

**WO-bachelor Liberal Arts & Sciences: Global Challenges**  
**Leiden University College The Hague**  
**Leiden University**

---

Report of the panel for re-accreditation of the programme and of the distinctive feature 'small scale and intensive education'

July, 2014

---

## Table of contents

1	Summary .....	3
2	Introduction .....	6
2.1	Panel .....	6
2.2	Content and structure of the report .....	6
2.3	Process of the programme assessment .....	6
2.4	Administrative data .....	7
2.5	Institutional profile .....	7
2.6	Programme profile .....	8
2.7	Enrolment and graduation rates .....	8
2.8	Ambitions .....	8
3	Standard 1. Intended learning outcomes .....	10
3.1	Findings .....	10
3.2	Considerations .....	10
3.3	Assessments .....	11
4	Standard 2. Teaching-learning environment .....	12
4.1	Findings .....	12
4.1.1	Relationship between the goals and content .....	13
4.1.2	Structure and didactic concept .....	14
4.1.3	Intake .....	15
4.1.4	Number of staff .....	15
4.1.5	Quality of staff .....	16
4.1.6	Available facilities .....	16
4.1.7	Coherence .....	17
4.1.8	Curriculum innovation .....	18
4.2	Considerations .....	18
4.3	Assessments .....	21
5	Standard 3. Assessment and learning outcomes .....	23
5.1	Findings .....	23
5.1.1	Testing and assessment .....	23
5.1.2	Achieved learning outcomes .....	24
5.1.3	Capstone theses .....	24
5.1.4	Alumni .....	25
5.2	Considerations .....	25
5.3	Assessments .....	26
6	General conclusion .....	27
6.1	Bachelor programme .....	27
6.2	Distinctive feature ‘Small-scale and Intensive Education’ .....	27
7	Appendices .....	28
7.1	Composition of the panel .....	28
7.2	Score tables of panel .....	30
7.3	Schedule of the site visit .....	31
7.4	Intended learning outcomes LUC Liberal Arts & Sciences programme: Global Challenges .....	33
7.5	List of theses and grades .....	35
7.6	List of documents .....	37
7.7	Recommendations .....	38
7.8	List of abbreviations .....	39

## 1 Summary

### ***Re-accreditation***

May 2014 a panel for re-accreditation visited the WO bachelor programme Liberal Arts & Sciences: Global Challenges, offered by Leiden University College The Hague (LUC). The panel also had to advise about the continuation of the award of the distinctive feature ‘Small-scale and Intensive Education’.

In this report the panel presents its findings. The standard procedure for the limited programme accreditation was applicable. The findings are based upon study of the Self-evaluation report, course materials, including assessments, a selection of Capstone theses and upon various meetings with the Dean of the Faculty Board, Programme Board, College Board, Programme Council, Board of Examiners, staff, students and alumni.

The documentation provided by the LUC was complete, informative and transparent and the preparation and organization of the site visit were excellent. The panel very much appreciated the open and stimulating discussion in the various meetings.

### ***Profile***

LUC is the international Honours College of Leiden University and offers an innovative Liberal Arts & Sciences programme to highly talented and motivated students from all over the world. LUC is a residential college, residency being required for the first two years in the programme. LUC teaching is intensive and small-scale, offered in a residential setting that also stimulates students to develop their skills and broaden their academic outlook outside the classroom through a range of extracurricular activities.

LUC was founded with an explicit normative mission, aiming to contribute towards resolving the global challenges (with regard to ecology, international justice, sustainability, public health et cetera) that mankind faces. The explicit ambition to contribute to the solution of global challenges is what sets the LUC programme apart from most liberal arts & sciences programmes. This provides a strong focus for the programme and is clearly a very attractive proposition for (prospective) students.

### ***Standard 1. Learning outcomes***

The programme’s intended learning outcomes aim at providing the knowledge, skills, and attitudes students need to make their own contribution to the solution of said global problems. The LUC self-evaluation report extensively corroborates the learning outcomes with regard to the various benchmarks and the panel concludes that the intended learning outcomes generally meet and regularly exceed what is expected on the basis of these benchmarks.

The panel assesses standard 1 as ‘excellent’.

### ***Standard 2. Teaching-learning environment***

The LUC curriculum is taken over a period of three years, consisting of two semesters of two eight week blocks each. Per block students take 15 EC, typically divided into three courses. The curriculum can be described in five components:

- General Education (25 EC).
- Academic Skills and Literacy (30 EC).
- Global Citizenship (25 EC).

- Major (80 EC, including 10 EC Academic Skills).
- Minors and Electives (30 EC).

The panel considers the programme to be clearly geared toward achieving the learning outcomes. The well-structured course descriptions show a good match between the learning outcomes on the programme level and on the level of the various courses. Overall, the content design of the curriculum has impressed the panel favourably, but the balance between ‘arts’ and ‘sciences’ in the curriculum is suboptimal; more attention for sciences is needed.

As LUC is a residential College, learning materialises within and outside the classroom. The many extracurricular activities organised by and for students, group work, study environment and living arrangements all serve to create a community in which learning occurs at many levels.

LUC offers courses at a substantial academic level, in a structure that creates an optimal balance between contact hours and self-regulated study. Learning is accomplished through formative assessment in close contact with the teacher together with a strong tutorial support system within an international context. Teaching centres strongly on in-class participation, discussions, presentations, group work and debating.

The programme aims at attracting highly motivated and academically talented students. The selection criteria and procedure are instrumental to that aim. At the moment, about 50% of admissible applicants are being enrolled. The panel does not consider this a very high degree of selectivity. The success rate (61% of the students graduating within six semesters) is above the Leiden University average (38%) but well below target set by LUC (85%).

According to the panel the number of staff is sufficient, given a teacher-student ratio of 1 : 15.2. If the allocated tutorial time is also considered, teacher-student ratio becomes 1 : 13.5. The panel is impressed by the quality of the staff. However attention is needed to keep the research time at an appropriate level.

The LUC building is according to the panel well suited for small-scale and intensive education as well as for extra curricular (social) activities.

The panel considers the tutorial system as adequate, but guidance for the students towards what follows after graduation (further study, labour market) is somewhat lacking.

The panel assesses Standard 2 as ‘good’.

### ***Standard 3. Assessment and learning outcomes***

LUC employs various instruments to ensure fair, valid and clear assessment. The following types of (formative and summative) assessment are being used: written exam, take-home exam, multiple choice exam, essay, presentation, web-posting, participation, report, short paper, oral and listening exam, in-class exercise.

The panel has substantiated that all learning outcomes are adequately covered in the programme and are being assessed.

The Capstone thesis is the culmination of the LUC programme. In their Capstone students conduct an independent research project in the field of their Major.

The panel has assessed a number of theses and came across a number of shortcomings. Some theses are lacking somewhat in terms of methodological rigour and – surprisingly – in terms of problem definition (where the panel expected the theses to shine after three years of engaging with global challenges). In the sample the panel also encountered some inconsistent grading (poor differentiation between average and very good theses) and a too wide variation in the degree of feedback or comments to corroborate the grading.

The aim to realize results that are substantially above average has not yet been met. That being said, the panel has no reservations with regard to the academic level of the theses. Furthermore the panel considers the writing and presentation as well as the reasoning generally good.

The panel assesses Standard 3 as ‘satisfactory’.

### ***General conclusion***

Following the NVAO assessment rules the final conclusion regarding the LUC Liberal Arts & Sciences Programme: Global Challenges is ‘satisfactory’.

With regard to the Distinctive feature ‘Small-scale and Intensive Education’ the panel has assessed standard A (Intended learning outcomes) as ‘excellent’. With the exception of standard G (Available facilities) all standards regarding the programme have been assessed as ‘good’, standard G being assessed as ‘satisfactory’. Standard H (Level realized) is assessed as ‘satisfactory’. This implies that the programme has met all standards of the distinctive feature. The final conclusion with regard to the Distinctive feature ‘Small-scale and Intensive Education’ is therefore ‘positive’.

The Hague, July 14th 2014

The panel for the limited programme accreditation of the WO bachelor programme Liberal Arts & Sciences of the Leiden University College The Hague, Leiden University.

Prof. dr. ir. Kees Mouwen  
(chairman)

Drs. Carlo Hover  
(secretary)

## 2 Introduction

In this report, the panel for the re-accreditation of the WO bachelor programme *Liberal Arts & Sciences: Global Challenges* of the Leiden University College The Hague (LUC) presents its findings, based on the study of documents, theses and a site visit in May 2014.

The programme was offered for the first time in the academic year 2010-2011. The initial accreditation decision by the NVAO dates from August 2009. One of the current panel members (Laurent Boetsch) was member of the panel for the initial accreditation (site visit June 2009).

In June 2012 the programme was awarded by the NVAO the distinctive feature ‘small-scale and intensive education.’ One of the current panel members (Ben Van Camp) was a member of the advisory panel for this award (site visit March 2012).

### 2.1 Panel

The composition of the re-accreditation panel is as follows:

Prof.dr.ir. Kees Mouwen, chairman

Prof. Laurent Boetsch, member

Prof.dr. Doeko Bosscher, member

Irina Buga LL.M, M.Jur, student member

Prof.dr. Ben van Camp, member

Prof.dr. Ellen Hey, member

Hanne Harmsen PhD, member

Drs. Carlo Hover, secretary

The panel composition is in compliance with the requirements stated in the NVAO Limited programme assessment framework (November 2011). All panel members have signed a declaration of independence and confidentiality.

See appendix 7.1 for more information about the panel members.

### 2.2 Content and structure of the report

The report closely follows the requirements as formulated in the NVAO Limited programme assessment framework (November 2011) as well as in the NVAO Distinctive feature of Small-scale and intensive education assessment framework (November 2011). The report is structured on the basis of the standards and their explanations recorded in these frameworks.

### 2.3 Process of the programme assessment

On May 13 and 14, 2014 the panel has visited the LUC in the process of the limited programme assessment.

In preparation for the site visit, panel members have studied the critical self-evaluation report and its various appendices of the programme as required to conform to the NVAO assessment framework. The panel members also assessed, prior to the site visit, a number of theses; see appendix 7.5 for the list.

On the day before the actual site-visit, the panel had a preparatory meeting. In this meeting the members exchanged their general impressions of the programme, discussed the quality of

the theses and their grading and made an inventory of questions and discussion points for the various meetings. After that the panel had a tour of the building, visiting both academic as well as residential areas.

During the site visit, the panel has spoken with the dean of the Faculty Campus The Hague, College Board, Programme Board, students, academic staff, Programme Council, Board of Examiners and alumni. Time for open consultations with students and staff members was scheduled on a different date, June 2. Two staff members have made use of this opportunity.

During the site visit the panel studied additional documents (theses, course material, admissions papers, exams, quality assurance reports) in compliance with the NVAO assessment framework.

In judging the various standards and in formulating the final conclusion the panel followed the assessment scales and rules of the NVAO Assessment frameworks as well as the NVAO Guideline for the assessment of final projects (July 2011).

The panel greatly appreciates the support provided by the LUC management and staff in preparing and organizing the visit. The discussions in the various meetings all had a very open, engaged and stimulating character. Over all, the panel is pleasantly surprised by what has been achieved in the short period that the programme is on offer.

See appendix 7.3 for the schedule of the site visit.

## 2.4 Administrative data

Table 1 provides the mandatory administrative data about the programme.

**Table 1. Administrative data**

<b>Country</b>	The Netherlands
<b>Institution</b>	Universiteit Leiden (Leiden University)
<b>Title of the programme (as registered in CROHO)</b>	Liberal Arts and Sciences: Global Challenges
<b>Registration number in CROHO</b>	50492 (August 26, 2009)
<b>Orientation and level of the programme</b>	Academic orientation, Bachelor's level
<b>Number of credits</b>	180 EC
<b>Specialisations</b>	Eight majors
<b>Location</b>	Leiden University College The Hague, Faculty Campus The Hague in The Hague
<b>Mode of study</b>	Full time only, <i>in situ</i>
<b>Institution</b>	Leiden University
<b>Status</b>	State funded research university
<b>Outcome institutional quality assurance audit</b>	Positive (July 2013)

## 2.5 Institutional profile

Leiden University is an international research university, offering 46 bachelor's programmes and 71 master's programmes to 20.712 students; there are about of 4.000 staff members (2012). The University has seven faculties one of which is Faculty Campus The Hague. In this faculty students and researchers work together with national and international partners on new insights and solutions to current issues (global challenges) at the crossroads of politics, public administration and international law. The Faculty Campus The Hague comprises two institutes (Leiden University College and the Institute of Public Administration) and a

Graduate School. Located on Campus The Hague is furthermore the bachelor programme International Studies (part of the Faculty of Humanities).

Leiden University distinguishes itself as a European research university, aiming at the highest international standards. The research profile areas offer opportunities for top-level fundamental research, but also reflect key areas of debate in contemporary society. Leiden University wants to contribute top knowledge generation and innovation, aiming to contribute to prosperity, social welfare, culture and sustainability.

Teaching at Leiden University is closely integrated with research. The University wants students to develop into responsible academics, fully aware of the ethical consequences of academic research and innovation, and of their conduct in society.

## 2.6 Programme profile

Leiden University College The Hague (LUC) is the international Honours College of Leiden University and offers an innovative Liberal Arts & Sciences programme to highly talented and motivated students from all over the world. LUC teaching is intensive and small-scale, offered in a residential setting that also stimulates students to develop outside the classroom through a range of extracurricular activities. The LUC is a residential college, residency being required for the first two years in the programme.

LUC was founded with an explicit normative mission, expounded in its mission statement: “LUC The Hague is founded on the belief that the efforts of individuals can make a difference in the world. Its creative and flexible curriculum aims to provide each student with the best possible route to fulfil their intellectual potentials and to contribute towards resolving the global challenges that we all face today. At LUC we aim to recognise excellence and talent both within, outside, and between the boundaries of conventional disciplines, believing that students are capable of scholarly innovation and creative insight. LUC seeks to nourish its students towards these goals by creating a highly fertile, international and cosmopolitan environment for motivated students and dynamic staff, who work together in small groups to help build knowledge for a better world.”

## 2.7 Enrolment and graduation rates

Table 2 shows the number of applicants and graduates of the programme from the academic year 2010-2011 to 2012/13.

**Table 2. Enrolment and graduation rates**

	2010-2011	2011-2012	2012-2013
Enrolment	109	105	123
Quit in year 1	6% (6%)	12% (14%)	Not yet available
60 EC in year 1	62% (41%)	44% (41%)	62% (43%)
>40 EC in year 1	97% (85%)	96% (86%)	99% (84%)
Graduated within 6 semesters	61% (38%)	Not yet available	Not yet available
Graduated within 7 semesters	66% (n/a)	Not yet available	Not yet available

## 2.8 Ambitions

The LUC has formulated the following goals for the next five years:

- Consolidation of the curriculum now that the first cohort has finished the programme. A revised programme has been developed that will start in the academic year 2014-2015.



- Increase the diversity of the population, especially by increasing the student scholarship funding for those in financial need, including Dutch students who require financial support. In addition, the exchange programmes need further expansion, not only allowing LUC students to study abroad, but also to welcome visiting students in The Hague.
- Strengthen the research environment. In the previous period course development had priority. Now that the curriculum has been consolidated, attention will shift more to research – in close cooperation with the faculties and institutes of Leiden University.
- Build and maintain a strong alumni network.

### 3 Standard 1. Intended learning outcomes

**The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.**

*Explanation:* As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

**Distinctive feature standard A. Intended learning outcomes**

The intended learning outcomes are not only aimed at achieving a high level in the relevant academic discipline and/or professional practice, but also have a broader aim: to train socially skilled and initiative-rich scholars and/or professionals with a wide interest in social developments and issues within a multidisciplinary and/or interdisciplinary context.

#### 3.1 Findings

LUC strives to train students who can build knowledge for a better world. The programme's intended learning outcomes aim at providing the knowledge, skills, and attitudes students need to make their own contribution to the solution of global problems such as sustainability, ecology, international justice or public health. The explicit ambition of the programme to contribute to the solution of global challenges is central to the profile of LUC. The basis assumption of LUC is that these challenges can only be adequately addressed through an interdisciplinary approach. This leads to four characteristics for the LUC learning outcomes:

- Broad education, aimed at providing context.
- An interdisciplinary approach in combination with specialisation in a Major, providing a balance of broad and deep learning.
- Strong emphasis on academic skills, such as research, communication and skills necessary to continue learning.
- Global citizenship, to prepare students for living and acting in a global world.

In total eight learning outcomes have been formulated, among which learning outcomes with regard to 'knowledge in general education' and 'interdisciplinary skills' fit the liberal arts and sciences profile, while the learning outcome 'global citizenship' accords well with the orientation toward global challenges.

Typical learning outcomes are for instance: LUC graduates "Can combine knowledge and methods from various disciplines to come to an integrated approach for the case at hand." Or: "Accept and act upon their social and civic responsibilities; they aim to be the best they can be and inspire and help others to reach their goals." See appendix 7.4 for the complete list of intended learning outcomes.

The self-evaluation report extensively corroborates the learning outcomes with regard to the Dublin descriptors, the domain-specific reference framework (as developed for Liberal Arts & sciences programmes in The Netherlands) and the 'essential learning outcomes' as defined by the American Association of Colleges and Universities (AACU) in the Liberal Education and America's Promise (LEAP).

According to the panel, the intended learning outcomes generally meet and regularly exceed what can be expected on the basis of these three benchmarks.

#### 3.2 Considerations

The explicit ambition to contribute to the solution of global challenges is what sets the LUC programme apart from most liberal arts & sciences programmes. This provides a strong focus for the programme and is clearly a very attractive proposition for (prospective) students. The panel agrees that this profile of the programme indeed requires that graduates are able to

focus on more than a single discipline or domain with its own theories, methods, content, and discourse. This is challenging and the learning outcomes are definitely ambitious.

The comparison with the above-mentioned benchmarks has convinced the panel that the learning outcomes as formulated easily meet the various requirements and in fact exceed them. The learning outcomes for the categories ‘knowledge and understanding’ as well as ‘application of knowledge and understanding’ generally aim higher than average bachelor programmes. Furthermore the learning outcomes encompass various academic disciplines not only in terms of knowledge but also in terms of research methodology. The learning outcomes stress the development of new solutions and practical application with reference to real world problems. The panel regards the aspect of ‘global citizenship’, in the way it is formulated, as relatively unique.

In all, the programme clearly exceeds the current generic quality standard of a bachelor programme. As already stated, the orientation on global challenges makes for a unique profile.

The programme also meets the criterion for the distinctive feature as the learning outcomes are clearly oriented towards “train(ing) socially skilled and initiative-rich scholars and/or professionals with a wide interest in social developments and issues within a multidisciplinary and/or interdisciplinary context.” All the elements of this criterion are clearly recognizable in the learning outcomes.

Although this may not directly pertain to the assessment of this standard, the panel remarks that the ‘global challenges’ are not very clearly defined. The panel acknowledges that the programme indeed does address global challenges, but a definition or a set of criteria would seem helpful with regard to the development of the curriculum and a periodic ‘updating’ of the challenges. That would also help to better evaluate (with regard to standard 2) the operationalization of multidisciplinary, the balance between knowledge and application and the kind of (critical, creative and social) skills necessary to tackle the challenges.

### **3.3 Assessments**

The panel assesses Bachelor standard 1 as ‘excellent’.

This assessment rests chiefly on the fact that the intended learning outcomes demonstrably meet and regularly exceed all of the three benchmarks used for comparison.

The panel assesses Distinctive feature standard A as ‘excellent’.

Central to this assessment is the fact that the programme in its focus on facing global challenges gives a concrete and stimulating concretization of a socially responsible curriculum that evidently needs a multidisciplinary approach.

## 4 Standard 2. Teaching-learning environment

**The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.**

*Explanation:* The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

**Distinctive feature standard B. Relationship between the goals and content of the programme**

The content of the programme is inseparably connected to relevant extra-curricular activities, which ensures a high level and broadening of interests as set down in the intended learning outcomes.

**Distinctive feature standard C. Structure and didactic concept**

The concept of the programme is aimed at creating an academic and/or professional community. Key terms are small-scale and intensively organised education, leading to 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.

**Distinctive feature standard D. Intake**

The programme has a sound selection procedure in place, aimed at admitting motivated and academically and/or professionally talented students.

**Distinctive feature standard E. Quality of staff**

The teachers have high-quality knowledge of the relevant subject and feel involved in the distinctive nature of the programme.

**Distinctive feature standard F. Number of staff**

There is sufficient staff available to provide small-scale and intensive education and to ensure and develop individual contact between teachers and students.

**Distinctive feature standard G. Available facilities**

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

### 4.1 Findings

The LUC curriculum is taken over a period of three years, consisting of two semesters of two eight week blocks each. Per block students take 15 EC, typically divided into three courses. The standard course unit at LUC carries 5 EC and is offered in block form. Some courses are offered at semester length because of didactical principles in order to allow students to acquire new skills more gradually. Language courses are always offered as 10 EC courses, running a full semester, so students can thoroughly submerge themselves into the language for an extended period of time.

Courses meet twice per week (two times two hours) and each course iteration is capped at twenty students. Some of the Global Challenges courses in the first year have an additional two-hour lecture each week (six hours per week in total), as do language courses, which also meet three times per week. Classes are scheduled in such a way that overlap is minimal and maximal choices are offered to the students.

Table 3 presents an overview of the programme.

**Table 3. Overview academic programme 2013-2014**

	Semester 1		Semester 2	
	Block I	Block II	Block III	Block IV
Year 1	Global Challenges 1: Peace (5 EC)	Global Challenges 2: Earth (5 EC)	Global Challenges 3: Justice (5 EC)	Global Challenges 4: Environmental Change (5 EC)
	Academic Writing (5 EC)		Numeracy (5 EC)	
	History of Philosophy (5 EC)		Designing Academic Inquiry (5 EC)	
	Major/Elective (2 courses = 10 EC)		Introduction to Area Studies or Major/Elective (5 EC)	Introduction to Area Studies or Major/Elective (5 EC)
Year 2	Major, including Methodology courses (4 courses = 20 EC)			
	Global Citizenship (20 EC)			
	Minor/Elective (4 courses = 20 EC)			
Year 3	Major (4 courses = 20 EC)			
	Minor/Elective (2 courses = 10 EC)		Global Citizenship (5 EC)	Major (5 EC)
	Major (5 EC)	Integrative course (5 EC)	Capstone (10 EC)	

The curriculum can be described in five components:

- **General Education (25 EC).** In the first year students explore the Global Challenges, explore new disciplines and create a broad academic context in which they can place further study (25 EC in total). The backbone of the first year are the four Global Challenges courses: Peace, Earth, Justice and Environmental Change. In these interdisciplinary courses students study the topics from a variety of viewpoints, often based on case studies.
- **Academic Skills and Literacy (30 EC).** This programme runs through the full curriculum, starting in the first year with courses that address various academic skills (methodology, writing, numeracy and area studies). In addition, students take 10 EC research methodology within their Major. In 2013 Research Clinics were introduced, courses in which students work with LUC academic staff on their research and write a valorisation report on the societal relevance of the project.
- **Global Citizenship (25 EC).** This aims at developing students' cross-cultural communication and reflection skills, and increasing their appreciation of cultural and social diversity. Global Citizenship is not only embedded in the curriculum but also in the residential setting of LUC and various extracurricular activities.
- **Major (80 EC, including 10 EC Academic Skills).** The Major is the largest component of the programme. Majors are Global Justice, Global Public Health, Human Interaction, International Development, Policy Science, Political Arts, Sustainability and World Politics. All Majors have a thematic structure and explore Global Challenges from a set of disciplines, making it interdisciplinary. In the third year students enrol in the Integrative course, in which they study a certain case or topic from two or three disciplines.
- **Minors and Electives (30 EC).** Students can select elective courses in accordance with their interests. LUC also offers five 'pre-structured minors' such as Entrepreneurship or Journalism. Students can utilise credits to take courses outside LUC, either at Leiden University, another Dutch university or as part of an exchange programme with an international university. External courses need the approval of the Board of Examiners.

#### **4.1.1 Relationship between the goals and content**

The panel considers the programme to be clearly geared toward achieving the learning outcomes. The five components of the programme demonstrably match the four characteristics of the learning outcomes as described in paragraph 3.1. The well-structured

descriptions in the course catalogue that the panel has studied show a matching between the learning outcomes on the programme level and on the level of the various courses. Overall, the content design of the curriculum has impressed the panel favourably, but the balance between ‘arts’ and ‘sciences’ in the curriculum is still somewhat suboptimal. The panel will address this issue in paragraph 4.2.

As LUC is a residential College, the environment is shaped in such a way that learning occurs within and outside the classroom. The many extracurricular activities organised by and for students, group work, study environment and living arrangements all serve to create a community in which learning occurs at many levels.

Both students and alumni attested to this in their meetings with the panel. Numerous extracurricular activities are being organised (both by students and by college staff) as is evident from a list of activities that the panel has seen. Students report that the College is an intense and stimulating living and learning environment.

The international dimension of the learning outcomes is embedded in the curriculum by the global and comparative focus of the courses, introducing the international context. Exchange programmes are in place to provide students with the opportunity to study abroad. A growing number of students take that opportunity. Of course the composition of the student body and the staff in itself also enhances the international orientation.

According to the panel, this aspect is however somewhat implicitly organized in the curriculum. The panel elaborates on this in paragraph 4.2.

In the National Student Evaluation (NSE) the LUC programme content is rated 4.3 (on a five-point scale). On the basis of course evaluations the overall course quality is rated between 3.5 and 4.0.

#### **4.1.2 Structure and didactic concept**

The educational concept of LUC is aimed at creating a learning environment in which students are stimulated to excel. LUC offers courses at a substantial academic level, in a structure that creates an optimal balance between contact hours and self-regulated study. Learning is accomplished through formative assessment in close contact with the teacher together with a strong tutorial support system within an international context. Teaching centres strongly on in-class participation, discussions, presentations, group work and debating.

The teaching is ‘research-led’ as nearly all academic staff members hold a PhD title (or are close to obtaining it) and they feed their results and experiences into the class. Given the focus on global challenges a number of teachers have a strong background in practice which they combine with academic interests.

There are 14 contact hours per week in the first year in, on average, groups of 15-16 students. In the second year and the first semester of the third year the number of contact hours varies (depending on the choice of courses) between 12-14. In the last semester of the curriculum class contact hours drop to 8 per week as more time is spent on the individual Capstone. Class attendance and preparing for class is compulsory and the teacher – student interaction is strong. The tutorial system also contributes to that. The residential setting also stimulates students to develop outside the classroom through a range of extracurricular activities.

In the meetings with the panel, both students and teachers commended the intensity and interactivity of the teaching. In fact some students requested an expansion of the opening

hours of the academic area of the building as they considered the residential area not well suited enough to continue their studies in the evenings and weekends.

#### **4.1.3 Intake**

Selection criteria bear on knowledge (excellent study results in secondary education, broad interest and curiosity), skills (social skills, flexibility and leadership) and attitudes (motivation, social engagement, international ambition). Prospective students need to demonstrate this by their CV, examination results, letters of recommendation, letter of motivation, portfolio, essay, and during an intake interview.

According to the panel intake criteria and procedure warrant that appropriate students are enrolled. Students and alumni whom the panel has met confirmed this.

In terms of gender and nationality, the composition of the student population is developing in the aimed direction. LUC wants to increase the diversity of the population further by increasing the student scholarship funding for those in financial need and by expanding the exchange programmes. The panel would suggest to also create more diversity by a better balance between 'arts' and 'sciences' oriented students.

At the moment, about 50% of theoretically admissible applicants are enrolled. The panel does not consider this a very high degree of selectivity. However, the expectation is that once the college will have reached its full capacity (600 students) and has become better known amongst prospective students, the degree of selectivity will be enhanced.

The panel understands that LUC (unlike other University Colleges in the Netherlands) cannot use a 60 EC requirement per year in combination with a strict probation and strong support system, as it needs to comply with uniform Leiden University regulations requiring only 45 EC per year. LUC is developing a proposal for programme specific requirements.

The above-mentioned issues seem to influence the success rate of the programme. The success rate (61% of the students graduating within six semesters) is above the Leiden University average (38%) but well below the target set by LUC (85%). The College Board is, as stated in the Self-evaluation Report, "not satisfied" with these results.

The panel understands that these are partly caused by the fact that the programme is a first iteration that was still being set up during the first cohort. The panel feels that more selectivity at the intake and during the programme (by a probation and expulsion system) is required and supports the proposal the LUC is developing to that end.

#### **4.1.4 Number of staff**

LUC employs 37 persons directly at the college (28 academic staff and 9 support staff). In addition 85 external teaching fellows from Leiden University or other universities and academic institutions teach one or more courses at LUC. In total external staff members teach half of the courses at LUC.

LUC spends 28.3 fte on teaching a population of 430 students, resulting in a teacher-student ratio of 1 : 15.2. If the allocated tutorial time is also considered, teacher-student ratio becomes 1 : 13.5.

The panel considers this consistent with the profile of the programme and the ambition to provide small-scale and intensive education. Students confirmed to the panel that the latter is realized. They have a lot of contact with the teachers.

#### 4.1.5 Quality of staff

Courses are taught by LUC staff and by external teaching fellows. In this way the necessary breadth of expertise can be made available to the students. LUC has agreements with the faculties and institutes of Leiden University specifying which teaching will be provided.

Of all courses at LUC 76% is taught by academics who hold a PhD, including 3% full professors. The teachers of the remaining 24% hold at least one Master's degree. This includes the instructors of the language courses (11% of the total course offerings). Teachers without a PhD are usually in the later stages of writing their thesis and are external teaching fellows rather than LUC teachers.

The vast majority of the external teaching fellows are active researchers and embedded in the research groups at their home faculty. This contributes to the research-led educational programme at LUC and has the added benefit of offering students access to a wider research context than LUC staff can offer. LUC academics have approximately one day per week research time although this has been under much pressure in the first years of LUC's existence when more time had to be devoted to course development.

Given the focus on global challenges a number of teachers have a strong background in practice, which they combine with academic interests. This is confirmed in the resumes that the panel has examined.

In the self-evaluation report some regret is voiced that LUC cannot fully determine which external staff they would like to teach the courses. In the meetings with both staff and students the panel has therefore checked the commitment of the external staff to the interdisciplinary orientation and the educational concept of the LUC. It became apparent that external faculty enjoy teaching at the LUC (mostly needing only a short period of adjustment) and feel involved in the educational concept. The feedback of student about these teachers was clearly positive. Furthermore students informed the panel of a case where they had voiced complaints about a teacher, resulting in this teacher not being hired again. The panel concludes that LUC can effectively warrant a fit between (the academic and educational orientation of) the external staff and the profile of the programme.

The panel however still feels that a bit more attention could be paid to informing external teaching fellows about the LUC teaching and assessment practice. The suggestion of one of the teachers to compile a compact information package with the basics of the educational concept makes sense and should not be difficult to realize.

All LUC teachers have to obtain their Basic Teaching Qualification (BKO) which includes orientation and reflection on their teaching. At the time of the site-visit, 68% of the teachers had obtained their BKO.

Course evaluations show that students rate the overall teacher quality between 4.0 and 4.3 (on a five-point scale). In the National Student Evaluation (NSE) LUC lecturers are rated 4.3 (on a five-point scale).

#### 4.1.6 Available facilities

LUC has recently moved to its permanent custom-built premises, located in the very centre of The Hague and within easy reach of the other major cities in the country. The building houses both academic and residential facilities. The academic facilities include 15 classrooms that accommodate small-scale learning, an auditorium for 200 students, self-study areas, a grand



café and a student lounge with performing arts room, student-run bar and office space for LUC's Student Association Fortuna. The fourth floor is dedicated to office space for the academic and support staff.

The LUC building is, according to the panel, well suited for small-scale and intensive education as well as for extra curricular (social) activities.

The building has high-speed wireless Internet on all floors allowing students to use their own laptop and other electronic devices.

LUC can use computer rooms for quantitative classes in a nearby building. Students can use a small library in a separate building of the Faculty Campus The Hague, but can also order books from the University Libraries online, which will be dropped off within a day at this location. Of course the libraries in Leiden are also open to LUC students. The building also holds a Research Centre where students can sign up for support in writing skills or for numerical and quantitative skills. Other than that there are no specific science lab facilities.

The residential facilities include 400 student rooms. Individual students have their own kitchen facilities and bathroom and, in addition, have a common room on each floor where they can meet and hang out. Floors are mixed in gender, nationality and also first- and second-year students to create a stimulating exchange of views.

In paragraph 4.1.2 the panel mentioned already that both students and staff members would like to see more opening hours of the building; preferably 24/7. The panel also learned that at the moment there is no surveillance in place during the nights. As LUC is a (compulsory) residential college, housing 400 students implies a certain responsibility. For maintenance and trouble shooting LUC is dependent on Leiden University services, making it – as was said – difficult to correct (sometimes potentially unsafe situations) promptly.

Because of the intensive nature of LUC's academic programme and the considerable latitude with which students have to design their study plan, LUC utilises a tutorial system. This provides each student with detailed and comprehensive academic advice about the curriculum and graduate opportunities. In the tutorial system students are individually paired with a tutor upon arrival and for the duration of their time at LUC. Tutor and student meet at least once per block and more often if the student or the situation requires this. The first task for tutor and student is to create a study plan for the three years of the programme. This format helps to shape the students' plans and ideas (Major, Minor, exchange, internship, etc.), while ensuring that graduation requirements are met in a timely fashion.

On the whole, the panel considers the tutorial system as adequate, but guidance for the students towards what follows after graduation (further study, labour market) is somewhat lacking; the panel discusses this in paragraph 4.2.

#### **4.1.7 Coherence**

Overall, the panel concludes that the programme is coherent. This follows from the overarching theme of the Global Challenges that brings both focus and coherence. The didactic concept furthers a systematic approach to learning. The longitudinal set-up of the curriculum moving from a broad orientation on the various global challenges to more focused thematic (still multidisciplinary) depth in the majors is well designed.

The residential character ties the academic, social and personal development of the students strongly together.

#### 4.1.8 Curriculum innovation

As LUC is moving from its pioneering stage to a consolidation phase, the curriculum has been reviewed and analysed and in the fall of 2014 several changes will be effective. These changes pertain to an 'update' of the Global Challenges courses, a strengthening of the science elements for all students, a reduction of the number of Majors (from eight to six) and a restructuring of the component of Global Citizenship.

The panel considers the intended changes to be improvements and especially commends the strengthening of the science element of the programme.

#### 4.2 Considerations

Overall, the panel is impressed by the curriculum in terms of content and educational concept. As one of the panel members said: "They effectively nailed this." The panel stresses that this is no easy feat as the curriculum takes three years instead of four, as is the case in other countries.

##### ***Balance between 'Arts' & 'Sciences'***

Initially, the panel considered the programme as being much more oriented to the 'Arts' than to the 'Sciences'. In this the panel followed the observation of the advisory panel for the awarding of the distinctive feature 'small-scale and intensive education' that the learning outcomes with regard to the sciences are not entirely ambitious enough to realize the full breadth of the programme.

The panel has discussed this in its meetings. The College Board states that the ambition has not been to cover all (natural) sciences (including physics, chemistry et cetera) in relative depths in the majors. The designations 'sciences' in the programme refers more to a 'hard', 'positivist' and quantitative *approach* than to specific disciplinary *content* (although that content is to a certain extent actually present, e.g. earth sciences and ecology).

The panel agrees that in practice this approach is laid down in a lot of Liberal Arts & Sciences programmes and also in more 'regular' monodisciplinary programmes like for instance the BSc in Psychology that Leiden University offers. It also makes sense that a deep integration of disciplines like physics and chemistry in the multidisciplinary model of the programme would be very difficult (and costly).

However, the capability to help solve global challenges like sustainability requires graduates to have a more than basic knowledge of science and technology to be able to work with technicians and engineers. Given the very low number of LUC BSc graduates to date (4 out of 69 to date), the programme runs the risk of not being able to address the global challenges in their full complexity. The programme preferably should also enable BSc graduates to successfully enrol in science studies at Master's level.

The College Board acknowledges the importance of a better balance and the panel has established that in the revised programme (starting in the academic year 2014-2015) as well as in the recruiting of new staff members the science dimension is definitively strengthened. The panel recommends that this will continue to receive attention.

In terms of facilities however this has not yet materialized. Considering the above argumentation, the panel does not think of facilities for fundamental research, but of facilities for practical testing, prototyping and application. The panel saw an interesting case about a

3D printer. For anything more fundamental, the solution will be to search for cooperation with other facilities (e.g. within Leiden University).

### ***Small-scale and intensive education***

Seen from an international perspective, the number of contact hours is not very intensive, but in the Dutch context it is certainly the case. Indeed, for an optimal balance between classes and self-study, the number of contact hours does not need to be higher. In terms of total study time, as reported by the students, the education is definitely more intense than is the case in 'regular' bachelor programmes. This also became clear in the meeting with the alumni, who mentioned that they do not have to exert themselves a lot in the master's programmes they are taking now.

### ***'Bubble'***

The self-evaluation report mentions the risk of an intensive and residential programme becoming a kind of 'bubble' in which students can be enclosed for three years within the College while it would be good to go outside and connect more to Leiden University and the city of The Hague

In the meetings the panel found that students do not consider this a substantial risk. They all acknowledge the value of the 'bubble' as a stimulating and engaging educational pressure cooker. The panel recognizes this value also.

There are a lot of extracurricular activities on offer that stimulate interaction and contact with parties outside of the LUC. Furthermore, given that in the third year of the programme residency is not compulsory, student will probably in the end phase of the programme be more externally oriented.

Still the panel commends the plan to start a Community Project that will create more connections and engagement with the city of The Hague. Also the panel would suggest considering (compulsory) internships as part of the programme, but given the relative short duration of the programme (three years) this may not be entirely feasible.

### ***Selectivity***

The panel feels that the intake selection is only moderately strict. Currently about 50% of admissible applicants is enrolled. LUC employs correct criteria for selection, but according to the panel a selection rate of 25% (one out of four admissible applicants) is advisable. This would also contribute to the realization of the set target that 85% of the student graduates within six semesters.

The panel agrees with the College Board that more strict probation and expulsion procedures should be in place.

### ***Global citizenship***

The panel feels that the Global Citizenship part of the programme is as yet insufficiently rooted. The assumption almost seems to be that creating an international environment (students and teachers) is not only a necessary but also a sufficient condition. Because the entire programme is globally oriented, it may perhaps seem redundant to single this aspect out.

This might explain why in the new programme for the academic year 2014-2015 the requirements for Global Citizenship have been reduced from 25 EC to 10 EC. At the same time the requirement will be more distinct from the other facets of the programme. The panel supports this decision: it is better to address the respective learning outcomes specifically rather than embed them implicitly in the entire programme. The panel considers the plan of

concretizing Global Citizenship in a community project for the city of The Hague to be an attractive option.

### ***Research time***

LUC claims to offer a ‘research led’ programme. This requires the teachers to feed their research results and experiences into the class. This again presupposes that research is actually being done.

The panel understands that staff members have 20% of their time available for research. Viewed from an international perspective this is comparatively little, although less so in the Dutch context. Initially the panel was afraid that the combination of 20% research time with a very strong orientation on teaching might carry some risk when attracting and keeping high-level academic staff. The prospect of having to rely primarily on young teachers with short-term contracts would be bleak.

In the meeting with staff members, the panel learned that research time has indeed been under pressure given the fact that the curriculum was still under construction. Staff members feel that, with the planned ‘consolidation’ of the curriculum, the 20% research time will actually be realized. Furthermore, it has become clear that the research time of the external teaching faculty is generally under less pressure. The research component is therefore not primarily dependent on the LUC staff.

Furthermore, the panel learned of interesting initiatives of researchers. One has written a research proposal that, if granted, would give four students an opportunity to contribute to the research project with their Capstone theses.

A complaint was voiced that there is not enough room and time (the building is not open 24/7) for working together (in- and external researchers, researchers and students). Some students voiced a similar complaint. The panel advises the College Board to address this problem.

The College Board acknowledges the tension between ‘education’ and ‘research’. The Board plans to arrange for concentrated blocks of time for research (no classes), mini-sabbaticals and will stimulate that the researchers will be more embedded in and connected to their disciplinary peers within Faculty Campus The Hague and the rest of Leiden University. But the Board also (and rightly so according to the panel) stresses that given the character of the College career paths for staff members will also differentiate. In this regard the Board would like to have the opportunity for promotions not only on the basis of excellent research, but also on the basis of excellent teaching. The panel agrees that dual career tracks would certainly be appropriate for this type of college.

### ***Revised programme***

After a first full run of the programme, it has been evaluated (with input from staff members and students as turned out in the meetings). Starting in September 2014 the revised curriculum will be operational. The impression of the panel is that the new curriculum addresses some important issues (such as the balance between ‘arts’ and ‘sciences’) and will generally be better manageable.

This also convinces the panel that adequate quality assurance is in place.

### ***Tutoring and student information***

LUC has an adequate tutoring system in place. Students praised the contact with their tutors and the guidance they receive.

A particular problem for all Liberal Arts & Sciences programmes in The Netherlands is that it can be difficult for graduates to enrol in master's programmes, because these are monodisciplinary and generally require that applicants from Liberal Arts & Sciences programmes follow extra tracks. The self-evaluation report lists that as a 'weakness'. It is even difficult for LUC graduates to enrol in a programme at Leiden University of which LUC is a part. This is for instance the case with LL.M programmes and Philosophy. In some cases arrangements are being made so that students can put their study programme in the second and third year together in such a way that entry is possible. Enrolling in graduate programmes abroad is easier; as a member of the College Board remarked in one of the meetings: "It is easier to get into Oxford than into Leiden." Quite a lot of students choose an internship after graduation. This also requires preparation and guidance in the latter phases of the programme.

As became evident in the meetings, tutors provide a lot of guidance for the students in these processes. It is also clear that LUC is working towards more coordination with the Leiden faculties that will alleviate some of the problems. For Law, a double degree programme has been developed and will be introduced in the academic year 2014-2105. Still the panel feels that student guidance in this respect cannot be left to tutors alone. There must be a professional follow up to that, for instance in the form of a Career Office.

### 4.3 Assessments

The panel assesses Bachelor standard 2 overall as 'good'.

The curriculum is well structured, the education is intensive, the students are above average and the quality of staff is high level. However in terms of success rate it is visible that the programme as assessed by the panel, has not reached the ambition set. Because of this, the assessment 'excellent' cannot be substantiated.

The panel assesses Distinctive feature standard B. Relationship between the goals and content of the programme as 'good'.

Generally this is good. The panel however saw some shortcoming with regard to the sciences and the operationalization of Global Citizenship.

The panel assesses Distinctive feature standard C. Structure and didactic concept as 'good'. Because the intensity of the programme is not on par with international standards, the assessment cannot be 'excellent'.

The panel assesses Distinctive feature standard D. Intake as 'satisfactory'.

This assessment is based on the fact that intake selectivity is in the case of an Honours College only moderate and apparently leads to a lower success rate than envisaged.

The panel assesses Distinctive feature standard E. Quality of staff as 'good'.

Quality of staff is very good, but the research dimension and the coordination with University Leiden still have to mature.

The panel assesses Distinctive feature standard F. Number of staff as 'good'.

The number of staff is certainly more than adequate to provide intensive teaching.

The panel assesses Distinctive feature standard G. Available facilities as 'satisfactory'. The panel is impressed by the building and the academic and residential facilities. However, based

on the absence of adequate facilities for the sciences and a career office, as well as the insufficient opening time of the student facilities the assessment cannot be but ‘satisfactory’.

## 5 Standard 3. Assessment and learning outcomes

**The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.**

*Explanation:* The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

**Distinctive feature standard H. Level realised**

The content and the level of the final projects are in line with the level and the broadening of interests as set down in the intended learning outcomes.

Graduates are admitted to prestigious postgraduate programmes and/or jobs.

The success rates are substantially higher than those of other relevant programmes

### 5.1 Findings

#### 5.1.1 Testing and assessment

LUC employs various instruments to ensure fair, valid and clear assessment. The following types of (formative and summative) assessment are being used: written exam, take-home exam, multiple choice exam, essay, presentation, web-posting, participation, report, short paper, oral and listening exam, in-class exercise. LUC has provided a table listing for every course the assessment types and their relative weight in the final grade.

Formative assessment is important at LUC; students receive regular feedback on their work during the course, to give them the opportunity to learn from their mistakes as they progress. LUC operates a no-resit policy, which makes the continuous and formative assessment even more important.

The following assessment principles are applied:

- At least four distinct learning outcomes must be assessed.
- No single assessment item can count for more than 40% of the final grade, which means that there are at least three different moments of assessment in an eight-week period. The assessment has to be spread across the course and consists of various methods, testing students' knowledge and skills throughout.
- (From September 2014 onwards) Presentations and in-class participation cannot count for more than 20% of the final grade each.
- (From September 2014 onwards) Oral examinations normally do not count for more than 20% of the final grade.
- Plagiarism detection software must be used for all written papers, reports and essays as well as take-home exams.

Attention for assessment starts when a course is designed. The design outline of a course already contains information on assessment. The course syllabus contains more detailed information on assessment and the course component has to be approved by the Board of Examiners prior to the start of the teaching block. In the academic year 2014-2015 ante-facto peer review of examinations will be implemented.

Once the grades have been received, the Board of Examiners checks their validity, especially in larger courses with multiple sections and, of course, in the case of the Capstone. Grades of various sections and teachers are compared, and a sample of papers or exams is checked.

The panel has checked the course materials for eight different courses and seen that various forms of assessment are indeed in place. Grading of papers and essays is generally based on adequate assessment forms and the students receive appropriate feedback (both noted directly in the text and main point provided at the end of the text and/or recorded in the assessment form).

Based on the course evaluations, the panel finds that students are in general satisfied or very satisfied with the assessments.

The panel concludes that the tests and assessments are valid, reliable and transparent to the students.

### **5.1.2 Achieved learning outcomes**

The assessment of all individual courses should contribute to the assessment of achievement of the intended learning outcomes. For this purpose all courses are included in an Assessment Plan where it is determined to what extent each course contributes to the learning outcomes. In combination with the graduation requirements and the quality control mechanisms for individual courses, this leads to a guarantee that a student has achieved the intended learning outcomes by the time of graduation. The panel has substantiated that all learning outcomes are adequately covered in the programme and are being assessed.

Based on the Exit Survey (class of 2013) (almost) all students agree or completely agree that the programme has improved their understanding of their position in a globalizing world, has offered adequate possibilities to meet their personal academic interests and has stimulated critical thinking as well as intellectual initiative.

### **5.1.3 Capstone theses**

The Capstone thesis is the culmination of the LUC programme. In their Capstone students conduct an independent research project in the field of their Major, drawing on their unique curriculum and the knowledge, skills, and experience they have gained in the five semesters leading up to it. This also serves to prepare for competitive graduate programmes. The Capstone thesis counts as a 10 EC course and students are expected to follow a strict timeline in order to finish their thesis within the time frame specified.

Grading criteria are linked to the intended learning outcomes and comprise the following: research topic, theory and methods, writing, effort and presentation. The grading of the Capstone thesis is carried out both by the supervisor, who has worked with the student throughout the process, and by the reader.

The panel has observed that the grading form and criteria have recently been adapted. The panel considers this an improvement.

Every year the Board of Examiners assesses a sample of theses. The report of the Board was not yet available at the time of the site visit.

In compliance with the NVAO guideline for the assessment of final projects by panels during the external assessment procedures for accreditation the panel has studied and assessed 17 Capstone theses; see appendix 7.5. The panel came across some shortcomings. These are discussed in paragraph 5.2.



#### 5.1.4 Alumni

Because the programme started only in 2010, there are as yet but few alumni. The exit survey 2013 shows that half of the graduates continue further study at graduate level, 20% follows an internship. Almost all alumni (92%) rate the programme high or very high.

Some alumni have been admitted to prestigious graduate programmes. As only a limited number of graduates is working (other than as an intern), the labour market value of the alumni cannot yet adequately be assessed.

The panel has spoken with a number of alumni. They are very positive about the level of education, the commitment of the teachers and the content of the programme. They feel well prepared for, and are confident about, their prospective career. The alumni are very positive about the LUC teachers (including external academic staff). Alumni enrolled in graduate programmes (both in The Netherlands and abroad) mentioned that they can throttle down in the graduate programme and they have observed that their writing skills compare favourably to the other students.

Overall the panel was impressed by the enthusiasm and spirit of the alumni.

#### 5.2 Considerations

In the preparatory meeting the panel has extensively discussed the theses. The panel chose to not compare the grading to what one would expect at the end of a monodisciplinary bachelor programme, as this would do little justice to the aim and content of the LUC programme. This is important to note, because in comparison with monodisciplinary programmes differences (in terms of depth and focus of the theses) are apparent. The added value of the LUC programme lies however in a multidisciplinary approach and specific ways to address global challenges.

However, the theses that the panel has studied are lacking somewhat in terms of methodological rigour and – surprisingly – in terms of problem definition (where the panel expected the theses to shine after three years of engaging with global challenges). The panel suspects that there may be a connection with the earlier observation (in paragraph 3.2) that a definition of the term ‘global challenge’ is lacking. It is also by no means easy to effectively apply a multidisciplinary approach. This seems in itself also a ‘challenge’. Maybe a form of multidisciplinary thesis supervision should be considered.

The panel has asked whether the grading of the theses is done with reference to the honours character of the programme or with reference to a ‘general’ bachelor level. The latter turned out to be the case. The panel expected that the bar would be set higher. Given said reference point, the grades are not very impressive. All 69 Capstone theses to date show an average grade of 7,6 (using the Dutch decimal grading system). The aim to realize substantially above average results has not yet been met. That being said, the panel has no reservations with regard to the academic level of the theses. Furthermore the panel considers the writing and presentation as well as the reasoning generally good and sometimes even excellent.

In the sample the panel also encountered some inconsistent grading (poor differentiation between average and very good theses) and varying degrees in amount of feedback or comments to corroborate the grading. The panel suggest considering to have the theses also assessed by an independent examiner from another university (college).

The panel feels that these shortcomings are related to the fact that this was the first group of theses. This was brought forward in the meetings with the Board of Examiners and the College Board. The Board of Examiners recognized some of the feedback by the panel, but had not yet completed its own evaluation of the theses and (grading) procedures.

If the grades for the Capstone theses are the pivotal element to assess the added value of the LUC programme, a better comparative assessment and follow up system has to be installed. But it might be the case that the added value of the programme is to be found in other aspects and outcomes. It could even be the case that a classical Capstone thesis is perhaps not the most appropriate type of ‘evidence’.

This would require thinking through the central characteristics of global challenges; which approaches are helpful in making connections between disciplines; what methodology can effectively employ multidisciplinary vis à vis global challenges? Et cetera.

### **5.3 Assessments**

The panel assesses Bachelor standard 3 as ‘satisfactory’.

Testing and assessment is generally good, but due to the shortcomings with regard to the thesis the overall assessment can be no higher than ‘satisfactory’.

The panel assesses Distinctive feature standard H as ‘satisfactory’.

The content and the level of the final projects are in line with the level and the broadening of interests as set down in the intended learning outcomes.

Furthermore, although there are positive indications, the panel thinks it is still too early to make firm statements about the success of graduates in graduate programmes and the labour market. Therefore the panel assesses this standard as ‘satisfactory’.

## 6 General conclusion

### 6.1 Bachelor programme

Overall, the panel is impressed by the coherence of the programme, the quality of the staff and the engagement of students as well as by the functionality of the building. The orientation towards (the solving of) global challenges gives a welcome focus to this Liberal Arts & Sciences programme and can be considered as a unique selling point.

Higher education always must have a function in promoting social responsibility amongst its students, but this programme really makes that its core. As such the programme is not merely an increase of the number of University Colleges in the Netherlands, but it substantially contributes to the scope of their programmes.

LUC started in 2010 and is to a certain extent still a work in progress. This is in fact reflected in the various assessments of the panel.

The learning outcomes are well established, exceed what may normally be expected of an academic bachelor programme and reflect well LUC's unique stance in social responsibility. The panel regards this as 'excellent.'

The programme is now entering the phase of consolidation. It is already very well balanced and overall shows a good operationalization of the learning outcomes. Still, some already planned improvements (e.g. regarding the 'sciences' component of the programme) must yet materialize. This regards also the research of staff members. In balance the panel assesses the teaching-learning environment as 'good'.

With regard to the theses and their assessment, the experience is but limited and LUC faces still a learning curve. Given the aims of the programme with regard to the global challenges and the need to find an adequate balance between both (multi) disciplinary breadth and (mono) disciplinary depth (not least with regards to further study at graduate level) this is in itself a 'challenge'.

In terms of level the panel has no reservations. In terms of (substantiating) methodology the panel sees some need for improvement. This applies as well to some aspects of procedure. The panel has seen (in theses of a more recent date) that some improvements are already being implemented. The assessment of the panel concerning the third standard is 'satisfactory'.

Following the NVAO assessment rules the final conclusion regarding the LUC Liberal Arts & Sciences Programme: Global Challenges is 'satisfactory'.

### 6.2 Distinctive feature 'Small-scale and Intensive Education'

The panel has assessed standard A (Intended learning outcomes) as 'excellent'. With the exception of standard G (Available facilities) all standards regarding the programme have been assessed as 'good', standard G being assessed as 'satisfactory'. Standard H (Level realized) is assessed as 'satisfactory'. This implies that the programme has met all standards of the distinctive feature.

The final conclusion with regard to the Distinctive feature 'Small-scale and Intensive Education' is therefore 'positive'.

## 7 Appendices

### 7.1 Composition of the panel

#### ***Prof.dr.ir. Kees Mouwen, chairman***

Professor Mouwen has originally been trained as a physicist. After getting his PhD in Physics at Eindhoven University of Technology, He became head of a Physics- department of a Teacher-training College. Further in his career he held positions as principal of various Colleges for Higher Professional Education. His interest and work in the field of management started in the early eighties. He studied Strategy and Innovation at the Wharton Business School in Philadelphia and later at the Kennedy School of Government of Harvard University. In Leeuwarden, He co-founded a Business-School at which he taught: Leadership, Strategy and Innovation. In 1992 he was appointed Visiting Professor at Glasgow University Business School. In 1994 he was appointed as member of the Executive Board of Tilburg University, in 1999 as Vice-Chairman. In this function he was, among other things, responsible for strategy, finance, information-technology and the Library. Prof Mouwen has published a number of books and articles on Strategy and Innovation in the Non-Profit sector. In 2001 he was appointed Professor of Strategy and Innovation for the Non-profit sector at Tias Business School, which is part of Tilburg University. In 2005 he stepped back as Executive Board member and started to work part-time as Academic Director of the Public / non-profit sector of Tias Business School.

He is the founder and until recently director of the Centre for Governance of the Private, Public-Sector Enterprise.

#### ***Prof. Laurent Boetsch, member***

Professor of Romance Languages, Washington and Lee University Lexington, Virginia  
Director of the Center for International Education, Washington and Lee University Lexington, Virginia

Executive Co-Director European Consortium of Liberal Arts and Sciences

Former President Washington and Lee University Lexington, Virginia

#### ***Prof.dr. Doeko Bosscher, member***

Professor of contemporary history, Groningen University, The Netherlands

Former Rector Magnificus Groningen University The Netherlands

#### ***Irina Buga, student member***

Lawyer (Advocaat-Stagiair), International Arbitration, De Brauw Blackstone Westbroek, Amsterdam, The Netherlands

PhD Fellow in International Law, Utrecht University, Utrecht, The Netherlands

#### ***Prof.dr. Ben van Camp, member***

Chairman of the Board of Governors of the University Hospital (UZ Brussel)

Former Rector of the Vrije Universiteit Brussel (2000-2008) and Dean of the Faculty of Medicine (1993-2000)

Professor Emeritus and former Head of Dept. Hematology, UZ Brussel and Medical School, Vrije Universiteit Brussel (1988-2012)

External Member of the Research Council of the Universiteit Gent (Belgium)

Member of the “OECD Programme on Institutional Management in Higher Education (IMHE)”, as delegate for the Flemish Interuniversity Council (VLIR) since 2011

International Auditor of Institutional and Educational Programme Accreditations (NVAO and other organisations)).

***Prof.dr. Ellen Hey, member***

Professor of Public International Law and Head of the Department of International and European Union Law at the Erasmus School of Law, Rotterdam The Netherlands  
Visiting Professorial Fellow, University of New South Wales, Sydney, Australia.  
Member of the UN Economic Commission for Europe Aarhus Compliance Committee.  
Member of the Scientific Advisory Board of the K.G. Jebsen Center for the Law of the Sea, University of Tromsø, Norway, and of the International Advisory Board of the Stockholm Center for International Law and Justice, Stockholm University, Sweden

***Hanne Harmsen PhD, member***

Director at Deloitte Consulting  
Member of the Danish National Accreditation Board for Higher Education  
International Panel Member for NOKUT (the Norwegian Agency for Quality Assurance in Education)  
External Associate Professor at the EMBA program in Change Management (University of Aarhus, Denmark)  
Member of the Think Tank for Universities at AC (The Danish Confederation of Professional Associations)

***Drs. Carlo Hover, panel secretary***

NVAO certified secretary

## 7.2 Score tables of panel

**Table 4. Score table bachelor standards**

<b>Standard</b>	<b>Assessment</b>
1. Intended learning outcomes	Excellent
2. Learning-teaching environment	Good
3. Assessment and learning outcomes	Satisfactory
Final conclusion	Satisfactory

**Table 5. Standards distinctive feature ‘Small-scale and Intensive Education’**

<b>Standard</b>	<b>Assessment</b>
A. Intended learning outcomes	Excellent
B. Relationship between the goals and content of the programme	Good
C. Structure and didactic concept	Good
D. Intake	Good
E. Quality of staff	Good
F. Number of staff	Good
G. Available facilities	Satisfactory
H. Level realized	Satisfactory
Final conclusion	Positive

### 7.3 Schedule of the site visit

#### May 13

15.00-17:30	<b>Panel</b>	Preparatory meeting
17:30-18:30	<b>Panel and College Board</b>	Tour of the building
19.30-22:00	<b>Panel</b>	Diner

#### May 14

8:30-9:00	<b>Prof. Jouke de Vries</b>	<ul style="list-style-type: none"> <li>• Dean Faculty Campus The Hague, Universiteit Leiden</li> </ul>
9:00-10:00	<b>College Board</b> ( <i>Management Team</i> )	<ul style="list-style-type: none"> <li>• Prof. Dr. Jos Schaeken, Dean</li> <li>• Dr. Rogier Busser, Managing Director</li> <li>• Dr. Freya Baetens, Director of Studies BA</li> <li>• Dr. Paul Hudson, Director of Studies BSc</li> </ul>
10:00-10:45	<b>Programme Board</b> ( <i>Opleidingsbestuur</i> )	<ul style="list-style-type: none"> <li>• Dr. Freya Baetens, Director of Studies BA</li> <li>• Dr. Paul Hudson, Director of Studies BSc</li> <li>• Mrs. Margrit Frequin, Student Academic Representative</li> </ul>

10:45-11:00 Panel : break

11:00-11:45	<b>Students</b>	<ul style="list-style-type: none"> <li>• Mr. Aiken Besley (year 1)</li> <li>• Mrs. Anne Mieke Thieme (year 1)</li> <li>• Mr. David Boers (year 1)</li> <li>• Mrs. Hannah Buchanan (year 2 BA)</li> <li>• Mr. Richard Kleinjans (year 2 BSc)</li> <li>• Mrs. Judith Bayer (year 2 BSc)</li> <li>• Mr. Ivaylo Todorov (year 3 BA)</li> <li>• Mrs. Sophie Starrenburg (year 3 BA)</li> <li>• Mr. Jasper Ginn (year 3 BSc)</li> <li>• Mrs. Christine Everaars (year 3 BSc – Chair Student Association Fortuna)</li> </ul>
11:45-12:30	<b>Academic staff</b>	<p><i>Internal</i> (conveners of the Majors as described in Appendix 11, pp. 119-120, of the Self-evaluation report):</p> <ul style="list-style-type: none"> <li>• Dr. Ann Marie Wilson (Human Diversity)</li> <li>• Dr. Brid Walsh (International Justice)</li> <li>• Dr. Jay Huang (World Politics)</li> <li>• Dr. Sarah Hinman (representing Global Public Health)</li> <li>• Dr. Thijs Bosker (Earth, Energy, and Sustainability)</li> <li>• Dr. Brandon Zicha (Governance, Economics, and Development)</li> </ul> <p><i>External:</i></p> <ul style="list-style-type: none"> <li>• Dr. Caspar van den Berg, Leiden University Institute of Public Administration</li> <li>• Dr. Adriaan Bedner, Leiden Law School, Van Vollenhoven Institute for Law, Governance and Development</li> <li>• Prof. Dr. Aad van der Vaart, Leiden University Mathematical Institute</li> <li>• Dr. Matthijs Vos, Leiden University CML Conservation Biology</li> </ul>

	<ul style="list-style-type: none"> <li>• Prof. Dr. Leo Lucassen, Leiden University Faculty of Humanities, Institute for History</li> </ul>
--	--

12:30-13:30 Panel: lunch break

13:30-14:15	<b>Programme Council</b>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Mr. Joe Cotton</li> <li>• Mr. Boaz Manger</li> <li>• Mr. Bob van de Mortel</li> <li>• Mr. Bob Pierik</li> <li>• Mrs. Lena Volmer</li> </ul> <p><i>Staff:</i></p> <ul style="list-style-type: none"> <li>• Dr. Daniela Vicherat Mattar (Chair)</li> <li>• Dr. Adam Buben</li> <li>• Dr. Peter Houben</li> <li>• Mr. Aernout van Lynden</li> <li>• Dr. Maja Vodopivec</li> </ul>
-------------	--------------------------	---

14:15-15:00	<b>Board of Examiners</b> ( <i>Examencommissie</i> )	<ul style="list-style-type: none"> <li>• Dr. Laurens van Apeldoorn (Chair)</li> <li>• Dr. Anar Ahmadov</li> <li>• Dr. Shelley McKeown</li> <li>• Dr. Corina Stan</li> </ul>
-------------	---	---

15:00-15:15 Committee: break

15:15-16:15	<b>Alumni</b>	<ul style="list-style-type: none"> <li>• Mr. Caspar Plom (International Law, Graduate Institute Geneva)</li> <li>• Ms. Rosalind Lowe (Sociology, University of Oxford)</li> <li>• Mr. Pieter Goethart (Political Science, Universiteit Leiden)</li> <li>• Mr. Marki Ketelhodt: (Industrial Ecology, Universiteit Leiden &amp; TU Delft)</li> <li>• Ms. Maxime Verbeij, (Sociology: Migration and Ethnic Studies, Universiteit van Amsterdam)</li> <li>• Ms. Hilde Woker (Public International Law, Universiteit Leiden)</li> <li>• Ms. Georgina Kuipers (Political Science &amp; Public Administration, Universiteit Leiden)</li> </ul>
16:15-16:45	<b>College Board</b> ( <i>Management Team</i> )	<ul style="list-style-type: none"> <li>• Prof. Dr. Jos Schaeken, Dean</li> <li>• Dr. Rogier Busser, Managing Director</li> <li>• Dr. Freya Baetens, Director of Studies BA</li> <li>• Dr. Paul Hudson, Director of Studies BSc</li> </ul>

16:45-17:30 Panel: break

<b>17:30-18:15</b>	<b>Feedback and drinks</b>	<b>ALL</b>
--------------------	----------------------------	------------

Open consultation hours were held on June 2, 2014.

<b>09:00-10:00</b>	<b>Open consultation</b>	<ul style="list-style-type: none"> <li>• Mr. Aernout van Lynden, Student Life Officer</li> <li>• Mr. Paul Kadetz, Assistant Professor and Tutor</li> </ul>
--------------------	--------------------------	--



## 7.4 Intended learning outcomes LUC Liberal Arts & Sciences programme: Global Challenges

- 1) Knowledge in Major
  - a) Have an overview of the knowledge base in the domain of their chosen Major. This includes knowledge of the most important theories, models, concepts and discourse of the area of study. Demonstrate deep knowledge by not just learning facts but by applying concepts and models with reference to real world cases.
  - b) Are able to analyse real world cases, choosing the most appropriate research methods for the case at hand.
- 2) Knowledge in General Education
  - a) Have insight in the origins and interaction of humans with each other and the planet they inhabit, based in the natural sciences, law, social sciences and humanities.
  - b) Have a broad knowledge base that enables them to place global challenges in multiple perspectives.
- 3) Academic skills
  - a) Demonstrate the ability to rationally analyse and evaluate cases, arguments and lines of reasoning, distinguishing between facts and opinions.
  - b) Can research, individually or in a group, a case, problem or issue and integrate knowledge, analytical, problem solving and communication skills to come to a solution, recommendation, or advice. Demonstrate mathematical competencies as required.
- 4) Interdisciplinary skills
  - a) Have an understanding of the various fields of study, their subject matter, epistemology, ontology, methodology, and research methods.
  - b) Can analyse a complex case and determine which disciplines and research methods are needed to come to a solution.
  - c) Can combine knowledge and methods from various disciplines to come to an integrated approach for the case at hand.
  - d) Are able to create new ideas and contribute to solutions by bringing together or reapplying existing knowledge.
  - e) Can argue a well-considered stance, making use of the relevant disciplines.
- 5) Global Citizenship
  - a) Accept and act upon their social and civic responsibilities; they aim to be the best they can be and inspire and help others to reach their goals.
  - b) Make a positive contribution to world peace, security, and sustainability, at local, national or global level.
  - c) Have an open mind towards the world they live in, acknowledging that they will have to continue to reflect upon their own values and beliefs while coming into contact with others.
  - d) Are able to work and live in different cultural environments.
- 6) Personal skills
  - a) Are able to reflect upon their own opinions and ideas and are open to changing their mind when new insights or knowledge are presented.
  - b) Have leadership skills, take responsibility to contribute to change, and to protest against injustice, intolerance, and unethical behaviour.
- 7) Communication skills
  - a) Have excellent written and oral presentation skills and are able to select the proper format and register for either a lay or specialised audience.

- b) Are able to present their ideas and analyses in an unambiguous and coherent way, using the appropriate methods of communication for the situation.
  - c) Have learned to work in a team, both organizing and contributing to the group process, with respect for all who are in the group.
  - d) Appreciate, value and use diversity in academic disciplines, cultural backgrounds, and personal styles.
- 8) Learning skills
- a) Have developed a way of life that is aimed at continuous learning, regardless of the stage of life they are in. They will continue to develop and pursue their academic curiosity throughout their careers and life and are able to organise their own learning.
  - b) Have acquired the skills to detect deficiencies in their own knowledge and have the tools to obtain, evaluate, and absorb new information quickly.
  - c) Demonstrate profound respect for academic integrity and ethical scholarship.

## 7.5 List of theses and grades

The table below shows the theses (and their LUC grading) that have been studied and assessed by the panel members.

Tally sheet, LUC Capstone

Student Number	Student Name	Thesis Title	Proposal Grade (20%)	Writing Update (10%)	Final Thesis Grade (70%)	Final Capstone Grade	Major
1097148	Marki von Ketelhodt	An Investigation into how Additive Manufacturing Technology, Particularly Commons-Based Peer Produced 3D Printing Technology, Facilitates in the Transition from an Industrial Information Economy to an Networked Information Economy	6.6	7.0	7.5	7.3	International Development
1040324	Farbian Verhage	Complementing the Life Cycle Assessment with Social Impact	7.5	10	8.4	8.2	Sustainability
1065432	Daphne Dictus	European Union Law and the Protection of Goth's and Emo's under these Laws: How can the European Union be used to protect these negatively targeted subcultures?	B	No writing update required for Capstones completed in 2014	B-	B-	Global Justice
1036882	Pieter Goethart	Rights as Claims Link Morality and the State - On how rights as claims link morality, society and the state together and what this means for civil disobedience	7.2	9.0	6.7	7.0	World Politics
1057014	Rashid Maas	The Foreign Policy Dilemma: The Impact of International Sanctions on the Development of Civil Society and Democracy in the Case of Myanmar	9.0	10	9.2	9.4	World Politics
1056832	Rron Nushi	Constructing the Kosovar Identity in a Globalized World	3.0	0	7.8	6.1	Human Interaction
1058630	Thomas Molenaar	The Crimean war in the English newspaper	7.5	7.6	7.8	7.7	Human Interaction

1071580	Wiliam Dudley-Bateman	Nuclear proliferation and the axis of rationality	1.0	7.0	6.6	<b>5.5</b>	World Politics
1056697	Phyleen Mattaar	A finished Libyan revolution? An analysis of the political participation of women before, during and after the 2012 revolution	7.5	7.0	7.1	<b>7.2</b>	World Politics
1056662	Jasmin Cantzler	Environmental stakeholders - Stakeholder theory as the right workout to snatch a place on the podium of management's attention? A case study about Volkswagen and its environmental stakeholders NABU and Greenpeace	8.0	8.5	8.3	<b>8.2</b>	Governance (Policy Science)
1077031	Lievijne Neuteboom	Promoting gender equality: cultural imperialism in development projects	7.5	7.8	8.4	<b>8.1</b>	International Development
1021362	Limo Baroud	The empowering performance	7.2	9.0	7.2	<b>7.3</b>	Political Arts
1046527	Lieke Bos	International Dispute Settlement in East Asia: The cases of Dokdo/Takeshima and Diaoyu/Senkaku	7.5	8.0	7.5	<b>7.5</b>	Global Justice
1051997	Raila Abas	Crimes Against Humanity in Northwest China: The situation of the Uyghur people	7.0	5.0	7.2	<b>6.9</b>	Global Justice
1036920	Maxime Verbeij	Living in a Language? Language Acquisition and Integration into Dutch society	8.3	7.8	7.5	<b>7.7</b>	Human Interaction
1024876	Georgina Kuipers	Framing planned parenthood within the US Abortion Debate	9.0	9.5	8.9	<b>9.0</b>	World Politics
1039997	Maria de Jong	Compatibility of Sharia Law with Universal Human Rights	7.5	6.5	7.5	<b>7.4</b>	Global Justice

## 7.6 List of documents

The panel has studied the following documents.

Adviesrapport over Universiteit Leiden. Instellingstoets kwaliteitszorg NVAO, May 23 2013

Besluit strekkende tot een positieve beoordeling van een aanvraag Toets nieuwe opleiding van de wo-bachelor Liberal Arts & Sciences: Global Challenges van de Universiteit Leiden. NVAO, 28 augustus 2019.

Besluit strekkende tot toekenning van het bijzonder kenmerk ‘Kleinschalig en intensief onderwijs’ aan de opleiding wo-bachelor Liberal Arts & Sciences: Global Challenges van de Universiteit Leiden, die wordt aangeboden in het Leiden University College The Hague. NVAO, 12 juni 2012.

Capstone program overview Leiden University College The Hague 2012-2013.

Capstone program overview 2014. Section II: Gapstone guidelines and forms.

Capstone theses. See appendix 7.5 for the list.

Course materials of the following courses: Introduction to Comparative Politics, Histories of Human Rights, Introduction to Development Studies, Performance as Citizenship, Introduction to International Relations, International Environmental Law. Materials including:

- Course syllabus
- Course PowerPoint slides
- Assignment instructions
- Course/sample readings
- Sample student work (final essay, web postings, papers) including instructor assessment and feedback.

Self-evaluation report Leiden University College The Hague 2009-2015. Appendix Course catalogue 2013/14. February 2014.

Self-evaluation report Leiden University College The Hague 2009-2015. February 2014. Including various appendices.

Wo-ba Liberal Arts & Sciences: Global Challenges. Leiden University College The Hague July 5, 2009. Initial accreditation Panel report.

Wo-bachelor Liberal Arts and Sciences: Global Challenges. Leiden University College The Hague. Universiteit Leiden. Bijzonder Kenmerk ‘Kleinschalig en intensief onderwijs’. Adviesrapport. 11 mei 2012.

## 7.7 Recommendations

Below the panel formulates a number of recommendations. This is meant to contribute to quality enhancement. The recommendations are not conditional with regard to the assessments of the panel.

### **Standard 1. Intended learning outcomes**

- Although not directly pertaining to the assessment of this standard, the panel remarks that the ‘global challenges’ are not very clearly defined. The panel acknowledges that the programme indeed does address global challenges, but a definition or a set of criteria could be helpful with regard to the development of the curriculum and periodic ‘updating’ of the challenges.
- This might also contribute to tackle some of the issues the panel noted with regard to the theses.

### **Standard 2. Teaching-learning environment**

- Enhance the ‘sciences’ component/orientation of the programme, the teaching faculty and the student population. Consider using the bètamentality model for that purpose.
- Invest in science lab facilities.
- Extend the opening hours of the building and provide 24/7 surveillance.
- Set up a Career Office.
- Strengthen the probation and expulsion rules and procedures.
- Take measures to optimize the research time.
- Draft an information package about the LUC teaching and assessment practice for new staff members.

### **Standard 3. Assessment and learning outcomes**

- Take measures to insure more consistency in the grading of the theses.
- Take measures to insure that thesis grades are adequately corroborated by comments of feedback.
- Consider the possibility of a multidisciplinary thesis supervision.
- Consider (for all theses or a sample) adding a grading by a reader from a different university college.
- Let student pay more attention to the problem definition and the substantiation of the methodology.

## 7.8 List of abbreviations

AACU	American Association of Colleges and Universities
BKO	Basiskwalificatie Onderwijs (Basic Teaching Qualification)
EC	European Credit
FTE	Full-time Equivalent
LEAP	Liberal Education and America's Promise
LUC	Leiden University College The Hague
NVAO	Nederlands-Vlaamse Accreditatie Organisatie (Accreditation Organisation of the Netherlands and Flanders)
CROHO	Centraal Register Opleidingen Hoger Onderwijs (Central Register of Higher Education Programmes)