

Besluit

Besluit strekkende tot het verlenen van accreditatie en tot het toekennen van het bijzonder kenmerk 'Kleinschalig en intensief onderwijs' aan de opleiding wo-bachelor Liberal Arts and Sciences van de Universiteit Utrecht

Gegevens

datum	Naam instelling	:	Universiteit Utrecht
6 november 2013	Naam opleiding	:	wo-bachelor
onderwerp			Liberal Arts and Sciences (180 ECTS)
Besluit	Datum aanvraag	:	19 december 2012
accreditatie wo-bachelor	Variant opleiding	:	voltijd
Liberal Arts and Sciences van de Universiteit Utrecht (001257 en 001258)	Programma's	:	University College Utrecht University College Roosevelt Liberal Arts and Sciences, faculteit der Geesteswetenschappen
ons kenmerk	Tracks/specialisaties	:	BA met een major in Humanities of Social Sciences BSc met een major in Science
NVAO/20133484/LL			
bijlage	3 Locatie opleiding	:	Utrecht en Middelburg
	Datum goedkeuren panel	:	28 augustus 2012
	Datum locatiebezoeken	:	6 en 7 september 2012
	Datum visitatierapport	:	december 2012
	Instellingstoets kwaliteitszorg	:	ja, positief besluit van 12 juli 2012

Aanvullende informatie

De NVAO heeft bij brief van 27 februari 2013 de instelling aanvullende informatie gevraagd over de beoordeling van het bijzonder kenmerk 'kleinschalig en intensief onderwijs'. Bij brief van 25 maart 2013 heeft de NVAO de verzochte informatie met een aanvullende beoordeling van dit kenmerk ontvangen.

Beoordelingskaders

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523) en het beoordelingskader voor het bijzonder kenmerk 'kleinschalig en intensief onderwijs' (Stcrt 2012, nr. 4962).

Bevindingen

De NVAO stelt vast dat in het visitatierapport en de aanvullende informatie deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden.

University College Utrecht

Samenvatting bevindingen en overwegingen van het panel (hierna ook: the committee).

Intended learning outcomes

The intended learning outcomes as formulated by the University College Utrecht (UCU) include four dimensions: a broad and deep knowledge base; excellent academic skills; an international and societal orientation; and intellectual curiosity. The committee is of the opinion that the intended learning outcomes are well described in terms of level and orientation. They comply with the domain-specific framework and international requirements. The committee is positive about the way UCU positions itself within the framework of other (inter)national Liberal Arts and Sciences-programmes.

The committee finds the intended learning outcomes in general to be phrased in a clear way. The committee approves of the special attention that is given to research skills, breadth and depth of knowledge. Still, the committee is of the opinion that the current learning outcomes under the heading 'a broad knowledge base and skills in multi- and interdisciplinary thinking' need to be formulated in a clearer and more comprehensive way. The committee advises UCU to revise the learning outcomes regarding 'breadth of education' using the results of the ongoing discussion on this topic. The same holds true for the status of interdisciplinarity in the learning outcomes.

Teaching learning environment

The committee has a positive impression of the teaching-learning environment that is created at UCU: the small scale of learning groups and classes, the intensive feedback, the system of continuous assessment, the emphasis on motivation and hard work, and the selection of students and lecturers that fit in this environment, are appreciated by the committee. The committee was impressed with the sense of community that was expressed by students and alumni and appreciates that the teaching-learning environment helps the students to excel. The committee took note of the fact that both UCU- and UU-appointed staff interact intensively with students and colleagues due to the small scale education. Still, not all UUstaff engages regularly in extracurricular activities and are therefore not recognized as being part of the academic community by the students. The committee asks UCU to look continuously for ways to engage everyone.

The committee thinks the curriculum is an adequate translation of the intended learning outcomes of the programme, and found there is a good link to research in the programme. The committee follows the decision of UCU to extend the thesis to 15 EC, allowing students to do more extensive, in-depth research work. The committee appreciates that the UCU thesis concept aims to cater for students who aim to enter a monodisciplinary master's programme as well as those wanting to continue into a multidisciplinary master's programme.

The committee has some concern regarding the status and implementation of inter- and multidisciplinarity in the curriculum. It is convinced that inter- and multidisciplinarity do receive attention at UCU, but feels that both could receive more visibility in the curriculum by means of making it more explicit in documents and course descriptions. The student's curriculum is obviously multidisciplinary, but the committee thinks there is room for

Pagina 3 van 12 improvement in providing students with a systematic way of learning how to act and think in an interdisciplinary way.

The committee finds it to be an advantage that UCU is part of Utrecht University, and that Utrecht University is also close by. Still, the committee agrees with the desire expressed by students and alumni to have more opportunities to follow laboratory classes, preferably as part of the curriculum. The committee is convinced that the way in which lecturers are selected and the way they are compensated, motivated, and brought into the spirit of the teaching concept of UCU, is adequate.

The committee is impressed by the tutor system and the way it is handled. The students seem to have a good idea of the complementarity of tutors on the one hand, and content related lecturers on the other hand.

The committee is satisfied with the quality and quantity of the teaching staff, but thinks that attention should be given to the career development of the full-time staff of UCU, as emerged from the discussions with them. They also should have the possibility to either engage in research in a sufficient percentage or be helped to pursue other types of career. The committee noted that this is however a mission the programme management is well aware of. It has put in place a number of significant elements and continues to work on the issue.

The committee has established that the completion rates are well above the Dutch average and that the study duration at UCU is shorter. Still, the committee points out that the completion of the curriculum in three years is declining. The committee can follow the explanation that this decline is largely due to students strategically postponing their official graduation as a consequence of new governmental rules. The committee nevertheless feels that UCU has to look for ways to encourage students to complete the programme, including the thesis, in three years. Regarding the thesis, the committee thinks that the choice for a topic and a supervisor for the thesis should be made earlier. This is especially important in the prospect of all students completing an extended bachelor's thesis.

Assessment and achieved learning outcome

The committee has established that, in general, the programme has a very adequate assessment system. The committee greatly appreciates the system of continuous evaluation, with its variety of evaluation methods, and its adequate feedback. The committee established during the site visit that the evaluation system is transparent, valid and reliable.

The committee has identified a few issues that need further attention, but also noted that these problems have been mostly anticipated and that UCU has put or is about to put appropriate adjustments into place.

The committee considers the thesis assessment one of the issues that require further attention. The committee noted that until recently no (uniform) evaluation form was in place. The committee urges UCU to fully implement the current plans to make the assessment criteria and the feedback mechanisms more transparent. Moreover, the guidelines concerning the blind reading of the thesis by the second examiner should be sharpened.

Pagina 4 van 12 The committee also noted that UCU states that the learning outcomes of the programme are partly achieved outside of the curriculum. The committee thinks there is room for improvement for UCU to demonstrate that the assessment system that is in place covers all learning outcomes. This is especially important as an inter- or multidisciplinary perspective can, but need not be, adopted in the bachelor's thesis. As the thesis is the synthesis of the competences acquired during the programme, the committee advises UCU to think about ways to add an inter- or multidisciplinary component to all theses.

The committee is very impressed with the level attained by the graduates. The committee read a selection of theses, extended theses and internship reports, which meet the requirements with regards to level and orientation. The committee highly appreciates the enthusiasm and maturity of the alumni of the programme, and saw that the UCU-alumni have no problems getting into graduate programmes. The committee considers this also to be a proxy for the achieved quality of the UCU-graduates.

Bijzonder kenmerk 'kleinschalig en intensief onderwijs'

Het panel verklaart tevens dat, in aanvulling op het visitatierapport van december 2013, zij heeft geverifieerd dat de grondslag voor het toekennen van het bijzonder kenmerk 'kleinschalig en intensief onderwijs', dat aan het University College Utrecht was toegekend op 13 juni 2012, nog steeds aanwezig is.

University College Roosevelt

Samenvatting bevindingen en overwegingen van het panel (hierna ook: the committee).

Intended learning outcomes

Roosevelt Academy (RA) aims to be a place where undergraduates study broadly and deeply while reflecting on their personal and academic growth. It is RA's ambition that students learn to connect academic to real-world issues. At RA, students strive to prepare for important roles in society, while developing a moral code of what is right, and why. Finally, RA wants to 'hone an investigative mind'. As such, RA wants to actively educate students to acquire a range of research skills.

Starting from its vision of the liberal arts and sciences, RA has formulated a number of learning outcomes. RA has made the above learning outcomes more concrete by specifying the knowledge, skills and attitudes that each learning outcome comprises. Moreover, RA has translated the learning outcomes into twelve programme outcomes in order to make the learning outcomes more operational in the curriculum.

The committee is of the opinion that the intended learning outcomes of the programme are well described in terms of level and orientation. They comply with the domain specific framework and international requirements.

The committee thinks that the learning and programme outcomes at RA represent a wellbalanced, well thought-through mixture of the defining elements of Liberal Arts and Sciences-programmes. The committee especially values the strong emphasis that is put on developing scientific skills and a scientific attitude. Also, the committee thinks that RA's aim to provide the students with a multidisciplinary background from the angle of connected disciplinarity is more than adequate for a programme at bachelor's level.

Pagina 5 van 12 The committee finds the learning outcomes of the programme well-phrased. They are formulated in a general manner, but are made more concrete as RA links each learning outcome to the underlying knowledge, skills and attitudes.

While the committee lauds the intention of RA to formulate programme outcomes, the committee finds the current programme outcomes to be formulated in a less concrete and operational manner than the learning outcomes. The committee therefore suggests that the programme outcomes are reformulated so that they are more relatable, concrete and observational.

Teaching learning environment

The committee considers the teaching-learning environment, as it is shaped at RA, to be an international example of good learning. The programme builds on an outstanding and integrated group of dedicated faculty that is very successful in maintaining an enthusiastic atmosphere. The committee found the dedication to teaching excellence to be apparent throughout the organization.

The committee thinks the programme is an excellent translation of the learning outcomes. The coherence of the programme and the translation of the learning and programme outcomes in the programme are followed up through meticulous track documents, which is important in a programme where so much choice is left to the individual students. In this regard, the tutor system is also of major importance and the committee applauds the current system of academic tutorship, with a three-year-build-up of the relationship between tutor and student. During the site visit, the committee also consulted the course material provided and found this of very high quality, with a modern approach towards the content and methodology of the courses.

The committee discussed at length the choice of the programme not to implement an obligatory bachelor's thesis. Conversations with students, lecturers and the programme management, as well as the study of the work done by students, convinced the committee however of the fact that the link with research is indeed very prominent throughout the curriculum.

Still, the committee noted that it remains a challenge to improve the opportunities for hands-on laboratory experience for science students. The committee thinks RA has to encourage and facilitate students to use the long summer period to do internships. The committee also noted that this action has already been adopted in RA's new strategic plan.

The committee lauds that the teaching-learning environment helps the students to excel. Although the workload for students is indeed very high, the close knit and active academic community of RA makes it possible for students to actually meet the requirements of the programme and even go beyond it. Although students did not complain about the workload, the committee does ask RA to constantly monitor the workload of the students so as not to overburden them.

The same remark holds true for the staff. The committee was impressed by the extremely enthusiastic and motivated staff and received no complaints about the workload. The committee also appreciated that the staff is engaged in research at a high level. Still, the committee asks the programme management to also closely monitor the staff's workload in order to stimulate the teaching staff to remain active in research.

Pagina 6 van 12 The committee has seen that the current system of student recruitment works very well and has been convinced that the teaching-learning environment indeed gives students the opportunity to surpass expectations. The study duration and study efficiency, which is well above the Dutch average, seems to support that the teaching-learning environment actually helps the incoming students to achieve the level that is desired.

Assessment and achieved learning outcome

The committee has established that the programme has an adequate assessment system. The committee is very happy with the current system of continuous evaluation, with different and regular evaluation methods, and regular feedback to students. The committee established during the site visit that the evaluation system is transparent, valid and reliable. The committee also saw that an extensive quality control system is in place, which includes internal procedures as well as regular external peer-review, to check the quality of the assessment system.

During the site visit, the committee established that the evaluation criteria for honours theses (HT) and individual research projects (IRP) are in place. Still, the committee asks RA to make these guidelines more explicit for external checks of the quality of evaluation. The committee expects that the new assessment guidelines will contribute to achieving this goal.

The committee is very pleased with the level attained by the graduates. The committee was impressed by the enthusiasm and maturity of the alumni of the programme, and saw that the RA-alumni have no problems getting into the master- and PhD-programmes they desire.

The committee also read a selection of portfolios, independent research projects and honours theses, and was able to look into coursework done in regular courses at RA. The committee is convinced that all graduates of RA, even those not doing an IRP or HT, meet the requirement of being able to do original research. The course work and the assignments adopted in the portfolio meet the requirements with regards to level and orientation. The committee however feels that further reflection is necessary on the portfolio as a capstone. It is also the opinion of the committee that the portfolio has to reflect, in an integrative way, that a specific student has met the different learning and programme outcomes. As such, the portfolio has to be evaluated accordingly. This is especially important in the light of the variability of the students' programmes.

Bijzonder kenmerk 'kleinschalig en intensief onderwijs'

Het panel verklaart tevens dat, in aanvulling op het visitatierapport van december 2013, zij heeft geverifieerd dat de grondslag voor het toekennen van het bijzonder kenmerk 'kleinschalig en intensief onderwijs', dat aan het University College Roosevelt was toegekend op 13 juni 2012, nog steeds aanwezig is.

Faculty of Humanities

Samenvatting bevindingen en overwegingen van het panel (hierna ook: the committee).

Intended learning outcomes

The committee has a positive impression of the learning outcomes of the programme. They are well described in terms of level and orientation and comply with the domain specific

Pagina 7 van 12 framework and international requirements. The learning outcomes are moreover well framed. The committee appreciates that LAS uses lines of learning to work towards the learning outcomes throughout the three years of the bachelor's programme.

The committee lauds that the programme aims to enable students to explore their talents and develop their academic interests and critical thinking. In this process, disciplinary, interdisciplinary, and research skills are aimed at, all of which are addressed sufficiently and balanced in the learning outcomes.

The committee values that the programme has formulated learning outcomes that are feasible. It likes the interdisciplinary concept of the programme, which is well worked-out and thought-through. The committee appreciates that the concept of the programme has been developed following the example of Liberal Arts Colleges inside the research universities in the US.

Teaching-learning environment

The committee finds the curriculum an adequate translation of the learning outcomes. The concept of the core curriculum is very much applauded by the committee as it helps students throughout their study path to think in an integrated, interdisciplinary way.

The committee has some concerns regarding the sequencing of events in the curriculum. First of all, the committee is of the opinion that the interdisciplinary line of learning should be carried through throughout the programme. This means that the interdisciplinary research project should be made obligatory as a capstone. Secondly, the committee thinks the writing of the thesis should precede the writing of the capstone interdisciplinary research project. Only this way the capstone really can be a final, integrating experience.

The committee appreciates that an atmosphere of active learning is created in the courses of the core curriculum and advises the LAS-programme not to increase its current student body any further. The committee has some concern about the community building in the programme and asks the LAS-programme to keep on providing opportunities for students to meet each other and reflect on each other's experiences, also in periods when no core courses are scheduled.

The committee has noted that there are some issues with the guidance of the students during the second and third year, as the programme then becomes very dependent on specialization supervisors within the discipline. According to the committee, a more continued monitoring from the home base of LAS is necessary, also in the specializations, as this will help students in eventually reaching the typical LAS-learning outcomes (see also 'assessment and achieved learning outcomes').

During the site visit, the committee has become convinced that the LAS-programme management is in control of the programme. Still, being in control of the programme, and monitoring the typical LAS-learning outcomes, with around 400 students spending a large amount of time in other faculties, is a challenge, especially with the very limited core staff. Against this background, the committee is concerned about the sustainable academic embeddedness of the programme. Although student numbers have grown, the programme is based on a small, albeit very enthusiastic, core faculty. The committee feels the programme deserves a more sustainable faculty, including a research programme and

Pagina 8 van 12 professorship, especially for the interdisciplinary aspect that is associated with the programme.

The committee appreciates the way the portfolio is handled in the programme and likes that students are challenged to reflect on the stage of the study and the extent to which the courses have helped them in achieving the current state.

The committee thinks the programme has an adequate admission procedure and appreciates that the programme works with interviews in order to raise the awareness of candidates and check their suitability. The committee however has some concerns about the extended study duration and the completion rates. Although the committee noted that many reasons can be at the basis of this, the committee also feels the programme should look for ways to tighten rules and improve monitoring.

Assessment and achieved learning outcome

The committee has established that, in general, the programme has an adequate assessment system. The evaluation system is transparent, valid and reliable. The committee finds the assessment of the core courses to be organized in a good way. The committee noted that the LAS-programme is for a large part of the curriculum dependent on the assessment system that is in place in other programmes. The committee has, however, become convinced that the system of delegated trust is adequate and that ultimately, the LAS-Examination Board is in control.

The committee is of the opinion that the learning outcomes of the programme are reached. In a more general sense, the committee has become positively impressed with the outcome of the programme in terms of its students and alumni. The committee read a selection of theses and capstones. The committee is convinced that all graduates of LAS at UU meet the requirement of being able to do original research. The final projects meet the requirements with regards to level and orientation.

Still, the committee has identified some issues that require continued attention. First, the committee found that the interdisciplinary integration, which is typical for the Repko-method, was not apparent in all capstones. Although the committee learnt that this is a consequence of the recent implementation of this method in the programme, the committee believes LAS should monitor the capstones to ensure that the Repko-method plays a crucial role in all of them. Secondly, when it comes to specific LAS-issues, like interdisciplinarity, the committee is somewhat concerned whether the current system of delegated trust can ensure to a sufficient degree that students ultimately deserve the LAS-label. At the moment, LAS has no possibility to interfere when a programme or supervisor does not accept that a LAS-student adds an interdisciplinary point of view. The committee thinks LAS should look for ways to ultimately ensure that the balance between interdisciplinary and disciplinary competencies is kept. The committee considers the possibility to add an interdisciplinary point of view especially important for those students not doing an interdisciplinary research project as a capstone (see also 'teaching-learning environment').

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Universiteit Utrecht te Utrecht in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 9 juli 2013 naar voren te brengen. Bij e-mail van 4 november 2013 heeft de instelling van die gelegenheid gebruik gemaakt om te reageren. Dit heeft geleid tot een aanvulling in bijlage twee.

De NVAO besluit accreditatie te verlenen aan de wo-bachelor Liberal Arts and Sciences (180 ECTS; variant: voltijd; locaties: Utrecht en Middelburg) van de Universiteit Utrecht te Utrecht. De opleiding kent de volgende tracks/specialisaties: Science, Humanities en Social Sciences en de afstudeerrichtingen 'University College Utrecht', 'University College Roosevelt' en Liberal Arts and Sciences van de faculteit der Geesteswetenschappen. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

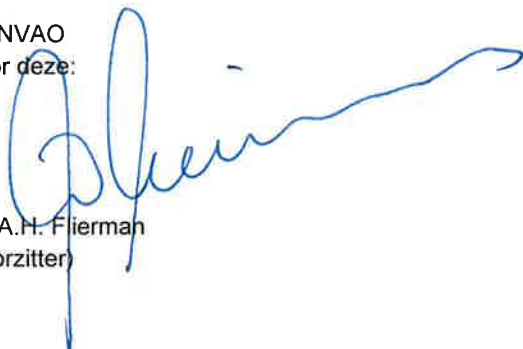
Op grond van het aan haar uitgebrachte advies besluit de NVAO tevens de geldigheidsduur van de toekenning van het bijzonder kenmerk 'Kleinschalig en intensief onderwijs' te verlengen voor de programma's: 'University College Utrecht' en 'University College Roosevelt' tot en met 31 december 2019.

Dit besluit treedt in werking op 1 januari 2014 en is van kracht tot en met 31 december 2019.

Den Haag, 6 november 2013

De NVAO
Voor deze:

Dr. A.H. Fierman
(voorzitter)



Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaard	Beoordeling door het panel University College Utrecht voltijd	Beoordeling door het panel University College Roosevelt voltijd	Beoordeling door het panel Faculty of Humanisties <i>voltijd</i>
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	G	G	G
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	G	E	V
3. Toetsing en gerealiseerde eindkwalificaties	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	G	G	V
Eindoordeel per afstudeerrichting		G	G	V
Eindoordeel		V		

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E). Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Tabel 1: Uitval na 1, 2, en 3 jaar.

Cohort	2006	2007	2008	2009	2010	2011
Uitval na 1jr	9%	11%	8%	7%	8%	8%
Uitval na 2jr	10%	13%	10%	8%	10%	
Uitval na 3jr	12%	16%	14%	9%		

Tabel 2: Rendement (vwo-instroom).

Cohort	2006	2007	2008	2009
Rendement na 3 jaar	...%	...%	...%	...%
Rendement na 4 jaar	...%	...%	...%	
Rendement na 5 jaar	...%	...%		
Rendement na 6 ⁽⁺⁾ jaar	...%			

Het rendement van de VWO-instroom wijkt niet af van dat van de totale instroom. Ca. 50% van de UCU instroom heeft een VWO-diploma.

Tabel 3: Rendement (totale instroom).

Cohort	2006	2007	2008	2009
Rendement na 3 jaar	88%	87%	87%	82%
Rendement na 4 jaar	97%	94%	91%	
Rendement na 5 jaar	97%	95%		
Rendement na 6 ⁽⁺⁾ jaar	97%			

Tabel 4: Docentkwaliteit.

Graad	Ma	PhD	BKO
Percentage	17%	83%	90%

Tabel 5: Student-docentratio.

Ratio	20:1
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Tabel 6: Contacturen.

Studiejaar	1	2	3
Contacturen	16	16	16*

*met individuele verschillen in intensiteit thesisbegeleiding

- prof. dr. D. Breimer (chair), full professor Pharmacology and former Rector Magnificus and President, Leiden University, the Netherlands;
- prof. dr. S. Abraham, lecturer at and rector of Bratislava International School of Liberal Arts, Slovakia;
- prof. dr. J.-P. De Greve, full professor department of Physics and vice-rector International Policy, Vrije Universiteit Brussel, Belgium;
- prof. dr. B. Kaplan, dean-emerita, Sarah Lawrence College, New York, US;
- prof. dr. H. Van den Bosch, professor in Management Education, Open Universiteit, Netherlands;
- Katherine Woolbright, (studentmember) bachelor student in International Politics and History at Jacobs University in Bremen, Germany.

Het panel werd ondersteund door dr. J. de Groof, secretaris (gecertificeerd).