



NVAO • NETHERLANDS

WO-BACHELOR GLOBAL STUDIES
Maastricht University
PANEL REPORT

AUGUST 2019



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LIMITED INITIAL ACCREDITATION
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1 Executive summary

The Accreditation Organisation of the Netherlands and Flanders (NVAO) received a request for an initial accreditation procedure regarding a proposed wo-bachelor Global Studies at Maastricht University. NVAO convened an expert panel, which studied the information available and discussed the proposed programme with representatives of the institution and the programme during a site visit on June 5th 2019.

The panel discussed the three standards: (1) the intended learning outcomes, (2) the teaching-learning environment and (3) the assessment procedures.

In general, the panel wishes to acknowledge that it considers the proposed BSc Global Studies a timely initiative, answering to a clear societal need, versed in a proposal of high quality.

The following considerations have played an important role in the panel's assessment.

The BSc Global Studies is a new interdisciplinary programme in the Netherlands. To ensure the interdisciplinarity, it is being co-developed and co-taught by teaching staff of all six faculties of Maastricht University who are selected and well qualified for this specific program. The panel has met a cohesive team, working together and developing the ability to share languages over disciplines. Development of this unique programme took place in several pressure cooker sessions.

The Collaboration agreement aims to guarantee equal and responsible participation of the six faculties and provides for a reliable organizational structure of this unique programme.

The BSc Global Studies is directed to a new generation of graduates that will be qualified as bridge-builders between disciplines and actors involved in debating, understanding and developing solutions for global issues. These issues relate to Economy & Environment, Migration & Citizenship, Tolerance & Beliefs, Peace & Justice and 21st Century Learning. On completion of the BSc Global Studies the graduates have acquired knowledge from the humanities, social, natural, technical and health sciences as well as methodologies aiming at the identification and analysis of global connections. They will have acquired skills and attitudes beneficial to inter-cultural communication and an understanding compatible with global citizenship.

The panel studied the intended learning outcomes and concludes that these fit the requirements of the intended Global Studies programme. The learning outcomes define a build up from level 1 to level 3 in the programme. At the final level the intended learning outcomes define the Bachelor level as demonstrated by the use of the Dublin descriptors at this level. Soft skills are appropriately represented in the intended learning outcomes and relate to global citizenship and 21st Century skills. In line with the international context of the programme, (foreign) language skills are also included in the intended learning outcomes.

The programme meets standard 1: the intended learning outcomes.

The panel discussed with all participants how the vision and the intended learning outcomes will be realized in the curriculum. The curriculum consists of six semesters each focussing on a main global issue. In one of the semesters, a field study in a region in the Global South is planned and the last semester is preserved for the thesis in combination with reflection on and development of 21st Century Learning.

The interdisciplinary development teams used problem-based learning (PBL) in the development of the semester-long thematic courses. Many course manuals for the first semesters were available for the panel. These manuals are well developed at the appropriate level of delivery. Consistent with the didactical concept of problem based learning the self-directed learning of students is directed to problematizing and analysing the global themes; designing and present interventions to stakeholders and reflection on the learning process. Every semester is completed by a project. The emphasis in the programme on intercultural competences is supported by an intensive mentoring track. The mentor is important in facilitating the choices students make. The mentor also helps students to reflect on the given feedback. The panel feels strongly that it should be the student and not the program that grants the full access of his/her mentor to the feedback. It has to be emphasized that the student has to be in

the driver's seat of its study activities. The panel endorses the chosen design and implementation of the mentor track. The panel was convinced by the Faculty Board that appropriate facilities will be timely available. New teaching halls are being built, which will result in relocation of programmes, in the process of which sufficient space for this new programme can be realized.

The panel questioned the possibility for students to develop their own profile in this programme. The conclusion is that there is limited room for individual differentiation in the programme although it is acknowledged that there is some space for personal choice in projects and in the fieldwork. Given the access to the program by a rather diverse group of students (in terms of preceding education), offering more options for differentiation might over time be desirable.

The panel affirms that the interdisciplinary approach of the BSc Global Studies is well aligned in the semester themes. The panel is impressed by the coherence in the interdisciplinary orientation of programme. Over the years students are able to deepen their knowledge of the wicked problems embodied in the global themes presented in the six semesters.

The quality of the international teaching staff is good. They are passionate about the interdisciplinary focus of Global Studies and have a track record extending beyond the boundaries of their own discipline.

The programme is delivered in English. This is entirely justified according to the panel, taking into consideration that the programme aims at international competences and global citizenship. The international classroom is an indispensable context for teaching. Teachers are selected for this programme and sufficient proficiency in English is one of the requirements.

The programme meets standard 2: the teaching-learning environment.

The Board of Examiners (BoE) of the Faculty of Arts and Social Sciences has recently become responsible for the quality of the assessment in the programme. They take into account that the programme is an initiative across all UM faculties. The BoE developed guidelines for formative and summative assessment incorporating relevant procedures related to the six faculties involved, for example regarding papers, rubrics and portfolios.

The panel studied the assessment programme and discussed the consequences of the given semester structure and the chosen model of co-teaching with the BoE. The BoE already asked the course development teams to identify the decisive elements of assessment in the semester. Responsibility is delegated to teachers with a realistic overview of the whole semester and in some cases to teachers with a detailed overview. The BoE will appoint the examiners related to the identified elements. The assessment of the ILO's on Foreign language and Intercultural competences still needs to be worked out in detail.

The programme meets standard 3: An adequate system of student assessment is in place.

The panel comes to the conclusion that the programme meets all assessments standards. Given these considerations, the panel advises NVAO to take a positive decision regarding the quality of the proposed programme wo-bachelor Global Studies at Maastricht University.

Next to this regular accreditation, the BSc Global Studies also applied for the distinctive feature 'Small-scale and intensive education'. Therefore the panel has assessed the additional requirements defined for each of the standards of this feature: Intended learning outcomes, Relationship between the goals and the content of the programme, Structure and didactical concept, Intake, Quality and Number of staff and Available facilities. These additional requirements are assessed separately but relate closely to the regular standards. The panel comes to the conclusion that the programme meets all additional requirements of the distinctive feature 'Small-scale and intensive education'.

Given these considerations, the panel advises to take a positive decision regarding the award of the distinctive feature 'Small-scale and intensive education'.

The Hague, 29th August 2019

On behalf of the assessment panel convened for the initial limited accreditation assessment of the wo-bachelor Global Studies at Maastricht University,

Prof. dr. Wim Hafkamp
(Chair)

drs. Riekje de Jong
(Secretary)

2 Introduction

2.1 The procedure

NVAO received a request for an initial accreditation procedure including programme documents regarding a proposed wo-bachelor Global Studies. The request was received on 13 December 2018 from Maastricht University.

An initial accreditation procedure is required when a recognised institution wants to award a recognised bachelor's or master's degree after the successful completion of a study programme. The procedure for initial accreditation is slightly different as compared to the approach for programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. The programme becomes subject to the normal accreditation procedures once initial accreditation has been granted.

To assess the program, the NVAO convened an international panel of experts (see also Annex 1: Composition of the panel). The panel consisted of:

Chair

- Prof. dr. Wim Hafkamp, Dean Erasmus University College, Erasmus University Rotterdam

Panel members

- Dr. Christel Lutz, Associate Professor, University College Utrecht, Utrecht University;
- Dr. Machiel Keestra, Assistant Professor Institute for Interdisciplinary Studies at the University of Amsterdam

Student member

- BSc Mary Hayrapetyan, student International Development Studies, part of Erasmus Mundus Joint Master Degree in International Development Studies (GLODEP). She is on traineeship at UN in Geneva.

On behalf of the NVAO, Frank Wamelink and Riekje de Jong were responsible for the process-coordination and the drafting of the experts' report.

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

The panel has based its assessment on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2016, nr 69458).

The following procedure was undertaken. The panel members prepared the assessment by analysing the documents provided by the institution (Annex 3: Documents reviewed). The panel organised a preparatory meeting on June 4 2019. During this meeting, the panel members shared their first impressions and formulated questions for the site visit.

The site visit took place on June 5th 2019 at Maastricht University. During this visit, the panel was able to discuss the formulated questions and to gather additional information during several sessions (Annex 2: Schedule of the site visit). Afterwards, the panel discussed the findings and considerations and pronounced its preliminary assessments per theme and standard. At the end of the site visit, the initial findings were presented to the institution.

Based on the findings, considerations and conclusions the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On 24th of July 2019, the advisory report was sent to the institution, which was given the opportunity to respond to any factual inaccuracies in the report. The institution replied on August 6th 2019. Most suggested corrections were adopted. Subsequently the final report was endorsed by the panel chair. The panel composed its advice fully independently and offered it to NVAO on August 29nd 2019.

2.2 Panel report

The first chapter of this report is the executive summary of the report, while the current chapter is the introduction.

The third chapter gives a description of the programme including its position within the institution, Maastricht University and within the higher education system of the Netherlands.

The panel presents its assessments in the fourth chapter. The programme is assessed by assessing 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 consist of the panel's judgments and subjective evaluations regarding these findings and their relative importance. The considerations presented by the panel are at the basis of a concluding overall assessment.

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

3 Description of the programme

3.1 General

Country	Netherlands
Institution	Universiteit Maastricht
Programme	Global Studies
Level	wo-bachelor
Orientation	Academic
Specialisation	
Degree	Bachelor of Science
Location(s)	Maastricht
Study Load (EC)	180 EC
Field of Study	Cross Sectoral

3.2 Profile of the institution

Maastricht University (UM) distinguishes itself in the Dutch and European Higher Education in three ways: its international and diverse community of students and scholars, the use of problem-based learning as a key didactic tool, and its emphasis on interdisciplinary education with a strong link to research. Each of these strengths comes to fruition in the BSc Global Studies.

UM is the most international university in the Netherlands. Just over 50% of the degree-seeking (bachelors and masters) students come from outside the Netherlands, and one third of our academic staff come from abroad, together representing over 100 different nationalities. The establishment and maintenance of a truly international classroom is a strategic goal for UM.

A key distinguishing feature is the use of problem-based learning as a central didactic approach. UM has been a European pioneer of Problem-Based Learning (PBL). Being Small-scale and personal, PBL challenges students not only to learn their subject matter, but also to actively develop their talents and interests as well as skills such as self-reliance, assertiveness and problem-solving capacities. In addition to using PBL for individual study tasks, the PBL approach – with its emphasis on constructive, collaborative and contextual learning in addition to traditional self-directed learning – integrated with elements from Systems Thinking and Design Science (Meadows 2013; Kelley & Kelley 2008) is at the basis of the design of the BSc Global Studies semester-long themes.

UM believes that education and research must go hand in hand and must be integrated within the university context. To this end, UM has adopted a focus on Collaborative Open Research Education (CORE) as the center of its strategic plan for 2017–2021. The BSc GS aims to equip faculty and students with tools to collaborate in teams and across disciplines, with open-minded and inclusive approaches that are welcoming and integrative. Its teaching model is based on enabling synergies between research and education.

3.3 Profile of the programme

The BSc Global Studies aims to deliver graduates who are broad thinkers and bridge builders. The 21st century working environment requires teams of people with specific disciplinary skills, such as engineers or social workers, but also workers who can forge linkages, speak across multiple disciplinary fields and bring people to work together to solve complex problems in a collaborative manner (Davidson 2017: 1–16; World Economic Forum 2016).

The programme is rooted in the field of Global Studies. In this field it is recognized that globalization has created new kinds of social dynamics which can only properly be studied by combining theories and methodologies from diverse disciplines (Steger and Wahlrab 2017).

To address these needs, the programme is characterized by:

1. a focus on training interdisciplinary thinkers who can bridge knowledge between disciplines and operate effectively in multi-disciplinary and cross-cultural teams, and
2. a truly global focus that gives equal attention to actors and institutions based in the Global North and the Global South as a way to expressly include the views from developing regions on an equal footing.

The programme trains students to integrate knowledge and skills that pertain to the natural and technical sciences, social sciences (law, sociology, economics, international relations and technology studies), life sciences, and humanities). It does so through a curriculum of courses which are co-developed from scratch and co-taught by scholars from different disciplines. Each course will also include experts from outside of academia in order to integrate theoretical and conceptual knowledge with knowledge deriving from practice. This novel co-development and co-teaching approach ensures that courses have inter- and transdisciplinary components. To ensure a truly global focus, each course will include theories and concepts developed by non-western scholars.

The programme puts particular emphasis on intercultural competencies, field study in a region in the Global South, and the learning of a foreign language.

Although comparable programmes, such as BSc Global Responsibility and Leadership (RUG) and BSc Future Planet Studies (UvA), are also labelled in this domain, this programme offers a truly interdisciplinary curriculum. The programme integrates the following range of CROHO domains in semester-long themes: agriculture and environment, behaviour and society, economics, education, health, language and culture, law, nature and technology. In contrast to several comparable programmes, this programme is comprehensive in itself and does not require students to engage in any form of disciplinary specialization.

New programme for the institution

To ensure a truly interdisciplinary programme, the BSc Global Studies is taught by and is the joint responsibility of all six faculties of Maastricht University. While all six faculties at UM jointly own and participate in the programme, their Deans, Faculty Boards and Faculty Councils delegate their respective roles to those of the Dean, Board and Council of the Faculty of Arts and Social Sciences (FASoS), the coordinating faculty. The Collaboration Agreement aims to guarantee equal and responsible participation of the six faculties and provides for a reliable organization structure. The Programme Director (PD) operates under the responsibility of the six Deans who delegate to her the tasks defined in the Collaboration Agreement. The PD reports to the six Deans regularly on the progress and main amendments brought to the programme.

The programme is embedded within the quality assurance and formal governance structure of FASoS, the coordinating faculty.

The PD of the BSc Global Studies is responsible to ensure the coherence and quality of the programme and to create a true learning community among students and staff. The PD will have access to an advisory Steering Committee for guidance on the operation of the programme.

The BSc Global Studies will be embedded in the regular quality assurance cycle (Plan-Do-Check-Act) of FASoS and will have its own Education Programme Committee (EPC), in accordance with and as defined by the WHW. The EPC provides critical feedback and advice to the PD on all education-related aspects of the programme.

The Board of Examiners (BoE) of FASoS will act as an independent body that safeguards the validity and quality of the awarded degrees, assures the quality of examinations and performs core legal tasks related to examinations. It is assisted by the Assessment Committee (AC) of the coordinating faculty, providing advice and support to programme management and examiners in the development and implementation of assessment programs, plans and exams.

An External Advisory Board will be established following accreditation, consisting of academic experts, public and private sector practitioners and alumni to advise the Program Board on the curriculum and any changes therein as well as new directions in research, policy and employment.

Credits

The fulltime programme Global Studies consists of 180 ECTS credits

The need for an initial accreditation application

Before going into detail on the standards, the panel wishes to acknowledge that it considers the proposed Ba Global Studies a timely initiative, answering to a clear society/global need. The programme is developed in a unique cooperation of all UM faculties and is versed in a proposal of high quality.

4 Assessment per standard

This chapter presents the evaluation of the standards by the assessment panel. The panel has reproduced the criteria for each standard. For each standard the panel presents (1) a brief outline of its findings based on the programme documents and on documents provided by the institution before and during the site visit, (2) the considerations the panel has taken into account and (3) the panel's conclusion. The panel presents a conclusion for each of the standards, as well as a final conclusion.

The assessment is based on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2016, nr 69458). Fundamental to the assessment is a discussion with peers regarding the content and quality of the new programme.

Regarding each of the standards, the assessment panel gives a substantiated judgement on one of three possible decisions: meets, does not meet or partially meets the standard. The panel subsequently gives a substantiated final conclusion regarding the quality of the programme, also on one of three possible decisions: positive, conditionally positive or negative.

4.1 Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Outline of findings

Graduates of the BSc Global Studies are bridge-builders between disciplines and actors that are involved in debating, understanding and developing solutions for global issues pertaining to Economy & Environment, Migration & Citizenship, Tolerance & Beliefs, Peace & Justice and 21st Century Learning. By completing the BSc Global Studies, students will acquire knowledge from the humanities, social, natural, technical and health sciences as well as methodologies aiming at the identification and analysis of global connections. They will have acquired skills and attitudes conducive to inter-cultural communication and understanding consonant with global citizenship.

The intended learning outcomes (ILO's) of the BSc Global Studies are clustered in four broad categories which reflect Maastricht University's distinguishing features and which are aligned with the Dublin Descriptors (D1-D5). The ILO's are consonant with national and international standards such as the European Qualifications Framework and possible future demands of the professional field.

Knowledge & Insight D1, D2	Graduates are able to use academic knowledge to understand global issues pertaining to economy & environment; migration & citizenship; tolerance & beliefs; peace & justice; and 21st century learning.
Academic Attitude D2, D3, D5	Graduates have developed a critical, reflective and culturally aware attitude towards different actors' perspectives on global issues and are able to develop their own perspectives supported by well-researched evidence.
Global Citizenship D2, D4	Graduates are aware of their intellectual and ethical responsibilities about processes of global influence.
Interpersonal Competences D4, D5	Graduates are able to conduct themselves in a professional manner and create the necessary conditions for inter-cultural, inter- and trans-disciplinary understanding and communication.

The members of the development team were selected based on their track record in innovative teaching approaches, their ability to bridge the borders between disciplines, international experience, and their research domains.

In a series of "pressure cooker" retreats the development team designed the overall structure of BSc Global Studies and selected the interdisciplinary themes to be included in the programme.

In a second-round qualified members with specific expertise have been selected for the course development teams. The course development teams design the individual semesters, linking the core content to the overarching tracks on methods, academic and professional skills, the mentoring track and language studies. To ensure constructive alignment (Biggs & Tang 2011) and coherence of learning objectives, teaching activities and assessments at course and programme levels, six pressure cooker

retreats usually lasting two days were being organized between late 2017 and spring 2019, bringing together all teams.

Considerations

The panel has studied the intended learning outcomes, the alignment of the courses with the ILO's and the way the semesters are building on milestones of increasing difficulty, in line with the three levels defined.

The panel concludes that these are well thought through, in line with societal demand and definitely at Bachelor level. The intended learning objectives meet the Dublin descriptors and they appropriately define an increasing level in the programme, from level 1 to level 3.

The panel discussed the vision and profile of the BSc Global Studies with the stakeholders in the panel meetings. The participants made clear that the ILO's consist of a specific mix of interdisciplinary knowledge, methods and skills with much attention to soft skills as communication and intercultural competencies, and to life-long learning as a foundation that student learn to reflect upon and develop plans for. Because of the international context of the programme, (foreign) language skills are also included in the ILO's.

The development team of academic staff from all faculties designed the overall structure and selected the interdisciplinary themes for the six semesters of the BSc Global Studies. Competences in interdisciplinary thinking and research are being developed over the semesters. For each semester, the most suitable empirical methods are taught in conjunction with the global theme studied. In this way, students are able to better understand how to approach each of the global themes and they can augment their knowledge by practical application of the theory and research methods in the projects that complete every semester theme.

Through discussions with the development team and the programme management the panel came to the conclusion that the interdisciplinary focus of the BSc Global Studies is well aligned in the semester themes and in the PBL tasks and coherent with the interdisciplinary orientation of the ILO's. Over the year's students are able to deepening their knowledge of the wicked problems embodied in the themes of the six semesters.

The panel was impressed by the joint responsibility and commitment of all six faculties of Maastricht University to co-finance, co-develop and co-teach the interdisciplinary BSc Global Studies by interdisciplinary teams, making optimal use of existing expertise on global issues and international contacts of the academic staff in the Global South. The will and confidence to realize this very relevant and challenging programme is inspiring.

Conclusion

The programme meets standard 1.

4.2 Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Outline of findings

From the beginning of the curriculum students are introduced to an interdisciplinary approach of broad societal issues. Each academic year is structured around two semesters of 13 teaching weeks each, with an additional project period of four weeks at the end. Semesters are structured along a global theme which integrates theoretical and empirical knowledge with methods and skills. The interdisciplinary nature of the themes is illustrated by the presentation of the distribution of disciplinary domains across the six semesters. In every semester three domains make up the primary content, while other domains are supportive in activities such as guest lectures or excursions. The programme incorporates a steady progression of transdisciplinary components, by the integration of knowledge and relevant applied skills of non-academic experts from public and private sectors.

The first semester *Introduction in Global Studies* serves as an introduction to the general field of Global Studies and will provide the student with a clear sense of the culture and outlook needed for interdisciplinary learning and research.

Semesters 2–6 each investigate a different global theme. Examples are: Environment & Economy, Migration & Citizenship, Tolerance & Beliefs and Peace & Justice. Theory, empirical findings, methods and skills are taught in conjunction with the specific global theme. At all times, students will be activated to question definitions and identify assumptions behind different theories and rigorously apply the most suitable empirical methods to explore a particular aspect of this global theme.

In semester 5, the theme Peace & Justice in addition includes a field study that allows students to practice their cultural competences by exposing them to cross-cultural contexts. The students are forced to transpose their knowledge of theory and empirical findings into the lived context of societal issues. This also provides an opportunity to test their progress in terms of inter-cultural competences in a way that could not be replicated easily in the class-room.

Semester 6 additionally puts an emphasis on 21st Century Learning. Students will be set to work on one of the issues presented by UM and other societal actors, using the skills and methodological and theoretical knowledge they have gained throughout the programme, to develop possible solutions related to educating an increasingly diverse student-body and an international education landscape. At the end of the semester, they present their solutions to educators, administrators and other societal actors, who posed the initial problem. Through their work on a specific education-related issue, students will reflect on their own learning process over the course of the programme and develop their own explicit life-long learning philosophy.

Each semester culminates in a Project Period. The ultimate goal for the project is bridge building with an expanded emphasis on global citizenship and interpersonal communication. The project allows reflection on an authentic task and can be used for special content, including the opportunity for classes taught by short-term visiting scholars from the Global South, students or recent graduates on the basis of their field study and experience.

In their thesis students demonstrate their mastery of the first three intended learning outcomes: knowledge & insight, academic attitude and global citizenship. The Bachelor thesis allows students to demonstrate attainment of the final learning outcome: interpersonal competences. In their project students can choose which disciplines they would like to integrate into their investigation of a societal problem regarding learning for the 21th century.

Research methods, academic and professional skills and language training are longitudinal tracks in the semesters.

A mentoring track assists students in working interdisciplinary. It consists of five hours per student per semester and it is an important mechanism, which allows mentors to address the diversity of the students and to smoothen their integration process, while providing students with the needed feedback and advice. The mentoring track makes a direct contribution to the central ILO's global citizenship and interpersonal communication.

At three key points in the curriculum the mentoring track will intersect with the academic track to ensure consistent and cohesive support. The first moment occurs during intake and the first semester. There students will not be graded, but instead get individual qualitative feedback from the course team. This feedback flows into the mentoring track to ensure that students get support in overcoming any challenges or weaknesses. The second moment of alignment between mentoring and academic work occurs during the preparation of the field study, late in the fourth and early in the fifth semester. The final intersection occurs right after the conclusion of the field study, starting in the second half of the fifth semester. Students reflect and decide on the choice for a thesis topic. Mentors will serve as a connection between field study coordinators, students, thesis supervisors and career counsellors.

The BSc Global Studies uses PBL in which self-directedness and co-creation of knowledge are central. In this programme PBL features authentic tasks or real-world problems to engage students in self-directed learning by having them structure their knowledge acquisition and apply this knowledge to solve a real-world problem. The BSc Global Studies takes this PBL tradition further by applying it not only at the

lesson or course level, but also in the design of the semester-long themes. The pedagogical model is based on three phases: analysing and understanding; creation and transformation; and communication and reflection.

Student support & facilities

The combination of a mentoring track, specific didactic approaches to tackle the challenges imposed by international diversity, and programme-specific resources such as the dedicated study association and facilities to enable the students' participation in and successful graduation from the programme. An international officer specific for the BSc Global Studies will be appointed the upcoming study year.

The panel was convinced by the Faculty Board that appropriate facilities will be timely available. New teaching halls are being built, which will result in relocation of programmes, in the process of which sufficient and appropriate space for this new programme can be realized.

Admission and intake

The admission procedure is as open and accessible as possible. Admission is granted to applicants with a Dutch VWO-diploma (all four profiles: C&M, E&M, N&G and N&T) or international equivalents. The programme will apply principles of matching as part of the admissions procedure. Students will be advised if the programme is suitable. The suitability of the programme will be verified for all applicants, taking their personal goals, origin and prior education path into account and applicants will receive clear advice on whether this programme is a sensible next step for them. Proficiency in English is an essential pre-requisite for study success and part of the application process.

Faculties

The BSc Global Studies goes beyond the demand for disciplinary expertise, by having requirements on the interdisciplinary expertise of its instructors. The teaching staff has a track record extending beyond the boundaries of their own discipline and shares a willingness to actively engage with the scholarly work and methodologies of other disciplines. Recruitment is always done by a multi-disciplinary committee. They also seek to identify particularly senior members of the academic community who can share a wealth of experience with the students.

UM's teaching staff is systematically trained and supported to create a stimulating learning environment that activates students' learning according to the PBL approach. This is accomplished through the University Teaching Qualification (UTQ) training, which is compulsory for all faculty members. The teaching staff is offered additional training in intercultural communication, working in an international classroom, mentoring and assessment.

Considerations

The panel discussed with all participants how the vision and the intended learning outcomes will be realized in the curriculum. The curriculum consists of six semesters each focusing on a main global issue. In one of the semesters, a field study in a region in the Global South is planned and the last semester is preserved for the thesis in combination with reflection on and development of 21st Century Learning. All participants emphasize the interdisciplinary development of the semesters and the co-teaching by teachers from different disciplinary background in the programme.

The participants explained that the learning of students starts with an interdisciplinary focus from the beginning. The students, who come from different backgrounds, are problematizing the theme issue (divided in PBL tasks) and analysing it from different disciplinary perspectives that could also be brought in by guest lecturers of experts in the field. Students are designing interventions that are presented to stakeholders. They also reflect on their learning process. Students and staff are working together in finding solutions to different problems that are involved in the semester theme.

The panel also explored the different tracks that run over the semesters with the teachers. The skills track, in which intercultural competences (icc) are central, are practiced and integrated in groupwork. Students learn about the development of their icc by reflection in their portfolio.

The research method teachers bring in a lot of experience in differentiation from their experience of using different methods of teaching in several other programmes in which they teach. Students who are

experienced can work independently by using books to pick up their knowledge, others will work in small groups supported by teachers. Students also work in couples with different knowledge. In the projects, students get help to choose a qualitative- or quantitative research method with an appropriate level of complexity in data analysis.

The field study track is well prepared in different semesters and the learning of a foreign language could be part of this preparation. Until now students have three options for field studies in the Global South (Africa and Asia). There will also be some funding available to facilitate the field study abroad.

The panel very much appreciated the mentoring track with its focus on individual learning and wellbeing of students in an intercultural- and interdisciplinary context. The financial resources available and the willingness to put this much of effort in the realization of such an intensive track of five sessions per semester, is something to be jealous of. The panel emphasizes the importance of student's responsibility to decide on the content and direction of what is discussed in the mentoring track, students have to be in the driver's seat.

The panel observed that the programme does not appear to provide much space for individual choice. Students could feel frustrated if they are not able to develop their specific talents. The development team agrees. They explain to have chosen for a focus on integration with some (small) options of individual choice over the years such as an individual element within the first year's projects, an individual choice within the second-year projects and a personal project in the third year. Students could also choose a disciplinary minor instead of the field lab. Management and teachers agree that this may be a consideration in the student's choice of the BSc Global Society.

The panel concluded that the quality of the staff is good. The teaching team is passionate, they are bridgebuilders from their own disciplines and experienced in research on interdisciplinary topics. As programme development team they already successfully acquired a research grant. They are prepared to cooperate with their global contacts to facilitate the field study of students. The teaching team will participate in professional development related to the key features of the BSc Global Studies.

The panel was impressed by the coherence of the vision on interdisciplinarity and the implementation in the semesters as well as in co-teaching the programme. A minor remark is to organize a procedure of feedback from tutors and course coordinators to get to know what is happening in the daily teaching and learning activities. As development team you are not sure what students are coming in and how students will develop soft skills in the international classroom.

The intended learning outcomes of the programme comprise global citizenship, intercultural competences and language skills. The international classroom is an essential part of the teaching-learning environment. Teaching in the English language is an essential requirement for that. Students qualified in Global Studies will find a job or will enrol in a master program with an international character. The graduates have therefore to be qualified in English.

The English title of the program suits the international student population and the generally accepted title of the field of studies (a Dutch translation does not refer to this field of studies).

The staff has an international composition. Maastricht University has a central language policy. All teachers have an extensive experience in delivering teaching in English. There is a selection procedure for teaching staff, proficiency in English is a selection criterion.

In the discussions with the staff the proficiency of English proved to be high.

Conclusion

The programme meets standard 2

4.3 Standard 3: Assessment

The programme has an adequate system of student assessment in place.

Outline of findings

The design, implementation and evaluation of assessments in the BSc Global Studies is defined by agreed-upon standards and multiple instances of quality control at the level of FASoS (as anchor faculty) and Maastricht University as a whole. The FASoS Assessment Policy provides details on existing policies, guidelines, procedures and practices at FASoS that assure and enhance the quality of examinations and assessment. It offers suggestions and guidance as well as descriptions of and references to best practices of assessment.

Two committees at the faculty level provide assistance, oversight and quality control. The Board of Examiners (BoE) is responsible for assuring the quality (including reliability and validity) of individual assessments, and for determining whether the overall criteria for issuing the degree certificate have been met. The Assessment Committee (AC) is responsible for drafting the assessment policy, monitoring and evaluating its implementation, and revising the policy as needed. This includes support and advice for examiners in the selection of assessment forms, design of exams, analysis of items and responses, and scoring/grading.

The assessment is made transparent to the student within the respective course manual or thesis guidelines

In the design of the BSc Global Studies assessment will be used as a formative and summative tool. The selection of the assessment methods is based directly on the intended learning outcomes of the programme and the detailed objectives of the courses. Students will be faced with a variety of different assessment forms designed to assess their progress towards the specific objectives.

Traditional forms such as single-authored written assignments, oral and written exams are suitable for objectives within the category "Knowledge and Insight". Assessments focused on reflection, presentation, debate and peer-review can augment the understanding of the student's capabilities in the area of "Academic Attitude". "Global Citizenship" and "Interpersonal Competences" can be assessed through means that explicitly include group-based components including participation and leadership in PBL tutorials, group assignments and parts of the field study.

Assessment forms and moments are chosen in consultation between the course designers and coordinators involved in each semester to reflect the progression of complexity of competencies gained throughout the semester. The assessment is also directly coupled to the mentoring track at key moments in the programme.

Considerations

The panel has studied the overview of the assessment formats and discussed the role of the BoE in the development of the assessment programme of BSc Global Studies. The panel also inspected the development of summative assessment of the so-called soft skills with the development team.

Because of the recent decision to host the programme at FASoS, the Board of Examiners of FASoS has only recently become responsible for the quality of the assessment programme of BSc Global Studies. The Board of Examiners has decided to strive for guidelines related to the six faculties involved, for example regarding papers, rubrics, portfolio's and other relevant assessment tools.

The panels discussed the validity and reliability of the scope of the assessments with the ILO's. The Board of Examiners (BoE) explained that the course development teams needs to specify what they are going to do in the assessments. The course developers have to communicate that they can observe and assess attainment of the ILOs and are able to provide feedback on it. Soft skills are based on personal learning progress in a way that takes the individual's starting point into account, but the development teams have to guarantee that a certain standard is communicated to and attained by the students. One of the requirements is that the examiner must be skilled in the chosen assessment form. The BoE has convinced the panel that they will make sure that examiners will be selected adequately and receive sufficient training for the - many forms of - assessment in this program.

How to assess the ILO's of foreign language and the ILO's of the icc's has still to be worked out.

The BoE has recently discussed the organization of responsibilities, given the semester structure and the chosen model of co-teaching. The BoE already asked the course development teams to identify the decisive elements of assessment in the semester. Responsibility is delegated to teachers with a realistic overview of the whole semester and in some cases to teachers with a detailed overview. The BoE will appoint the examiners related to the identified elements.

The panel encourages the BoE to pursue the energetic way in which they have taken up their role in the BSc Global Studies. This could be further supported by including members of the teaching staff of Global Studies in the Board of Examiners. The panel has also concluded that the BoE is aware of confidentiality of formative assessments and given (peer) feedback to students. The panel believes that the student must be in control of the relationship with their mentor – and in particular of the access they have to assessment. If the students' performance in relation to assessment have to be discussed in the mentor track, students ought to give mentors access to this information because, according to the panel, mentoring has to be focused on development instead of control.

Conclusion

The programme meets standard 3.

4.4 Qualification and field of study (CROHO)

The panel advises to award the degree bachelor of science to the wo-bachelor Global Studies of Maastricht University and hosted by the Faculty of Arts and Social Sciences. The panel supports the programme's preference for the CROHO field of study Cross sectoral.

4.5 Conclusion

The panel concludes that the Bachelor Global Studies fully meets all three standards. As a whole, the panel assesses the quality of the programme as positive.

5 Overview of the assessments

Standard	Assessment
Intended Learning outcomes <i>Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements</i>	Meets the standard (weighted and substantiated).
Teaching-learning environment <i>Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</i>	Meets the standard (weighted and substantiated).
Student assesment <i>Standard 3: The programme has an adequate system of student assessment in place.</i>	Meets the standard (weighted and substantiated).
Conclusion	Positive

6 Distinctive feature ‘Small-scale and intensive education’

Next to the regular accreditation the programme also applied for the distinctive feature ‘Small-scale and intensive education’. Under specific conditions the institution’s board is allowed to select students and in combination with this can impose tuition fees for small-scale, intensive and residential programmes, that are higher than those set down by law for standard programmes.

The panel was asked to assess the additional requirements defined for each of the standards in the NVAO Assessment framework for the distinctive feature ‘small-scale and intensive education’. These additional requirements are assessed separately but relate closely to the regular standards and define the distinctive quality features to be met by the programme.

This chapter presents this assessment. It has to be read in combination with the regular assessment. The assessment of this distinctive feature took place on 5 June 2019 in combination with the regular assessment of the new BSc Global Studies.

During the site-visit the panel also interviewed management, lecturers and stakeholders on the requirements as defined in the Assessment framework Distinctive features of the new BSc programme Global Studies.

A. Intended learning outcomes

The objectives and intended learning outcomes are aimed at achieving an above average level in one or more academic disciplines and/or professional practices in the domain concerned. In addition, the programme focuses on the broadening and development of related personal attitudes and skills.

Considerations

The BSc Global Studies is characterised by a focus on training interdisciplinary thinkers who can bridge knowledge between disciplines and operate effectively in multi-disciplinary and cross-cultural teams. This is thoroughly expressed in ambitious intended learning outcomes (ILO’s) on interdisciplinary scientific competences. To achieve this both the ILO’s and the overall structure of the programme are the result of co-development by a team consisting of teaching staff from all six faculties. The members of the course development teams are specifically selected on this, based on their track record in innovative teaching approaches, their ability to bridge the borders between disciplines, international experience, and their research domains. Interdisciplinary themes are selected by the development teams for each of the six semesters of the BSc Global Studies.

Students build competences in interdisciplinary thinking and research over the semesters. The panel concludes that the interdisciplinary focus of the BSc Global Studies is well aligned in the semester themes and strongly supported by the PBL tasks and coherent with the interdisciplinary orientation of the ILO’s.

The delegations interviewed during the site-visit made clear that the ILO’s consist of a specific mix of interdisciplinary knowledge, methods and skills with ample attention to soft skills, such as communication and intercultural competencies, and additionally to life-long learning as a foundation for the student to learn and reflect upon and develop plans for.

Conclusion

The panel considers the intended learning outcomes clearly defined and, in general, in line with the high level and orientation of the programme and professional expectations. The ILO’s have a broader aim as defined in the requirements for this feature and exceed the level described in the Dublin Descriptors, especially for interdisciplinarity, global citizenship and interpersonal competences and life-long learning.

B. Curriculum: contents

The curriculum and the extracurricular activities are inextricably bound. Their contents tie in with the intended level and the broadening as formulated in the intended learning outcomes. Students and staff share responsibility for the organisation of the extracurricular activities.

Considerations

The programme incorporates a steady progression of transdisciplinary components. For instance, a diversity of societal actors will be involved in different ways in the semester projects. The projects develop from the investigation of a pre-defined issue to the involvement of students in the formulation of a global problem to investigate and the assessment of proposed solutions. In the final field study students are able to practice their cultural competences in cross-cultural contexts. Some projects in the local community force the students to transpose their knowledge of theory and empirical findings into the lived context of societal issues. They can use this opportunity to test their progress in terms of intercultural competences in a way that is not easy to replicate in the classroom.

As a result of the Maastricht PBL model used by BSc Global Studies students engage in self-directed learning authentic tasks or real-world problems. This structures their knowledge acquisition and learns them to apply knowledge to solve a real-world problem. The development team has taken this Maastricht PBL tradition further by applying PBL not only at the lesson or course level, but also in the design of the semester-long themes, integrated with elements from Systems Thinking (Meadows, 2008) and Design Science (Kelley & Kelley 2013).

The panel collected many ideas on extra-curricular activities from the course development teams such as joining seminars and conferences of research groups, meetings with international visitors, guest-speakers, etc. Plans will be evaluated. The programme management will test the first six weeks of the new programme and also will poll students to get direct feedback.

After the implementation of BSc Global Studies, there will be a lot of opportunities to engage with people in the region during the interims between the semesters.

Conclusion

According to the panel, there is a clear link between extra-curricular and co-curricular activities and the goals and intended learning outcomes of the programme.

C. Curriculum: learning environment

The teaching concept is based on a challenging learning environment, education substantiated in a small-scale and intensive manner, and a learning community of students and staff. The small-scale and intense nature of the education is demonstrated by the level of participation and preparation that is expected from students. The curriculum is structured in such a manner as to ensure nominal study progress by the students, including extracurricular activities.

Considerations

BSc Global Studies provides a student support structure to ensure that students remain engaged with the daily material and the overarching philosophy of Global Studies, achieving good study results and consistent nominal progress, and qualify for demanding and selective master's degree programmes. It consists of four components: (1) a mentoring track running parallel to the entire program, (2) didactic approaches that directly address the needs of a highly diverse international classroom and (3) a study association and (4) specific resources and facilities dedicated to students in BSc Global Studies.

The programme of BSc Global Studies forms an academic community that bridges disciplines and cultures. It adopts the didactical approach on problem-based learning that emphasizes self-directed learning in both group and individual settings. The learning environment is dominated by small group sizes and the international classroom is an essential part where students with a diversity of cultural and socio-economic backgrounds interact in meaningful ways. The interdisciplinary approach is supported by co-teaching in the semesters. The programme provides students with an active and open discussion on how to approach shared concepts from the perspective of multiple disciplines and opportunities to develop their intercultural competences.

The panel very much appreciates the intensive mentoring track of five sessions per semester with its focus on individual learning and wellbeing of students in an intercultural- and interdisciplinary context.

The students will be invited to form a study association (supported by the programme). This will offer events and activities that add and link to the curriculum. This association is meant to provide students a place where they can bring what they have learned into practice, learn from one another, try out original ideas and augment the curriculum in creative ways. The association can also serve as a student union to represent the interests of the student population towards the programme, faculty and university next to the formal channels of the programme committee, faculty and university councils. Universal membership of all BSc Global Studies students is an essential condition to achieve this and the programme will attempt to make membership itself free of cost for students to avoid any obstacles to participation. An international officer specific for the BSc Global Studies will be appointed the upcoming study year as an addition to the support structure of students. Finally, the projected building dedicated to the Global Studies programme will further facilitate creating a community of its learners and educators.

Conclusion

According to the panel the programme will have ample opportunities to create an academic and professional community with a high number of hours of face-to-face teaching, close involvement between students and teachers and between students among themselves and socially relevant extra-curricular activities.

D. Intake

The programme has a sound selection procedure in place, aimed at admitting motivated and academically and/or professionally talented students, in which the criteria include suitability for and interest in the small-scale and intensive educational concept, in combination with extracurricular activities.

Considerations

The admission process for BSc Global Studies is formulated around two essential goals: keeping the programme intake as open and accessible as possible, while ensuring that all admitted students have a reasonable chance of participating in the programme successfully. Admission is granted to applicants with a Dutch VWO diploma (all four profiles: C&M, E&M, N&G and N&T) or international equivalents. After meeting this general formal requirement, matching is used as part of the admission procedure to verify the suitability of the programme for all applicants. The admission committee will discuss the personal goals of the applicants and they take into account their origin and prior education career. Applicants will receive clear advice whether BSc Global Studies is a proper next step for them.

Conclusion

The panel concludes that a sound selection procedure is in place.

E. Staff

The number of staff is sufficient in terms of providing small-scale and intensive education, substantiating close contact between staff and students, and providing individual counselling to students outside the educational context. The staff demonstrably command the specific expertise and skills required to achieve the objectives of small-scale and intensive education. The programme actively monitors that teachers hold the required qualifications and, if necessary, ensures that teachers are trained in these aspects.

Considerations

The teaching staff has a good track record of extending beyond the boundaries of their own discipline. It also shares the willingness to actively engage with the scholarly work and methodologies of other disciplines. Recruitment is always done by a multi-disciplinary committee and also seeks to identify particularly senior members of the academic community who can share a wealth of experience with the students.

The participants explained that the course development team, consisting of members of all six faculties, developed the structure of the interdisciplinary programme in so-called pressure cooker sessions. The same procedure has been used to develop the semesters and interdisciplinary themes. Each aspect of the programme is co-designed by instructors from at least three different disciplines and reviewed by the development team in which all six faculties are involved. Interdisciplinary teams also will co-teach the semesters.

UM's teaching staff is systematically trained and supported to create a stimulating learning environment that activates students' learning according to the PBL approach. This is accomplished through the University Teaching Qualification (UTQ) training, which is compulsory for all faculty members. Additional training is offered in intercultural communication, working in an international classroom, mentoring and assessment.

The learning environment of PBL consists of small groups supported by tutors (teaching staff). The co-teaching, of teachers from different faculties, also challenges students to engage in active and open discussions to develop their interdisciplinary knowledge. The inclusion of a field study and the 21st Century Learning project leads to a much more intensive learning experiences than can be provided in traditional classroom settings. The realization of the mentoring track over the years will also ensure intensive interaction between students and teachers.

Conclusion

The panel was impressed by the motivated interdisciplinary team and by the coherence of the programme development procedure. The teaching staff is highly-qualified, tuned to each other and have the ability to share languages over disciplines. The interdisciplinary focus will also be put into practice by co-teaching the semesters.

The panel also concludes that sufficient staff is available to provide small-scale and intensive education. The panel is impressed by the decision to develop a specific mentoring track to support individual learning by intensive individual contact between teachers and students.

F. Facilities

The programme has its own infrastructure with facilities for small-scale and intensive education and common extra-curricular social activities.

Considerations

Maastricht University is the most international university in the Netherlands. The establishment and maintenance of a truly international classroom and community is supported by the existence of a lot of international student associations organizing extra-curricular social activities and events. The CeQuint assessment on internationalisation was clearly very positive. The CeQuint panel considered Maastricht University in many respects as a 'best-practice' in internationalisation

Facilities are available but new teaching halls are being built, which will result in relocation of programmes, in the process of which sufficient and appropriate space for this new programme can be realized.

Conclusion

The panel was convinced by the Faculty Board that appropriate facilities will be timely available.

G. Achieved learning outcomes

The content and the level of the tests and final projects are in line with the level and the broadening as set down in the intended learning outcomes. Graduates are admitted to demanding postgraduate programmes and/or jobs. The success rates are substantially higher than those of other relevant programmes that do not carry the distinctive feature, and are at least on a par with other relevant programmes that have been granted this distinctive feature

Realisation of the intended learning outcomes cannot be assessed since there are no students nor graduates of the programme. In prospect the panel has confidence, based on the assessment policy, the actual assessments, the BoE and the design of the projects and the thesis that the ILO's will be realized and students will demonstrate a broad global scope in knowledge and skills. It is justified to expect that the intensive guidance and the learning community will result in good success rates.

The panel is convinced that the programme will be able to meet this criterium

The panel comes to the conclusion that the programme meets all additional requirements of the distinctive feature 'Small-scale and intensive education'.

The panel advises to take a positive decision regarding the award of the distinctive feature 'Small-scale and intensive education'. The panel also advises to assess the results (praktijktoets) within six years.

Requirement	Assessment
Intended learning outcomes <i>The objectives and intended learning outcomes are aimed at achieving an above average level in one or more academic disciplines and/or professional practices in the domain concerned. In addition, the programme focuses on the broadening and development of related personal attitudes and skills.</i>	Meets the requirement.
Curriculum: contents <i>The curriculum and the extracurricular activities are inextricably bound. Their contents tie in with the intended level and the broadening as formulated in the intended learning outcomes. Students and staff share responsibility for the organisation of the extracurricular activities</i>	Meets the requirement.
Curriculum: learning environment <i>The teaching concept is based on a challenging learning environment, education substantiated in a small-scale and intensive manner, and a learning community of students and staff. The small-scale and intense nature of the education is demonstrated by the level of participation and preparation that is expected from students. The curriculum is structured in such a manner as to ensure nominal study progress by the students, including extracurricular activities.</i>	Meets the requirement.
Intake <i>The programme has a sound selection procedure in place, aimed at admitting motivated and academically and/or</i>	Meets the requirement.

<i>professionally talented students, in which the criteria include suitability for and interest in the small-scale and intensive educational concept, in combination with extracurricular activities.</i>	
Staff <i>The number of staff is sufficient in terms of providing small-scale and intensive education, substantiating close contact between staff and students, and providing individual counselling to students outside the educational context. The staff demonstrably command the specific expertise and skills required to achieve the objectives of small-scale and intensive education. The programme actively monitors that teachers hold the required qualifications and, if necessary, ensures that teachers are trained in these aspects.</i>	Meets the requirement.
Facilities <i>The programme has its own infrastructure with facilities for small-scale and intensive education and common extra-curricular social activities.</i>	Meets the requirement.
Achieved learning outcomes <i>The content and the level of the tests and final projects are in line with the level and the broadening as set down in the intended learning outcomes. Graduates are admitted to demanding postgraduate programmes and/or jobs. The success rates are substantially higher than those of other relevant programmes that do not carry the distinctive feature, and are at least on a par with other relevant programmes that have been granted this distinctive feature.</i>	n.a. to be assessed within six years
Conclusion	Positive

Appendix 1: Composition of the panel

Chair

Prof. dr. ir. W. (Wim) Hafkamp, Professor in Environmental Sciences, Dean Faculty of Economics, Erasmus University Rotterdam

Member

Dr. M. (Machiel) Keesstra, Assistant Professor Institute for Interdisciplinary Studies, University of Amsterdam

Member

Dr. C. (Christel) Lutz, Associate Professor, University College Utrecht, Utrecht University

Student

BSc M. (Mary) Hayrapetyan studies International Development Studies, as part of Erasmus Mundus Joint Master Degree in International Development Studies (GLODEP). She is following an internship at UN in Geneva.

Secretaries

Frank Wamelink (policy advisor, NVAO)

Riekje de Jong (senior consultant Educational consultancy & Professional development, UU)

Appendix 2: Schedule of the site visit

The panel visited Universiteit Maastricht on June 5th 2019 as part of the external assessment procedure regarding the wo-bachelor Digital Society.

08:45 – 09:30	Reception and preparatory panel meeting (confidential)
09:30 – 10:30	Rector/Faculty Deans/Programme organisation
10:45 – 11:45	Development team
11:45 – 12:30	Board of Examiners FASoS
12:30 – 13:00	Walk & talk with representatives of student advisory board
13:45 – 14:30	Development team and representatives of course development teams
14:45 – 15:30	Programme management
15:30 – 16:45	Panel meeting (confidential)
16:45 – 17.00	Presentation of preliminary findings

Appendix 3: Documents reviewed

Programme documents presented by the institution

- Information dossier
- Appendices to the information dossier:
 - Appendix A. Schematic Overview of the Programme
 - Appendix B. Semester Descriptions
 - o Semester 1. Introduction to Global Studies
 - o Semester 2. Environment & Economy
 - o Semester 3. Migration & Citizenship
 - o Semester 4. Tolerance & Beliefs
 - o Semester 5. Peace & Justice
 - o Semester 6. 21st Century Learning
 - Appendix C. Faculty Assessment Policy
 - Appendix D. Draft Education & Examination Regulations
 - Appendix E. Procedure for Grading and Archiving Final Works
 - Appendix F. Programme Developers & Key Instructors

- Documents made available during the site visit

- Programme information

Cohort Constitution S1

Collaboration Agreement Summary

MDMT Application Global Studies

MDMT Decision Global Studies

Mentoring Track v1.1

Reflection Portfolio Guide

Schematic curriculum overview

Semester overview

TNO Self-Study BSc Global Studies

- Course materials

Bachelor Thesis

course manual Semester 1 final

Course Manual Semester2 - Final

Field Study

Memo Language Education in Glo...

Appendix 4: List of abbreviations

AC	Assessment Committee
Ba	bachelor's degree
BoE	Board of Examiners
BSc GS	BSc Global Studies
CBE	Board of Appeal for Examinations
CBHO	Appeals Tribunal for Higher Education
CD	Colloquium Doctum
CORE	Collaborative Open Research Education
EC	European credit point
EER	Education and Examination Regulations
EPC	Education Programme Committee
FASoS	Faculty of Arts and Social Sciences
FB	Faculty Board
FC	Faculty Council
FHML	Faculty of Health, Medicine and Life Sciences
FL	Faculty of Law
FPN	Faculty of Psychology and Neuroscience
FSE	Faculty of Science and Engineering
hbo	professional higher education
IB	International Baccalaureate
IELTS	International English Language Testing System
Ma	master's degree
NVAO	Accreditation Organisation of the Netherlands and Flanders
PB	Programme Board
PBL	Problem-Based Learning
PD	Programme Director
SBE	School of Business and Economics
TOEFL	Test of English as a Foreign Language
TR	Thesis Regulations
UM	Maastricht University
UTQ	University Teaching Qualification (also known as BKO)
WHW	Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek
wo	Academic orientation

The panel report was ordered by NVAO for the initial accreditation of the programme wo bachelor Global Studies of Maastricht University

Application no.: 007802



Nederlands-Vlaamse Accreditatieorganisatie
Accreditation Organisation of the Netherlands and Flanders

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