small community, it is very easy for the students to contact the teachers, also when they are not teaching or in the UK. The panel considers the good accessibility of staff crucial.

As the programme has been offered since 2002 the panel is confident that UKB will be able to continue to employ a sufficient number of teachers for the programme.

Conclusion

The panel assesses Standard 3.2 *Quantity of staff* as **satisfactory**

4.1.14 Quality of staff (standard 3.3)

The staff to be deployed is sufficiently qualified to ensure that the aims and objectives regarding content, didactics and organisation of the programme are achieved.

Findings

About staff qualifications the application document states that all newly appointed teaching staff of the University are expected to take the Postgraduate Certificate in Higher Education, which is an accredited programme designed to train university teachers. There is also an ongoing programme of peer-review of teaching for all staff. In addition students return module evaluations on all teaching staff and these form one of the inputs to an annual appraisal round which can identify the need for any additional staff development. The University's Unit for the Enhancement of Learning and Teaching provides regular staff development courses at the Canterbury campus. Regular meetings between the staff of the University's Unit for the Enhancement of Learning and Teaching (UELТ) and the Dean of UKB help to identify any specific needs for Brussels-based staff and these can be provided by UELТ staff at the Brussels campus. All teaching performed by external staff is overseen by permanent staff, modules are evaluated by students in the same way and all assessments are carefully moderated to ensure consistency of standards. The panel's concern that student comments about the quality of staff members would be hard to convey in a small community like UKB was allayed by the examples students mentioned during the site visit of how their comments had led to the improvement of teaching by two members of staff.

During the site visit staff quality and staff development was a topic of conversation. The policy presented in the application documents was confirmed by members of the management team and by staff members. The Dean elucidated how the engagement of the UELТ can be of significance for the teaching staff at the Brussels campus.

At a more specific level UKB receives support from the educational technologist from Canterbury. Annual teacher appraisals and annual teaching prizes are common practice. At UKB the first programme (Master in International Relations) started with experienced teachers. New members of staff with no track record of teaching experience have not been recruited since.

From the summary of CVs of the staff teaching in the Master in International Conflict Analysis the panel concludes that all the permanent staff members are experienced teachers.

During the site visit, staff members confirmed that the capability of teaching is becoming more important and that the Learning and Teaching Committee has approved of teaching skills as a part of the criteria for promotion. In the future, as less experienced staff may be employed, UKB staff will go to Canterbury for a part of their teacher training.

UKB has discussed possibilities with the Flemish Free University Brussels (VUB) and with Ghent University for a joint effort in the development of teaching staff.

Considerations

Nowadays the teaching qualifications of academic staff are indeed more and more assessed by accredited programmes as the Postgraduate Certificate mentioned above. It is quite common that newly appointed staff takes this certificate and that incumbent staff are exempt from this. From the information gathered during the site visit the panel concludes that UKB's policy regarding staff development is in line with that of the University of Kent. Local possibilities for staff development are being investigated.

The annual monitoring of programmes and evaluation of modules ensures in fact that possible problems regarding the quality of teaching are taken care of appropriately.

In conclusion: the panel considers the employed staff sufficiently qualified to ensure that the aims and objectives regarding content, didactics and organisation of the programme are achieved.

Conclusion

The panel assesses Standard 3.3 *Quality of staff* as **satisfactory**

4.1.15 Summary of the judgments of Theme 3 'Staff'

Since all the standards under this theme are assessed as satisfactory the theme as a whole is deemed satisfactory.

Services

4.1.16 Facilities (standard 4.1)

Intended housing and facilities are adequate to achieve the learning outcomes.

Findings

The Brussels campus is located on the third floor of one of the buildings of the site of the Flemish Free University Brussels (VUB). This floor is purpose designed for UKB. Lecture halls and seminar rooms are available as well as a student lounge, computing and printing facilities, and a small library. There are also administrative offices and rooms for research students and academic staff. UKB has an annual special facilities agreement on a legal basis with the institution to provide Kent students with access to library, computer rooms, restaurants, sports, recreational and extra-curricular facilities, a health centre and medical facilities, the Student Counselling Service as well as involvement in student organisations. Additional lecture halls and parking are also available. Some facilities are short in supply. For example: students mentioned the printing facilities. Although they have been adapted in response to students' feedback, the break down of a printer does cause them a problem. More computers may be helpful for students' learning.

Students on the Brussels campus have access to online information services available through the main university library in Canterbury in the same way as their counterparts studying at the University's campuses in the UK. An extensive range of electronic sources is therefore available for students. During the site visit students confirmed the easy access to these sources. Students also have access to the libraries of VUB and the Université Libre Bruxelles (ULB), guaranteed through agreements with these universities. They may also make use of the facilities of the Royal Library of Brussels and the library of the EU-parliament. Students however experience some restrictions in the number of books they are allowed to borrow from the VUB library as they are considered visiting students by VUB (and not research students). The UKB staff confirmed this being a problem and experiencing difficulties in negotiating with the International Office of ULB. A new meeting is scheduled. Panel members visited the VUB library during the site visit and found that a number of relevant discipline-specific books were not available as well as outdated versions of important publications. The library looked worn out. The panel was told that VUB had recently started to update its collections and had plans to redecorate the rooms.

The University of Kent uses Moodle as electronic environment for supporting learning activities. UKB policy on this is to make use of what is useful for students' learning.

Considerations

The panel considers the location excellent for achieving the learning outcomes, because of it being adjacent to the premises of VUB and ULB. The purpose design of the housing itself is appropriate. Overall, the panel considers the facilities sufficient. The panel appreciates action being undertaken to improve the access of students to the VUB library. The panel would like to encourage UKB to keep up with this initiative and if a top down approach is considered adequate, the panel would welcome this too. Also the panel would like to encourage careful evaluation of students' needs regarding printing and computer facilities. The incomplete and in some respects outdated collection of the VUB should be addressed, as it is the first library students tend to go to. The electronic availability of resources at UKB is the same as that of the University of Kent and the panel found these resources to be appropriate.

In conclusion the panel considers the housing and the facilities satisfactory for achieving the learning outcomes.

Conclusion

The panel assesses Standard 4.1 *Facilities* as **satisfactory**

4.1.17 Tutoring (standard 4.2)

There is adequate staff capacity to provide tutoring as well as information provision for students, and these are adequate in view of study progress.

Findings

All students receive initial guidance on how to identify, locate and use the materials available in the library and online resources. The panel was informed that Canterbury librarians come over and stay for a few days offering students support in getting to know their way around. The law librarian comes over again to support students at midterm when they understand better what they need. Comprehensive reading lists are provided for each module at the outset, as are guidelines for the production of essays. All module convenors present their modules and what they are useful for just before students start selecting their electives. Students find this a very helpful orientation.

According to the application file students receive help at the start of their studies at UKB. They receive support through regular dialogue with staff and administration, supplemented by online chat forums and a comprehensive Getting Started Guide. In the week before the start of classes UKB arranges an Orientation Week. All these activities aim at ensuring that students know where to go to for information as well as where for help.

Additional activities regarding student support are the careers services of the university of Kent itself and for UKB students in particular, which include career advice and coaching tailored to needs. Students reported extremely positively about the support by the careers officer. For example in providing appropriate counselling and support for getting an internship in the European Parliament or elsewhere. Students all have their own tutor to consult. Main tasks of the tutor are to advise or discuss with the student about their choice and the sequence of elective modules in view of the background of the student; how to apply for a job and also an unpleasant task: speaking to the student if he/she is suspected of plagiarising.

Considerations

The panel considers the relationship between staff and students to be intensive and supportive in enhancing students learning achievements. The small scale environment is definitely used to a maximum benefit here. The panel considers this convincing evidence that tutoring and the provision of information are adequate.

Conclusion

The panel assesses Standard 4.2 *Tutoring* as **satisfactory**

4.1.18 Summary of the judgments of Theme 4 'Services'

The panel considers the housing and the facilities adequate, and the tutoring excellent for achieving the learning outcomes. Therefore the theme as a whole is deemed satisfactory.

Internal quality Assurance system

4.1.19 Systematic approach (standard 5.1)

A system of internal quality assurance is in place, which uses verifiable objectives and periodical evaluations in order to take measures for improvement.

Findings

One of the annexes to the application file is a detailed Code of Practice for Quality Assurance for Taught Programmes of Study of the University of Kent. It came to effect in 2001 and is systematically reviewed on an annual basis. The Code contains Curriculum Policy, procedures for approving new modules and for the annual monitoring of taught modules and programmes, rules, regulations and procedures regarding quality assurance and the description of roles and responsibilities of all involved. It is 'based on the principles that quality assurance procedures will be simple and effective; will be integrated into the routine management of learning and teaching and will harmonise as far as possible internal University and external agency requirements'.

According to the application file the 'responsibility for the delivery of programmes in Brussels, on behalf of academic schools and in accordance with the University's Code of Practice for Quality Assurance and its Academic Regulations, falls upon the Brussels Graduate Board of Studies'. This board is chaired by the Director of Graduate Studies and composed of the conveners of all programmes offered in Brussels and performs duties as: recommending modules and programmes for approval; conducting annual monitoring of modules and programmes; ensuring that students are provided with the information they need; responding to feedback from External Examiners and students.

There is an elaborate system for the approval of new programmes, with the involvement of external advisors. At UKB this system is appropriately adapted to the specific needs of the small campus which offers programmes from two of the University's Schools, and which is definitely in practice.

According to the application file the School has established a Joint Board of Studies which acts as a Graduate Studies Sub-committee of the respective Graduate Studies Committees of the 'parent' academic Schools that hold responsibility for the programmes delivered by the School. The Joint Board of Studies includes two student representatives and addresses such matters as the approval of new modules, the annual monitoring of existing modules and programmes of study, and student evaluation. Each programme is evaluated along with each of its modules and a composite report, including feedback elicited from students on both formal written (anonymous) course evaluation forms, as well as that provided by students at the End of Term Review Sessions or in the Joint Council (see below). The composite report is submitted to the relevant Head of School, and thence to the Dean of Social Sciences. The Joint Board also reports bi-annually to the UKB Stakeholders Board, which is chaired by the Pro Vice Chancellor (External) and attended by relevant Heads of School as well as senior members of the University's administration. This ensures that the concerns and suggestions of the students at the Brussels School are taken very seriously at high levels within the University.

As indicated above, the School has also established a Joint Council, which functions as the School's Staff-Student Liaison Committee. Its ambit covers all aspects of the School, not just the conduct of academic courses. It is attended by all academic and administrative staff as well as one student representative from each programme, who are elected by the student body at the start of the academic year.

These meetings ensure that the School is always responsive to students' concerns and helps deal with issues expeditiously. The minutes of the meetings are reported directly to the student body as well as to relevant academic Schools and the Brussels Joint Graduate Board of Studies.

The panel found the responsibilities of the actors as described in the code clear and well defined and the systematic approach of verifiable objectives and periodical evaluations to work well.

During the site visit it was evident to the panel that all concerned (management, staff, students and alumni) were well aware of the system of quality assurance and its practical implications. In discussing the development or monitoring of modules and the programme, staff members showed their familiarity with the Code and the way it works.

Considerations

The University of Kent has taken many measures to ensure a well-functioning internal quality assurance system, applying the models that are nowadays common in higher education in Europe and conforming to the NVAO framework. The system for quality control on the modules and programmes taught is well established. The panel regards the quality assurance system as a good one and that it works well at UKB, generating relevant information for systematic improvement of the programme. Therefore the panel assesses the systematic approach of the internal quality assurance as satisfactory.

Conclusion

The panel assesses Standard 5.1 *Systematic approach* as **satisfactory**

4.1.20 Involvement of staff, students, alumni and the professional field (standard 5.2)

Staff, students, alumni and the relevant professional field will be actively involved in the internal quality assurance system.

Findings

According to the programme documentation and the information given during the site visit:

- The Joint Board of Studies is responsible for the annual monitoring of modules and the programme. Apart from staff it includes two student members;
- The Joint Council is attended by all academic and administrative staff as well as one student representative from each programme. This council offers an opportunity for staff members to consult with students on all aspects of their student learning experience and engage in discussion with them on these;
- Teachers/module convenors determine procedures for collecting data regarding module evaluation including a report as part of the annual monitoring process;
- Students fill in an end-of-module questionnaire (anonymously) each time a module is offered. They are also asked to express their views especially in the early and middle part of the module which provides short-cycle feedback to staff. Students are informed of how their views have been considered and with what result;
- The End of Term Review Sessions are taken seriously.

The programme Master in International Conflict Analysis has an External Examiner. Apart from participating as a full member of the Board of Examiners it belongs to the role and responsibilities of an External Examiner to monitor and report on issues such as:

- The standards set by the University for its awards in the subject area concerned in comparison to those of other institutions;
- The achievements of students;
- Whether assessment enables the students to achieve the intended learning outcomes;

- Whether marking is undertaken rigorously and in accordance to assessment criteria;
- Whether students are offered appropriate opportunities to realise learning outcomes.

Thus, the panel found staff, students and external examiners all actively involved in the internal assurance system. The application documents do not mention alumni or other experts from the professional field than External Examiners being consulted. However, during the site visit the panel spoke to a few alumni and the administration officer elaborated on the policy regarding alumni. UKB has started to develop an alumni policy: bimonthly newsletters, a data base of the workplaces of the alumni and alumni events are examples of its components. Alumni are consulted in an informal way about the programme when they finish their studies at UKB.

During the site visit the panel paid attention to the question whether it was possible for students to express serious criticism in such a small community. During the sessions with students the students reported frankly about teachers' weak points, how they brought them to attention and the improvements that have come about. Students' module questionnaires offer the possibility of expressing views anonymously. The Dean, staff and students confirmed that loops are small and that the informality which results proves to be fruitful.

Considerations

UKB has adapted the Code of Practice appropriately to the situation at the campus in Brussels. Staff, students and the professional field are actively involved in the internal assurance system. The Joint Council fulfils an important function here.

The panel appreciates the engagement in developing an alumni policy and would like to encourage UKB to keep up with this initiative.

In conclusion the panel's overall assessment of this standard is: satisfactory.

Conclusion

The panel assesses Standard 5.2 *Involvement of staff, students, alumni and the professional field* as **satisfactory**

4.1.21 Summary of the judgments of Theme 5 'Internal quality Assurance system'

Since all the standards under this theme are assessed as satisfactory the theme as a whole is deemed satisfactory.

Conditions for continuity

4.1.22 Graduation guarantee (standard 6.1)

The higher education institution ensures that its students can complete the programme.

Findings

According to the application file, the University of Kent will take the responsibility to provide opportunity for the completion of the education in the university of the students enrolled at UKB, in case of unexpected disruption of the programme, in accordance with the agreement between the UKB and the University of Kent.

Considerations

The University has offered its commitment and has sufficient resources. It is the panel's opinion that sufficient measures are taken to ensure that students can complete the whole programme.

Conclusion

The panel assesses Standard 6.1 *Graduation guarantee* as **satisfactory**

4.1.23 Investments (standard 6.2)

The proposed investments are sufficient to realise the programme (including the facilities and tutoring).

Findings and considerations

The programme of the Master in International Conflict Analysis was launched in 2002. The panel has seen the financial planning of the programme from 2009/2010 – 2013/2014. No debts are foreseen with a rise of full-time students' numbers from 24 to 35. A reservation for an investment in extra staff is foreseen in 20011/2012.

The programme has been offered at UKB for 8 years now and investments for realising the programme need not be made now. The panel considers the financial planning for the next five years realistic.

Conclusion

The panel assesses Standard 6.2 *Investments* as **satisfactory**

4.1.24 Financial provisions (standard 6.3)

The financial provisions are sufficient to offer the full programme.

Findings

The planning of the financial budget of the Master in International Conflict Analysis from 2009/2010 – 2013/2014 shows that sufficient provisions are foreseen.

In the five year financial plan the targets for the number of students are from 24 in year one to 35 in year 5. During the site visit it became clear that UKB is experiencing difficulties in meeting the targets. Global instability is seen as not helpful here. For the five masters for which initial accreditation has been applied, the total target in five years is 154. The strategic plan of UKB entails a limited possible expansion of UKB to 270 students, because a larger expansion would put too much pressure on the resources. Staying 'small and beautiful' on the other hand, is not an option either, because this too would result in decline. The strategy that is foreseen, focuses on diversifying activities rather than expanding student numbers. This diversification would be achieved by collaboration with other Belgium universities and with universities in China.

Considerations

The panel considers the financial planning sound, provided that the targets will be met. If student numbers do not rise accordingly (from 24 to 35 for the Master in International Conflict Analysis) UKB may need to adapt the financial planning.

The panel has no doubt about the realisation of the programme with the current number of students or a moderate increase of numbers. At this level the financial provisions are sufficient to offer the full programme for the Master in International Conflict Analysis.

Conclusion

The panel assesses Standard 6.3 *Financial provisions* as **satisfactory**

4.1.25 Summary of the judgments of Theme 6 'Conditions for continuity'

Since all standards are deemed satisfactory, the theme as a whole is satisfactory as well.

5. Overview of the assessments

The table below contains the judgments of the panel on each Theme and on each Standard in Chapter 4.

Theme	Judgment	Standard	Judgment
1 Aims and Objectives	Satisfactory	1.1 Level and orientation	satisfactory
		1.2 Subject/ discipline specific requirements	satisfactory
2 Curriculum	Satisfactory	2.1 Requirements for professional/ academic orientation	satisfactory
		2.2 Correspondence between aims and objectives and curriculum	satisfactory
		2.3 Consistency of the curriculum	satisfactory
		2.4 Workload	satisfactory
		2.5 Admission requirements	satisfactory
		2.6 Credits	satisfactory
		2.7 Master's thesis	satisfactory
3 Staff	Satisfactory	3.1 Requirements for professional/ academic orientation	satisfactory
		3.2 Quantify of Staff	satisfactory
		3.3 Quality of Staff	satisfactory
4 Services	Satisfactory	4.1 Facilities	satisfactory
		4.2 Tutoring	satisfactory
5 Internal Quality assurance system	Satisfactory	5.1 Systematic Approach	satisfactory
		5.2 Involvement of Staff, Students, Alumni and the Professional Field	satisfactory
6 Conditions for Continuity	Satisfactory	6.1 Graduation Guarantee	satisfactory
		6.2 Investments	satisfactory
		6.3 Financial Provisions	satisfactory

6. Annex 1: Composition of the panel

Chairman

Prof.dr. Pierre Vercauteren

Pierre Vercauteren is professor at the department of Political Sciences of the Facultés Universitaires Catholique de Mons, Mons (FUCaM). He primarily teaches international relations and the theory of the State. From 2000 until 2008 he was a guest lecturer in 'The State and Governance in International Relations' in the Post-Graduate programme in International Politics, Université Libre de Bruxelles. From 2005 to 2008 he was a guest lecturer in 'Global Governance' at the Institut d'Etudes Européennes, Université Libre de Bruxelles. He is Secretary General of the international research network REGIMEN (Réseau d'Etude sur la Globalisation et la Gouvernance Internationale et les Mutations de l'Etat et des Nations). Since 2001 he is chair of the scientific committee of the collection 'Science Politique' of the Association Belge de Science Politique of the French community. He is a member of LARGOTEC (laboratoire de recherche sur la gouvernance) of the Université Paris Est. He was second to chairing the VLIR-panel for the accreditation of programmes in political sciences in 2007.

Members

Prof.dr. Bart Kerremans

Bart Kerremans is professor at the Institute for International and European Policy, K.U. Leuven (Belgium). He teaches courses on the history of international relations, international organisations, international political economy and American government. He has been a Visiting Scholar to the Elliott School of International Affairs of the George Washington University (Washington DC) from January 1998 to January 1999. Dr. Kerremans' current research focuses on the external trade policies of the European Union and the United States, the decision-making in this field in general, and on the WTO-related trade relations between the EU and the US in particular. Dr. Kerremans was programme director of the department of political sciences and was the chair of an expert panel for the initial accreditation procedure for the Master in International Conflict Analysis and Diplomacy of de University of Leiden, November 2006.

Prof.dr. Susan Marks

Susan Marks is professor of International Law at the London School of Economics since 2010. She previously taught as professor of Public International Law at King's College London. Prior to joining King's in 2006, she taught at the University of Cambridge and was a fellow of Emmanuel College, Cambridge. She was recently a Visiting Professor at Columbia Law School. Her research centres on international law and human rights, and draws from the traditions of critical theory. In previous writings, she has addressed issues which include democracy, imperialism, torture and hunger. Her current work is concerned with exploitation and dispossession.

Drs. Ron Ton

Ron Ton is the Deputy Director of the Clingendael Diplomatic Studies Programme and the Director of Diplomatic Training. Before joining the Clingendael Institute he was a senior lecturer and manager of international projects at various private business schools. His expertise is in Multilateral negotiations; Diplomatic training and diplomatic practice; European co-operation; Capacity building and institutional development. His (current) projects are: courses and training in international relations for Netherlands civil servants, academics, private groups and foreign diplomatic services; consultant and advisor in international training and capacity building for various foreign diplomatic academies.

He is guest lecturer at foreign academic institutions; secretary of the Clingendael Advisory Council; chair of the Clingendael Training Group; member of the Board of Terre des Hommes Netherlands.

Lisa Westerveld BA

Lisa Westerveld was a student of the Master programme Social and Political Philosophy at Radboud University Nijmegen at the time of the site visit. She obtained her Bachelor's degree in 2007 and her Master's in January 2011. From 2007 to 2009 she acted as chair of the National Union of Students in the Netherlands (LSVb). She was also chair and member of the Students Council at Radboud University and has served two years in the Programme Committee of Philosophy. From 2005 to 2007 Lisa Westerveld was a member of the College of Appeal for Examinations at Radboud University.

The panel members have all signed a statement of independence.

7. Annex 2: Agenda of the site visit

Visit of the panel of experts convened by NVAO with regard to the request for initial accreditation of the University of Kent at Brussels.

Monday 31 May 2010

08.30 – 11.00 Preliminary meeting: review panel (closed session)

11.00 – 12.00 Session 1 – Management:

Prof Alex Hughes (PVC External)

Prof Roger Vickerman (Dean UKB)

Prof Joanne Conaghan (Head of Kent Law School)

Prof Hugh Miall (Head of School of Politics & Intern. Relations)

12.00 – 13.00 Lunch: review panel and examination of documents

13.00 – 13.45 Session 2 – Lecturers (MA IR, LLM IL/IR, MA ICA)*

Dr Tom Casier (Convenor MA IR)

Prof Wade Mansell (Convenor LLM IL/IR)

Dr Eva Gross (Lecturer)

Dr Elise Feron (Convenor MA ICA)

Dr Amanda Klekowski von Koppenfels (Lecturer)

13.45 – 14.00 Break

14.00 – 14.45 Session 3 – Lecturers (MA IPE, LLM IEL)

Dr Harm Schepel (Convenor LLM IEL)

Dr Tugba Basaran (Lecturer)

Dr Albenaz Azmanova Convenor MA IPE)

14.45 – 15.30 Session 4 – Students (MA IR, LLM IL/IR, MA ICA)

MA IR: Kristen Dayton, Hygh Pryce

LLM IL/IR: Elizabeth Bannerman, Alexander Tietz

MA ICA: Galina Khorkova

15.30 – 15.45 Break

15.45 – 16.30 Session 5 – Supporting staff:

Alastair Ross (Brussels Administration)

Shirley Prosser (PG Admissions)

Malcolm Dixon (Quality Assurance)

Suzie Taylor (Graduate School)

16.30 – 17.00 Taking Stock Meeting: review panel (closed session)

Tuesday 1 June 2010

- 9.00 – 9.45 Examination of documents and dissertations
- 9.45 – 10.30 Session 6 – Students and Alumni (LLM IEL, MA IPE)
LLM IEL: Scott Hamilton, Zaruhi Hovhanniyan
MA IPE: Chris Napoli, Michael Gomes
- 10.30 – 11.15 Session 7 – Alumni (MA IR, LLM IL/IR)
MA IR: Marty Gaal
LLM IL/IR: Aoife Houlihan
- 11.15 – 12.00 Tour of facilities: review panel
- 12.00 – 13.00 Lunch: review panel
- 13.00 – 13.30 Identify unclear points: review panel (closed session)
- 13.30 – 15 Session 8 – Management: review
Prof Alex Hughes
Prof Roger Vickerman
Alastair Ross
- 14.15 – 15.00 Final Assessment: review panel (closed session)

MA IR = Master in International Relations
LLM IL/IR = LLM in International Law and International Relations
MA ICA = Master in Conflict Analysis
LLM IEL = LLM in International Economic Law
MA IPE = Master in International Political Economy

8. Annex 3: Documents reviewed

Programme document of the institution and accompanying documents

Initial Accreditation Framework Application plus Annexes:

- Royal Charter
- University Statutes
- University Ordinances
- Management Organisation Chart
- The Role and Responsibilities of a Faculty Dean
- List of Heads of Schools
- UKB Stakeholders - Membership and Terms of Reference.
- Membership of Monthly Managers Forum
- Agreement between Kent and VUB
- Organisational Chart for Brussels
- University Code of Practice
- Credit Framework for Taught Programmes
- Academic Regulations for Taught Programmes
- University's Financial Statements 2008 and 2009
- Summary of CVs of academic staff.
- Council and Senate Committees
- Programme Information Sheets
- Programme Pathways
- Module Specifications
- 5 Year Financial Plan
- Contact Hours and Private Study
- List of Dissertations since August 2008
- Student /Staff Ratio's

Information which was available during the site visits

- Internationalisation Strategy 2008
- European Recruitment Strategy 2009-2010
- International Business Report February 2010
- International Recruitment Strategy 2008-2009
- Graduate School Strategy 2009-2011
- Institutional Audit Briefing Document 2008
- Institutional Audit Report – University of Kent 2008

Annual Monitoring Reports

- School of Politics and International Relations, Kent Law School, Faculty of Social Sciences 2007-2008, 2008-2009

Period Programme Reviews

- 2006 - School of Politics and International Relations
- 2009 - Kent Law School

External Examiners Reports

- 2007-2008 – Dr Dapo Akande
- 2007-2008 - Dr Charles Jones

- 2007-2008 - Professor Eleonore Kofmann
- 2007-2008 – Professor Cornelia Navari
- 2007-2008 – Reply to Dr Akande
- 2007-2008 – Reply to Dr Jones
- 2007-2008 – Reply to Prof Kofmann

- 2008-2009 – Dr Charles Jones
- 2008-2009 - Professor Eleonore Kofmann
- 2008-2009 – Professor Dave Allen
- 2008-2009 – Professor Nick Grief
- 2008-2009 – Professor Antje Wiener
- 2008-2009 – Reply to Dr Jones

Minutes from Board of Studies

- 23 May 2008
- 19 September 2008
- 13 January 2009
- 6 April 2009
- 7 May 2009
- 10 March 2010
- 2 June 2010

Minutes from Board of Examiners

- 29 February 2008
- 20 June 2008
- 3 October 2008
- 6 March 2009
- 19 June 2009
- 2 October 2009
- 26 February 2010

Minutes of Staff Student Liaison Meetings

- 29 February 2008
- 3 April 2008
- 4 November 2008
- 21 January 2009
- 6 April 2009
- 4 November 2009
- 16 December 2009
- 7 April 2010

Student Evaluations

- 2008-2009
- 2009-2010

Readers, Coursebooks and Syllabi for all courses 2009-2010

Coursework from September 2008, January 2009 and September 2009

Selection of Dissertations

	MA IR	LLM IL IR	MA ICA	LLM IEL	MA IPE
Good	Emond Storer	Boyce	Apgar	Corcoran	Bonen Lundy
Average	Wilson	Le Roy	Mehran	McReynolds	Adrien
Good Enough	Bzan	Migliaccio	Radakovic	Hood	Chrysanthakopoulou

9. Annex 4: Overview of the curriculum

September Term

Theories of International Conflict - 6,7 ECTS credits (20 UK)

Fundamentals, Dissertation and Research - Part 1 - 6,7 ECTS credit (20 UK)

Choice of 2 elective modules - 6,7 ECTS credits (20 UK) from:

International Relations Theory

Histories of International Conflict

Negotiation and Mediation

Law of Armed Conflict

Migration: Conflict, the State and Human Rights

January Term

Conflict and Security - 6,7 ECTS credits (20 UK)

Fundamentals, Dissertation and Research - Part 2 - 6,7 ECTS credits (20 UK)

Choice of 2 elective modules - 6,7 ECTS credits (20 UK) from:

European Foreign and Security Policy

Islam, Conflict and the State

Conflict Prevention

Security and Liberties

International Criminal Law

May Term

Examinations (where required)

Dissertation on a topic in International Conflict and Security

Summer Period

Submission of Dissertation - 13,3 ECTS credits (40 UK)

This panel report was commissioned by NVAO with a view to assessing the proposal for a new programme Master in International Conflict Analysis of the University of Kent at Brussels.

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