



Uddannelsesevaluering

Kandidatuddannelser

Uddannelsens navn	Agricultural Development
Evalueringsår (og evalueringsperiode)	Evalueringsår: 2018 Evalueringsperiode: 2011-2017 Bemærk dataperiode: 2015-2017
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Institut	Institut for Fødevarer- og Ressourceøkonomi
Fakultet	Det Natur- og Biovidenskabelige Fakultet
Dato for dekanens godkendelse	D. 25. september 2018

Indholdsfortegnelse

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Dataoversigt

Baggrundsdata

Kvantitativt datamateriale	Periodens resultater		
	Opgørelsesår: 2015	Opgørelsesår: 2016	Opgørelsesår: 2017
Bestand seneste tre år	108	63	65
Antal grader seneste tre år	32	20	23
Antal udrejsende udveksling seneste tre år	41	50	39

Kvantitativt og kvalitativt datamateriale

Kvantitativt datamateriale	Periodens resultater			Standarder for kvalitet
	Opgørelsesår: 2015	Opgørelsesår: 2016	Opgørelsesår: 2017	
Optag senest tre år	51	18	31	Mindst 25
Frafald seneste tre år i procent og (og antal i procent)	12 % (4)	23 % (7)	8 % (2)	Højest 12 % i 2017
Gennemførelse, normeret tid seneste tre år i procent (og antal i parentes)	6 % (2)	48 % (15)	38 % (9)	Mindst 26 % i 2017
Gennemførelse, normeret tid + et år seneste tre år i procent (og antal i parentes)	76 % (25)	77 % (24)	83 % (20)	Mindst 78 % i 2017
Gennemsnitlig studietid	2,4 år	2,5 år	2,3 år	Højest 2,5 år i 2017
Studieprogression, gennemsnitligt antal ECTS-point pr. studerende pr. år seneste tre år	43,4	44	42,6	Mindst 44 ECTS i 2017
ViP/DViP-ratio, årsværk, seneste år			Over 100	>5,1
STÅ/ViP-ratio, årsværk, seneste år			7,6	<25

Antal optagne internationale studerende på kandidatuddannelsen (full degree) seneste tre år	39	12	15	Mellem 10% og 50%
Ledighedsstatistik seneste tre år i procent (og antal dimittender i parentes)	Dimissions- år: 2013	Dimissions- år: 2014	Dimissions- år: 2015	Højest 12 % i gns. for dimissionsårgang 2011-15
	17 % (26)	12 % (16)	13 % (18)	
Kvalitativt datamateriale	Periodens resultater			Standarder for kvalitet
Studiestart – hele perioden (seks år)	Afrapporteres i forbindelse med DAU.			
Kompetencematrix, kandidat, jf. bilag 1	Se analyseafsnittet.			
Forskningsmatrix, kandidat, jf. bilag 2	Se analyseafsnittet.			

Analyse

Status for uddannelsen

Status for uddannelsen baseret på analyse af kvantitativt og kvalitativt datamateriale inklusive kompetencematrix og forskningsmatrix

1. General observations

It is noted that the MSc in Agricultural Development in the last year of observation (2017) meets all quantitative measurable standards (with the exception of ECTS/student of 42.6, below the target 44 ECTS).

2. Enrolment

The overarching challenge for the MSc in Agricultural Development has been a fluctuating student body, varying from 18-51/yr from 2015-17. The student body has a broad range of backgrounds, from inside and outside KU. This indicates a potential to focus programme content as well as marketing. Recruitment to an allied MSc programme (700 applicants in 2017, Global Development at Faculty of Social Sciences, KU) indicates scope for increased recruitment.

3. Drop-outs

The drop-out rate was unusually high in 2016 – but the absolute numbers are small (from 2-7/year) and the relative rate responds with large fluctuations to the variation in the above enrolment numbers. Most students dropping out are “ghost students” (that don’t show up at study start) or students that shift to other MSc programmes at KU, typically the MSc in Agriculture. There is scope for enhancing the study environment for the students, including increasing their sense of belonging to the programme through social activities.

4. Completion rates

The completion rates are above the targets (for both normal study time and normal study time plus one year) in 2017. Earlier below target rates to a large degree reflect difficulties in completion of thesis work: as specified in the curriculum, the thesis must include at least three months of fieldwork in a developing countries which for many and varied reasons can result in delays. This emphasizes the need for careful and realistic planning in connection to thesis contracts and supervision.

5. Average study time

This is below the target of 2.5 years; the small gap up to the target again indicates an opportunity to strengthen a culture of thesis submission-on-time (including through dialogue with supervisors and the development of joint supervision guidelines).

6. Study progression

In two of the observations years, the average numbers of ECTS/student/year (43.4 and 42.6) were below the target of 44 ECTS. This lack of student progress reflects the longer study time. Again, it also indicates a need to inform more accurately about programme content as well as the potential to create a more conducive study environment.

7. ViP/DViP and STÅ/ViP

The ViP/DViP is more than 100 (compared to the measurable target of above 5.1) and the STÅ/ViP rate 7.6 (well below the maximum of 25).

8. International students

The number of international students ranges from 12-39/year, reflecting the above variation in enrolment, and are in all observation years within the target band of 10-50% of the annual student body.

9. Unemployment

The unemployment rate varied from 12-17% in the three observation years 2013, 2014, and 2015, exceeding the target of 12% in two of the observation years. These statistics do not include graduates with no formal connection to Denmark, are static, and should thus be treated with much caution, e.g. there are examples of graduates leaving Denmark for a number of years, then returning to work in Denmark in senior positions. The reasons for unemployment remain unclear: the *Afrapportering af dimittendundersøgelsen* for the MSc in Agricultural Development including graduates that graduated from 1 Oct 2013 to 30 Sep 2016 do not allow such insights as the 21 respondents (out of 56 graduates) did not include any unemployed graduates. The rate indicates a need to pay increased attention to employment promotion measures, e.g. in connection to host institutions and thesis writing.

10. Censorformandskabsberetninger

Beretning fra Det Jordbrugsvidenskabelige Censorkorps has not given any cause for concern: exams with external censorship are satisfactory.

11. Teaching evaluations

The teaching committees (*Undervisningsudvalg*) at the three departments mainly responsible for the MSc in Agricultural Development (PLEN, IFRO, IGN) regularly monitor and discuss the quality of courses, projects, and theses. These are all satisfactory, including for the compulsory courses.

12. Dialogue with Employer Advisory Board

The MSc in Agricultural Development has been briefly discussed at the Board's meetings. Comments and suggestions are noted and incorporated into future talks and changes regarding curriculum design.

13. Dialogue with graduates

The *Afrapportering af dimittendundersøgelsen* for the MSc in Agricultural Development included graduates that graduated from 1 Oct 2013 to 30 Sep 2016; the report is based on feedback from 21 of the 56 graduates that were invited to participate. Noteworthy positive aspects are:

- 40% were doing a PhD, either at KU, AU, or a foreign university
- None of the respondents were unemployed
- Employment is distributed quite equally across the private sector (36%), government

(27%), and I/NGOs (27%)

- 50% of graduates had a job within three months
- All (100%) found that their study stays abroad gave them new and additional competences
- 95% found that the level of the programme was right (i høj grad/i nogen grad) compared to their backgrounds
- 95% found that the teaching faculty had good (i høj grad/i nogen grad) pedagogical competences; 100% found that the teaching faculty had good (i høj grad/i nogen grad) scientific competences
- Graduates particularly found the following acquired competences/abilities important in connection to what employers demand: “reflect critically on complex problems”, “written communication”, “acquire new knowledge”, “work independently”, and “work on projects”

Noteworthy negative aspects are:

- Graduates particularly found the following acquired competences/abilities lacking but demanded by employers: “general business understanding”; “combine specialized knowledge with economy, leadership, and organization”, “IT skills”, and “manage complex work and development situations”
- 32% of the students found that there were elements in the programme that could be more realistically planned
- 21% of the students found that all the elements of the programme contributed to the learning goals to a lesser degree (i mindre grad)

14. Dialogue with the Study Board

There is a continuous and good dialogue between the Study Board and the Head of Studies for the MSc in Agricultural Development.

15. Competence and Research Matrices

The two matrices (in Annexes 1 and 2) have been completed. There was a good coverage of courses across the various competences (Annex 1) and all study activities are fully research-based (Annex 2). This remains so with the revised curriculum (coming into effect with students starting in autumn 2018).

Status for opfølgingspunkter og/eller opfølgingsplaner

Status for opfølgingsplaner for den seneste uddannelsesevaluering, status på initiativer der blev igangsat efter uddannelsesredegørelsen 2017 etc.

1. Status for opfølgingsplan (evt. tidligere uddannelsesevaluering)

Ingen tidligere uddannelsesevaluering

2. Status for opfølgingspunkter (tidligere uddannelsesredegørelse(r))

A. Afklaring af uddannelsens fremtid

Much work has gone into this and the curriculum has been revised and approved, to come into effect with students starting in autumn 2018.

In autumn 2017, the curriculum was thoroughly revised with active inputs from faculty members (from across PLEN, IGN, and IFRO) and students. The programme now puts greater emphasis on explicitly imparting interdisciplinary skills, and it is now organized around two formal lines of specialization (i) Agriculture and ecology, and (ii) Livelihoods and governance. In effect, the revised programme offers Interdisciplinarity (30 ECTS) and lines of specialisation (90 ECTS) where students can choose to focus on natural science or social science elements. The programme encompasses critical aspects of agriculturally related development activities, from soil fertility management to rural livelihood strategies. The learning approach is a combination of field-related experiences, teaching in traditions and methods related to data collection in complex real life situations, and discipline-based specialisations. The programme contains (i) an interdisciplinary common part which includes training in techniques for gathering data under a variety of field conditions combined with training in the research process, (ii) an elective part which facilitates specialization, and (iii) the thesis, which includes fieldwork in the setting of a developing country. In addition, it is the aim to explicitly integrate progress in generic skills (such as essay writing and mastering different software) across courses. For an overview of planned activities, and the associated time plan, see Annex 3.

After discussions with faculties and students, including the Head of Departments (PLEN, IGN, and IFRO), an application for change of programme name, from Agricultural Development to Environment and Development, has been forwarded to the Faculty on 12 February 2018. The new name more accurately reflects the existing Danish title, is in line with similar programmes at competing universities (hence making it easier for potential students to locate the programme), and expands the recruitment base by encompassing both natural and social sciences.

Visioner og fremtidsperspektiver

Visioner og fremtidsperspektiver for uddannelsen, herunder opfølgingsplan, jf. bilag 3

The focus in the Agricultural Development programme is on implementing the revised/new curriculum approved by the Study Board in early autumn 2017 and increasing the number of students through new and additional marketing activities as well as employment-oriented initiatives.

A detailed plan of action for implementing the revised curriculum is provided in Annex 3. This includes: (i) implementation of new curriculum and name, (ii) development and implementation of new joint inter-departmental 15 ECTS course on Practicing Interdisciplinarity, (iii) new marketing and recruitment activities to increase annual student intake to 60/yr, (iv) better flow of programme information across the three participating departments through establishment of the AD Co-ordination Group, (v) better course integration to improve the development of generic skills, (vi) fewer drop-outs and faster student completion through individual study plans discussed directly between each student and the SL, and (vii) increased employment measures, including development and implementation of an extended tracer survey to generate additional data on graduate unemployment.

In relation to innovation and entrepreneurship, all students have access to such courses (e.g. as

offered at IFRO) through their available elective credits. Students can also undertake projects in practice and pursue innovation and entrepreneurship through their thesis work.

In relation to digitalization, this is one of the generic skills that will be promoted through better course integration, e.g. an explicit plan for use of key software, such as the ability to programme tablets as part of field data collection.

Eksterne eksperter anbefalinger

De eksterne eksperter kom med en række anbefalinger. Det fremgår af bilag 5, hvilke konkrete anbefalinger de eksterne eksperter kom med og hvorvidt studielederen har inkluderet disse i opfølgingsplanen for uddannelsen samt argumenter herfor.

Nogle af anbefalingerne havde en mere tværgående og generel karakter (angivet med *alle uddannelser* i bilag 5). For nogle uddannelser er disse anbefalinger inkluderet i opfølgingsplanen, fordi de er relevante, men andre steder er de ikke inkluderet, og studielederen har i disse tilfælde argumenteret herfor.

Eksterne eksperter

Inddragelse af eksterne eksperter

Eksterne eksperter har været inddraget i uddannelsesevalueringen ved heldagsmøde d. 9. maj 2018, hvor uddannelsen blev evalueret sammen med følgende øvrige uddannelser:

- Bacheloruddannelsen i jordbrugsøkonomi
- Bacheloruddannelsen i naturressourcer
- Kandidatuddannelsen i Agriculture
- Kandidatuddannelsen i Agricultural Economics
- Kandidatuddannelsen i Environmental and Natural Resource Economics

De eksterne eksperter mødtes med fakultets-, studie- og institutledelse, undervisere og studerende for at kvalitetssikre og udvikle uddannelsernes mål, indhold og tilrettelæggelse gennem drøftelse af nye ideer og perspektiver i forhold til uddannelsen.

Panelet af eksterne eksperter udgjordes af følgende personer med forskellige fagligheder:

- Professor og sektionsleder Jørgen Eriksen, Aarhus Universitet (kernefaglig ekspert)
- Seniorforsker Anne Mette Lykke, Aarhus Universitet (kernefaglig ekspert)
- Professor og institutleder Niels Vestergaard, Syddansk Universitet (kernefaglig ekspert)
- Ph.d., seniorforsker og sektionsleder Berit Hasler, Aarhus Universitet (kernefaglig ekspert)

- Sektordirektør Troels Toft, SEGES (aftager)
- Professor Lars Ulriksen, Københavns Universitet (intern ekspert)
- Studerende Sebastian Juul Hansen, SCIENCE (uddannelsesekstern)

Panelets vurdering af uddannelsernes forskningsbaserings:

Panelet konkluderede overordnet, at det er nogle meget velfungerende uddannelser, der er solidt gennemarbejdet, samt at fakultetet har en professionel evalueringsproces, og meget engagerede studerende, undervisere og medarbejdere. Ift. forskningsbaserings er panelet meget tilfredse og mener ikke, at der er anledning til at rejse kritik af nogle forhold. Panelet bemærker herunder, at forskningsbaserings er meget tydeligt dokumenteret på alle niveauer, og at de studerende er bevidste om dette. Forskningsbaserings blev fremhævet som en enorm styrke gennem alle uddannelserne. Panelet kommenterede, at diverse redskabsfag på uddannelserne indeholder en mindre grad af forskningsbaserings, men mente ikke, at dette er nødvendigt i redskabsfag, og påpegede det derfor ikke som et problem.

Bilag

Bilag 1: Kompetencematrix – kandidatuddannelsen i Agricultural Development

Kvalifikationsramme	Kompetenceprofil	De konstituerede studieaktiviteternes målbeskrivelser					
		Qualitative Methods in Agricultural Development	Thematic Course: Interdisciplinary Land Use and Natural Resource Management	Agricultural Value Chains in Developing Countries	Speciale	Sustainable Agricultural Development Pathways	Rural Livelihoods and Natural Resources Governance
Viden							
<p>Vidensfeltet: Skal inden for et eller flere fagområder have viden, som på udvalgte områder er baseret på højeste internationale forskning inden for et fagområde</p> <p>Forståelses- og refleksionsniveauet: Skal kunne forstå og på et videnskabeligt grundlag reflektere over fagområdets/ernes viden samt kunne identificere videnskabelige problemstillinger</p>	Agricultural development theories		X		X	X	X
	Current research and advanced theories in relation to sustainable use and management of natural resources in developing countries		X	X	X	X	X
	The theoretical basis of qualitative and quantitative data collection methodology, including interviews, questionnaires, surveys, and rapid appraisal techniques	X	X		X		
	The critical aspects of professional situations within natural resource management in relation to agricultural activities and describe the patterns characterising these situations on the basis of field work experience from rural areas in developing countries		X		X		
	Interdisciplinary and intercultural work		X				
Færdigheder							
<p>Typen af færdigheder: Skal mestre fagområdets/ernes videnskabelige metoder og redskaber samt mestre generelle færdigheder, der knytter sig til beskæftigelse inden for fagområdet/erne</p> <p>Vurdering og beslutning: Skal kunne vurdere og vælge blandt fagområdet/ernes videnskabelige teorier, metoder, redskaber og generelle færdigheder samt på et videnskabeligt grundlag opstille nye analyse- og løsningsmodeller</p>	Apply relevant project planning, data collection and evaluation methodologies such as logical framework approaches in complex field settings and in research planning	X			X		
	Participate in academic discussions on agricultural development and relationships to other study programmes		X		X	X	
	Critically distinguish sustainability and livelihood issues in relation to natural resource management		X				X
	Identify, analyse and communicate a research question from a complex setting to broader audiences, both professionals and non-professionals, at a variety of levels, using modern and appropriate information and communication tools	X	X	X	X	X	X

Kvalifikationsramme	Kompetenceprofil	De konstituerede studieaktiviteternes målbeskrivelser					
		Qualitative Methods in Agricultural Development	Thematic Course: Interdisciplinary Land Use and Natural Resource Management	Agricultural Value Chains in Developing Countries	Speciale	Sustainable Agricultural Development Pathways	Rural Livelihoods and Natural Resources Governance
Formidling: Skal kunne formidle forskningsbaseret viden og diskutere professionelle og videnskabelige problemstillinger med både fagfæller og ikke-specialister	Participate in public discussions on an academic level regarding natural resource management in a global context in the role of researcher, advisor, policymaker or programme employee or manager		x		x		
	Use interdisciplinary, multicultural real life experiences to analyze the whole context of the systems encountered		x		x	x	x
	Display awareness of ethical and moral questions related to the management of different natural resources and take these into account when working in different cultural settings	x	x		x		
	Manage research, advisory or management activities related to the area of sustainable use and management of natural resources in developing countries within Tropical Forestry, Animal Science, Crop Production and Protection, Development Economics, or Human Nutrition and Food Science, depending on the student's choice of core and elective courses		x		x		
Kompetencer							
Handlingsrummet: Skal kunne styre arbejds- og udviklingsituationer, der er komplekse, uforudsigelige og forudsætter nye løsningsmodeller	Carry out research-, adviser- or policy-related activities within agricultural development in government bodies, non-governmental organisations, research institutions, development agencies or international industry bodies		x		x		
Samarbejde og ansvar: Skal selvstændigt kunne igangsætte og gennemføre fagligt og tværfagligt samarbejde og påtage sig professionelt ansvar	Display independence, integrity and develop new relevant knowledge and skills when working in complex field settings on an individual basis, in teams as well as in cross-disciplinary and intercultural environments		x		x		
Læring: Skal selvstændigt kunne tage ansvar for egen faglig udvikling og specialisering	Display independence, integrity and develop new relevant knowledge and skills when working in complex field settings on an individual basis, in teams as well as in cross-disciplinary and intercultural environments		x		x		

Bilag 2: Forskningsmatrix – kandidatuddannelsen i Agricultural Development

Uddannelsens konstituerende studieaktiviteter	ViP'er (kursusansvarlige og centrale undervisere) på de konstituerende studieaktiviteter	ViP'ernes tilknytning til forskningsmiljø
Qualitative Methods in Agricultural Development	Associate Professor Iben Nathan	Tenure d, active research with research project portfolio and publication track record. Part of governance research group at IFRO.
Thematic Course: Interdisciplinary Land Use and Natural Resource Management	Associate Professor Christian P Hansen	Tenure d, active research with research project portfolio and publication track record. Part of governance research group at IFRO.
Agricultural Value Chains in Developing Countries	Assistant Professor Aske S Bosselmann	Tenure d, active research with research project portfolio and publication track record. Part of entrepreneurship research group at IFRO.
Speciale	A huge number of highly qualified faculty members	All supervisors at PLEN, IGN, and IFRO are active researchers with research project portfolio and publication track records.
Sustainable Agricultural Development Pathways	Associate Professor Lene Sigsgaard	Tenured, active research with research project portfolio and publication track record. Part of plant and agriculture research group at PLEN.
Rural Livelihoods and Natural Resources Governance	Associate Professor Mariève Pouliot	Tenured, active research with research project portfolio and publication track record. Part of livelihoods research group at IFRO.

Bilag 3: Opfølgingsplan – kandidatuddannelsen i Agricultural Development

År	Problemstilling og mål Hvad er problemet? Hvad er målet?	Handlinger Hvad skal sættes i gang, for at nå målet eller for at analysere problemstillingen? Forventet ressourceforbrug	Resultater Hvad indikerer, at målet er opnået?	Tidsplan Hvornår skal målet være opnået? Hvilke milepæle er der undervejs?	Ansvar Hvem har ansvaret for at gennemføre indsatserne? Hvem følger op på tidsplan og resultater?
2017	Outdated and narrow curriculum. Revise the curriculum.	PLEN, IFRO, IGN collaboration and agreement on new curriculum.	New curriculum.	2017	SL
2018	Misleading programme name. Find new name.	PLEN, IFRO, IGN collaboration and agreement on new name.	New name (ready for implementation in connection to marketing for the 2019 intake).	2018	SL
2018	Increase students interdisciplinary skills. Make new joint course.	PLEN, IFRO, IGN design, develop and implement new interdisciplinary course.	New course available.	Study start 2018	Course responsible teachers
2018	Lack of students. Recruit 40/students/yr.	Revised SCIENCE recruitment pages. Online marketing campaigns.	Students recruited.	2021	SCIENCE Komm. SL
2018	Lack of Faculty AD knowledge. AD Teachers' Group.	Create PLEN, IFRO, IGN teacher Group.	Meetings twice per year.	2018	SL
2018	Lack of co-ordination across courses (generic skills). Higher course integration.	Development of joint case materials. Ensuring progression across courses.	Use of joint cases. Map of course progression.	2019	SL Course responsible teachers

2018	Fewer drop-outs Less than 12 % drop-out.	Individual study plans (discussed at individual student meetings with the SL). Improved study environment.	Fewer drop-outs. AD Cafés	2020	SL
2018	Slow student progress. At least 26% of students finish within prescribed study period.	Individual study plans. Improved study environment. Increased faculty awareness.	Students complete faster. At least 44 ECTS/student/yr.	2020	SL
2018	Revise curriculum	Consider new compulsory courses (i) statistics, (ii) environment, society, and development	New compulsory course	2019	SL Course responsible teachers
2020	Increased employability Less than 5% unemployment.	Extended tracer survey (generate data on unemployment as well as employment). Increased alumni interaction (e.g. through LinkedIn or Facebook, inter alia to increase student response rate to surveys). Employer-oriented activities (e.g. thesis hosting, social arrangements with student interaction).	Higher degree of employment as per (i) Ministry standard measurement, and (ii) measurement across all graduates. Less than 5% unemployment. Employer participation in AD Cafés	2022 Continuously	
2019	Digitalisering	Løbende tilpasning af uddannelsens curriculum og indhold af/i obligatoriske, begrænsede og valgfrie kursustilbud med opmærksomhed på digitalt indhold.	Opbygning af de studerendes digitale kompetencer i takt med tiden og i samklang med uddannelsens indhold og formål.	2019: De eksisterende kompetencer er velbeskrevet, og der ligger en plan for en evt. revision af kompetencerne.	SL

Bilag 4: Særlige opmærksomhedspunkter – kandidatuddannelsen i Agricultural Development

Mobilitet på uddannelsen

Kommentér på mobiliteten på uddannelsen

There is a high degree of mobility on the programme: (i) all students must undertake supervised field work in a developing country in the compulsory thematic course, (ii) all students must undertake at least three months of field work in a developing country in connection to their thesis, and (iii) a number of students also do projects in practice which includes mobility. The programme is hence characterized by a high degree of mobility. In addition, in the new curriculum, there is a 30 ECTS mobility window in the start of year 2 (meaning that students then choose the 30 ECTS thesis option).

Undervisningsevaluering

Kommentér på resultater af evalueringen af minimum alle obligatoriske kurser, der indgår i studieordningen, for det studieår, som evalueringen vedrører.

Afrapporteret internt på SCIENCE.

Bilag 5: Status på opfølgning på eksterne eksperter anbefalinger – Kandidatuddannelsen i Agricultural Development

	Eksterne eksperter anbefaling	Inkluderet i opfølgningsplan (ja/nej)	Hvis nej, argumentér herfor
1	Navn på uddannelsen Navnet passer ikke til uddannelsen og bør ændres.	Ja	
2	Balance mellem samfundsvidenskab og naturvidenskab i uddannelsen Bekymring for at uddannelsen i balancen mellem samfundsvidenskab og naturvidenskab tipper for meget imod samfundsvidenskab.	Ja	
3	Statistik i uddannelsen Blandt redskabsfag og metodekurser mangler kurser i statistik. Mere fokus på kvantitative metoder og ikke udelukkende kvalitative metoder. Forslag at lave et mindre anvendt statistikkursus, som gøres obligatorisk. Dette kan evt. være med undervisere fra IFRO i stedet for underviser fra MATH.	Ja	
4	Mere grundige og anvendelsesorienterede kompetencebeskrivelser Kompetencebeskrivelserne – både i kursusbeskrivelser og i studieordninger – kan med fordel defineres mere grundigt og gøres mere anvendelsesorienterede. F.eks. er det en vag kompetence at kunne ”tolke på resultater”. Tydeligere kompetencer kan medvirke til, at kurserne sælges bedre til de studerende. Der skal være en nødvendig koordinering mellem studieordningen og kurserne, herunder hvilke kurser der understøtter hvad i studieordningen.	Nej	Alle kursusansvarlige arbejder med deres kursusbeskrivelser i forbindelse med den årlige revision af kursusbeskrivelserne. Her tilpasses der løbende til nyt indhold i selve kurset, og der tilpasses til sammenhængen mellem kurserne i studieordningen. Der bliver således løbende taget hånd om den problemstilling, der rejses. Det skal samtidig bemærkes, at da ændringer i kursusbeskrivelser kun kan foretages én gang årligt og på et bestemt tidspunkt i efteråret, så går der reelt to år før end en ændring indføres, til den implementeres i et gennemført kursus. Der er således en selvstændig pointe i ikke at have meget detaljerede og meget

			<p>præcise kompetencemål, for man er bundet af dem i to kursusgange. Det betyder, at man kun med besvær kan inddrage f.eks. nyeste forskning, hvis det ikke flugter med de allerede beskrevne kompetenceprofiler. Det kan også blive vanskeligt at skifte til en underviser, der gerne vil præge kurset med nogle lidt andre vinkler end kompetencebeskrivelsen foreskriver.</p> <p>Opfølgning på anbefalingen vil blive taget op på fakultetsniveau.</p>
5	<p>Knytte virksomheder til kurser</p> <p>Uddannelserne kan med fordel have større fokus på at knytte virksomheder til det kursusindhold, der undervises i på uddannelserne – f.eks. ved fysiske besøg hos virksomheder. Dette bør ske tidligt i uddannelsen for at tydeliggøre karrieremuligheder fra starten og for at de studerende også kan forme deres uddannelse herefter.</p>	Ja	