

**Outcomes Development Dialogue
Bachelor Cultural Anthropology and Development Sociology (BCA),
Master Cultural and Social Anthropology (MCSA) &
Master Medical Anthropology and Sociology (MAS)**

held on November 1, 2018, Amsterdam

In line with the NVAO assessment framework, each study programme or cluster of study programmes conducts a 'development dialogue' (*ontwikkelgesprek*) with the assessment panel during the assessment visit. During this development dialogue, possible improvements are discussed from a development perspective, the agenda is drawn up by the study programme. Although the development dialogue is part of the programme review, the recommendations are not part of the accreditation assessment. Pursuant to the Higher Education and Scientific Research Act, Article 5.13, paragraph 6, we publish the recommendations that follow from this development dialogue with this document.

The most recent results of the programme accreditation can be consulted at <https://www.nvao.net/nl/besluiten/opleidingen> or <https://www.nvao.net/en/decisions/educations>

Please note that the dialogue was held for three programmes together. Recommendations often concerned all three programmes. Therefore, there is one document for the three programmes.

The dialogue took place on November 1, 2018, between the expert panel, the programme directors, the directors of the College and Graduate School of Social Sciences, the chair of the department of Anthropology, the chair of the examinations board, the chair of the programme committee, the programme managers and the study advisors of the programmes and other interested staff and student representation.

The dialogue was held directly after the feedback on the accreditation standards proper, in which the panel expressed appreciation for the departmental culture of cooperation in teaching (strong teamwork). Also, there was praise for the way the programmes combined a broad scope (many specialities in a broad department) with in-depth learning/specialization, and the way in which the programmes combined an orientation towards research with an orientation toward society. The panel stimulates the department to develop even more contacts with society, as is already done in the applied anthropology track. Another suggestion was to ask staff to organize office hours, so that students easily contact staff members with research-related questions. Students, the committee learned, do not have a complete overview of all knowledge that is available in the department. A third recommendation was to add give students more elaborate written feedback on the thesis in the assessment forms.

Agenda for the dialogue

- a) In depth specification of issues that have come up during the site visit, if necessary
 - b) MAS: challenges for the future (as formulated in self-evaluation p. 26:
'While the students that the MAS attracts are diverse, especially in terms of disciplinary and regional backgrounds, we see it as a challenge to attract an even more diversified student population. First, we would like to attract more students from the global South (who face mainly financial obstacles to attending our programme) and students with a background in medicine and other health disciplines. In addition, we would like to tap into the growing interest – globally – for MAS-like professionals, which is also obvious from the increase of MAS-related programmes in Europe and the USA. While we currently limit ourselves to a maximum of 30 students (as current staff composition does not allow us to expand the programme), we would like to consider the possibilities of growing the programme, to allow for the abovementioned diversity, which would in turn enable us to offer a more diversified programme, geared to the various interests of the MAS student population.
 - c) Bachelor:
 - a. advantages and disadvantages of becoming an English-taught programme
 - b. the tension between school-like training (*verschooling*) and the multitude of measures and developments that aim at educating students to think and act independently
 - d) MCSA:
 - a. Development of tracks (in the future)
- a) In depth specification of issues that have come up during the site visit**
- It was suggested to scientific staff to have more open office hours at published times (use electronic booking), so that students could more easily make appointments with individual staff members. Not all

students dare to simply knock on a lecturer's door. A designated office hour that can be booked helps in this regard.

- It was suggested to facilitate even more internships in the programmes (also in the master). During the dialogue, this was clarified: internship instead/during fieldwork (not additionally). In fact, this would look a lot like what now is developed in the applied track in MCSA. For the bachelor, this would also be possible in the minor. The crucial part is having a list of partners that would like to welcome interns.

b) **How to raise diversity in student population and deal with diversity** (originally MAS-point on the agenda, but equally relevant to all programmes and treated as such in the dialogue)

- In general, this question is one all panel members (and other present persons) struggle with, as well. Raising the level of diversity makes shaping a curriculum for all difficult.
- One panel member suggested to use foundation courses on top of the actual curriculum (before) to help students from backgrounds with little academic experience.
- One way to stimulate diversity, and to prevent that students with a weaker background in English would be disadvantaged, would be to add a non-written element to a thesis-project (e.g., a film, a media-product, an exhibition, a performance). By including and assessing other types of product in teaching, other qualities (in addition to writing in academic English) would become important and valued. The currently piloted visual track in MCSA can experiment with this.

c)/d) Points on the agenda c) and d) were not discussed, due to time restraints.