

Assessment report  
Limited Framework Programme Assessment

**Bachelor Sociologie**

Tilburg University

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## 1. Executive summary

In this executive summary, the panel presents the main considerations which led to the assessment of the quality of the Bachelor Sociologie programme of Tilburg University, which has been assessed according to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, as published on 20 December 2016.

The panel regards the programme objectives to be sound and relevant. The objectives include broad theoretical knowledge and understanding of sociology, quantitative and qualitative research methods and techniques, academic skills, and critical and independent thinking. The panel appreciates the programme breadth, allowing students to be introduced broadly to the sociology domain. Although the programme objectives are sound, the panel advises to state the programme profile in clearer and more specific terms.

The panel appreciates the Domain-specific Framework for Sociology, which has been drafted by the joint programmes in the Netherlands in this field of study. The panel considers this framework to be a sound and up-to-date description of the Sociology domain and of the attainment levels of Bachelor and Master Sociology programmes. The programme objectives are clearly aligned to the reference framework.

The panel welcomes the step taken to add the International Sociology programme and to introduce majors in the programme. The majors allow students to specialise in subjects of their preferences.

The panel considers the intended learning outcomes to be comprehensive and well-articulated, and to correspond to the bachelor level.

The programme admission requirements and procedures are up to standard. The panel supports the plans of the programme to keep student influx numbers at current levels or raise them further by, among others, offering the international programme. Prospective students are well-informed about the programme. As international students enter the programme, the panel advises to promote contact between and integration of international and Dutch students.

The curriculum matches the intended learning outcomes. The panel regards the courses, in particular the courses on theory and methodology, to be of good quality and to address subjects in-depth. The panel appreciates both quantitative and qualitative research methods and techniques being addressed. The panel welcomes students being trained in academic skills. The coherence of the curriculum is adequate. Within the breadth of the curriculum, the majors offer additional opportunities for coherence. The panel advises to strengthen students' independence and labour market preparation in the curriculum. The panel is pleased to note the internships will become mandatory in the new curriculum.

The panel regards the lecturers to be both good researchers and to be skilled and very motivated teachers. The panel is positive about lecturers meeting regularly to discuss the programme. As lecturers' workload is quite high, the panel suggests to monitor the workload and to take action, if this is too demanding.

The educational concept and study methods of the programme are effective. The number of hours of face-to-face education and the students-to-staff ratio are satisfactory, allowing for intensive and small-scale education. The PASS study guidance programme is adequate, but may cater for students' independence more. As the drop-out rates tend to fluctuate, the panel advises to monitor these. The student success rates are appropriate.

The panel approves of the programme examination and assessment rules and regulations. The position and the responsibilities of the Examination Board are up to standard.

The examination methods adopted for the courses are adequate, as these meet course goals and contents. The panel welcomes the diversity of examination methods in the courses. The panel supports the balance of individual and group examinations within courses.

The supervision and assessment processes of the Bachelor Thesis projects are appropriate. Although the assessment procedures are up to standard, the panel suggests to clarify in the assessment forms both examiners arriving independently at their assessments. The thesis assessment scoring forms are comprehensive and include relevant criteria. The panel advises, however, to add more elaborate written comments to substantiate the assessments. In addition, the panel suggests to adopt procedures in case students collect data in Bachelor theses in languages other than English or Dutch.

The measures taken to assure the validity, reliability and transparency of examinations and assessments are appropriate. The panel regards the initiative by the Examination Board to review examinations and Bachelor theses to be very important to pursue.

The Bachelor theses the panel studied, match the intended learning outcomes. The theses are of adequate quality and exhibit good sociological contents. The panel finds it important Bachelor theses being presented to the Ethical Review Committee.

The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer suitable preparation for programmes at master level. The range of master programmes graduates are admitted to gives evidence of graduates' knowledge and skills.

The panel that conducted the assessment of the Bachelor Sociologie programme of Tilburg University assesses this programme to meet the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, judging the programme to be satisfactory. Therefore, the panel recommends NVAO to accredit this programme.

Rotterdam, 20 March 2019

Prof. dr. A. Need  
(panel chair)

drs. W. Vercouteren  
(panel secretary)

## 2. Assessment process

The evaluation agency Certiked VBI received the request by Tilburg University to coordinate the limited framework programme assessment process for the Bachelor Sociologie programme of this University. This objective of the programme assessment process was to assess whether the programme would conform to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, published on 20 December 2016 (Staatscourant nr. 69458).

Management of the programmes in the assessment cluster Sociology convened to discuss the composition of the assessment panel and to draft the list of candidates.

Having conferred with management of the Tilburg University programme, Certiked invited candidate panel members to sit on the assessment panel. The panel members agreed to do so. The panel composition was as follows:

- Prof. dr. A. Need, professor Sociology and Public Policy, Faculty of Behavioural, Management and Social Sciences, University of Twente (panel chair);
- Prof. dr. I. Glorieux, professor, Department Sociology, Research Group TOR, Vrije Universiteit Brussel (panel member);
- Prof. dr. J. de Haan, senior researcher Culture, Media and Technology, Netherlands Institute for Social Research, SCP (panel member);
- A.G. Duursma, student Bachelor Sociology, VU Amsterdam (student member).

On behalf of Certiked, drs. W. Vercouteren served as the process coordinator and secretary in the assessment process.

All panel members and the secretary confirmed in writing being impartial with regard to the programme to be assessed and observing the rules of confidentiality. Having obtained the authorisation by the University, Certiked requested the approval of NVAO of the proposed panel to conduct the assessment. NVAO have given their approval.

To prepare the assessment process, the process coordinator convened with management of the programme to discuss the outline of the self-assessment report, the subjects to be addressed in this report and the site visit schedule. In addition, the planning of the activities in preparation of the site visit were discussed. In the course of the process preparing for the site visit, programme management and the process coordinator regularly had contact to fine-tune the process. The activities prior to the site visit have been performed as planned. Programme management approved of the site visit schedule.

Well in advance of the site visit date, programme management sent the list of final projects of graduates of the programme of the most recent years. Acting on behalf of the assessment panel, the process coordinator selected fifteen final projects. The grade distribution in the selection was ensured to conform to the grade distribution in the list, sent by programme management.

The panel chair and the panel members were sent the self-assessment report of the programme, including appendices. In the self-assessment report, the student chapter was included. In addition, the expert panel members were forwarded a number of final projects of the programme graduates, these final projects being part of the selection made by the process coordinator.

A number of weeks before the site visit date, the assessment panel chair and the process coordinator met to discuss the self-assessment report provided by programme management, the procedures regarding the assessment process and the site visit schedule. In this meeting, the profile of panel chairs of NVAO was discussed as well. The panel chair was informed about the competencies, listed in the profile. Documents pertaining to a number of these competencies were presented to the panel chair. The meeting between the panel chair and the process coordinator served as the briefing for panel chairs, as meant in the NVAO profile of panel chairs.

Prior to the date of the site visit, all panel members sent in their preliminary findings, based on the self-assessment report and the final projects studied, and a number of questions to be put to the programme representatives on the day of the site visit. The panel secretary summarised this information, compiling a list of questions, which served as a starting point for the discussions with the programme representatives during the site visit.

Shortly before the site visit date, the complete panel met to go over the preliminary findings concerning the quality of the programme. During this preliminary meeting, the preliminary findings of the panel members, including those about the final projects were discussed. The procedures to be adopted during the site visit, including the questions to be put to the programme representatives on the basis of the list compiled, were discussed as well.

On 28 January 2019, the panel conducted a site visit on the Tilburg University campus. The site visit schedule was in accordance with the schedule as planned. In a number of separate sessions, panel members were given the opportunity to meet with Tilburg School of Social and Behavioral Sciences representatives, programme management, Examination Board representatives, lecturers and final projects examiners, and students and alumni.

In a closed session at the end of the site visit, the panel considered every one of the findings, weighed the considerations and arrived at conclusions with regard to the quality of the programme. At the end of the site visit, the panel chair presented a broad outline of the considerations and conclusions to programme representatives.

Clearly separated from the process of the programme assessment, the assessment panel members and programme representatives met to conduct the development dialogue, with the objective to discuss future developments of the programme.

The assessment draft report was finalised by the secretary, having taken into account the findings and considerations of the panel. The draft report was sent to the panel members, who studied it and made a number of changes. Thereupon, the secretary edited the final report. This report was presented to programme management to be corrected for factual inaccuracies. Programme management was given two weeks to respond. Having been corrected for these factual inaccuracies, the Certiked bureau sent the report to the University Board to accompany their request for re-accreditation of this programme.

### 3. Programme administrative information

Name programme in CROHO: B Sociologie  
Orientation, level programme: Academic Bachelor  
Grade: BSc  
Number of credits: 180 EC  
Specialisations: None  
Location: Tilburg  
Mode of study: Full-time (instruction language is Dutch)  
Registration in CROHO: 56601

Name of institution: Tilburg University  
Status of institution: Government-funded University  
Institution's quality assurance: Approved

## 4. Findings, considerations and assessments per standard

### 4.1 Standard 1: Intended learning outcomes

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

The Bachelor Sociologie programme is one of the programmes of Tilburg School of Social and Behavioral Sciences. The School offers bachelor, master and research master programmes in the social sciences and organises research programmes in the social sciences. The management team of the School, being chaired by the Dean, is responsible for the quality of all these programmes. The Department Sociology is responsible for both the research programmes in Sociology and the Bachelor and Master Sociology degree programmes. The programme director manages the Bachelor Sociologie programme on a day-to-day basis. Lecturers in the programme are recruited from the Departments of Sociology, Methodology and Statistics, Social Psychology, and Human Resource Studies of the Tilburg School of Social and Behavioral Sciences, and from Tilburg Law School and Tilburg School of Humanities and Digital Sciences. Support for the programme is provided by the School Education Support Team. The Programme Committee, being composed of equal numbers of lecturers and students, advises the programme director on the quality of the programme. The School Examination Board has the authority to ensure the quality of examinations and assessments of this and the other programmes of the School.

The objectives of the programme are to educate students broadly in the domain of sociology. The programme is directed towards the study of the dynamics between individuals, groups, and society. The programme aims to educate students in sociological theory and related social sciences, allowing them to position sociology in the broader social sciences' perspective. Students not only are taught theory, but also to apply theory to themes, such as labour, education or poverty. Policy issues are addressed. The programme focus is empirical-analytical and, as a consequence, the programme aims to train students in research methods and techniques. Both quantitative and qualitative research methods and techniques are taught. Students are also trained in academic skills, such as information processing skills, academic writing skills and presentation skills. The programme aims to teach students to become independent and critical thinkers.

The programme objectives correspond to the requirements of the Domain-specific Framework for Sociology which was completed in 2018. This domain-specific framework has been drafted by the joint Sociology programmes in the Netherlands. In this framework, the general objectives and final attainment levels for Bachelor and Master Sociology programmes have been outlined.

Students are primarily prepared to continue their studies in master programmes in sociology or in related social sciences. They may also enter the labour market, as junior consultants or junior policy advisors in public sector organisations, social institutions or private companies.



From 2017 onwards, in the programme three distinct majors are offered, being Culture in Comparative Perspective, Social Risks in a Changing World and Grootstedelijke Vraagstukken. These majors allow students to tailor the programme to their preferences and to specialise in one of these themes. The first two majors are English-taught, whereas the third major is Dutch-taught. In addition, the International Sociology programme started in 2017. This programme is meant for foreign students and Dutch students. In terms of contents, the international programme is identical to the Dutch-taught programme, although literature and assignments may differ slightly.

The programme was benchmarked against other Bachelor Sociology programmes in the Netherlands. The results of this benchmark show the programme's to come quite close to programmes of University Utrecht, Radboud University or University of Groningen in terms of empirical-analytical focus and emphasis on broader societal issues.

The objectives of the programme have been translated into the programme intended learning outcomes. These intended learning outcomes specify, as the main points, knowledge of the main questions of sociology, insight in key concepts and theory of sociology, knowledge of the methodology of sociology, knowledge of basic principles of other social sciences, research knowledge and skills in the programme domain, critical assessment of sociological theory and research, oral and written communication skills, and collaboration skills.

Programme management compared the intended learning outcomes to the Dublin descriptors for bachelor programmes, to show these to meet bachelor level requirements.

### *Considerations*

The panel regards the programme objectives to be sound and relevant. The objectives include theoretical knowledge and understanding of sociology, quantitative and qualitative research methods and techniques, academic skills, and critical and independent thinking. The panel appreciates the programme breadth, allowing students to be introduced broadly to the sociology domain.

The panel appreciates the Domain-specific Framework for Sociology, which has been drafted by the joint programmes in the Netherlands in this field of study. The panel considers this framework to be a sound and up-to-date description of the Sociology domain and of the attainment levels of Bachelor and Master Sociology programmes. The panel regards programme objectives to be clearly aligned to the reference framework.

The panel welcomes the step taken by the programme to add the International Sociology programme and to introduce the majors in the programme. These majors allow students to specialise in subjects of their preferences.

Although the programme objectives are sound, the panel advises to state the programme profile in clearer and more specific terms. As the programme is broad and offers many choice options to students, it may be difficult to detect the focus of the programme. The clarification could benefit the programme, could explain interdependencies between the majors and could make the programme more attractive for prospective students.

The panel considers the intended learning outcomes to be comprehensive and well-articulated. In the intended learning outcomes, the objectives of the programme have been clearly operationalised. The panel considers the intended learning outcomes to correspond to the bachelor level.

*Assessment of this standard*

These considerations have led the assessment panel to assess standard 1, Intended learning outcomes, to be satisfactory.

## 4.2 Standard 2: Teaching-learning environment

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

### *Findings*

The student influx between 2011 and 2016 declined from 48 incoming students in 2011 to 24 students in 2016 to rise again to 42 students in 2017. The increase from 2016 to 2017 is caused by the introduction of the International Sociology track in 2017, which attracted 18 students. Prospective students are adequately informed about the programme. The admission criteria for the programme are either a Dutch pre-university (vwo) diploma or equivalent prior education. Applicants' backgrounds in English and mathematics have to be adequate for this programme. Non-mandatory matching days are scheduled to inform prospective students about the programme. On these days, interested students take lectures and tutorials and meet with lecturers and students.

The programme takes three years to complete and carries the study load of 180 EC. For the programme, the intended learning outcomes have been mapped to the curriculum components to show the curriculum meeting the programme intended learning outcomes. The curriculum of the programme is composed of five learning paths. The courses in the learning paths build upon each other. The sociological theories learning path courses are scheduled in the first and the second years and address the main questions, key concepts and theoretical traditions of sociology. In additions, students are taught to relate societal issues to sociological theories. The academic and research skills learning path courses are placed in the first two years and teach students quantitative and qualitative research methods and techniques and train them in, among others, information processing and academic writing skills. The sociological themes learning path courses are part of the second and third years, offering theoretical and empirical insights in contemporary societal issues. The themes addressed match the research interests of the staff and introduce students to practical relevance of these insights. The other disciplines learning path introduces students to other social sciences, such as social psychology, political science and economics. In the integrated courses learning path courses at the end of each of the years require students to integrate and apply knowledge and skills acquired in the other learning paths. In the first year, students do elementary quantitative research. In the second year, students conduct qualitative research projects for the Tilburg municipality. In the third year, students complete the Bachelor Thesis project. The first two integrated courses are group projects, whereas the Bachelor Thesis project is an individual research project. In the third year, students have room for a minor and also an elective course. Minors may prepare them for master programmes. Students may also do internships or take courses abroad, which they can extend to one semester. Internships or courses abroad are not mandatory. As has been mentioned above, from 2017 onwards the curriculum is adapted to include three majors from which students may choose. These majors are Culture in Comparative Perspective, Social Risks in a Changing World or Grootstedelijke Vraagstukken. The majors include four courses and a research learning project in the second year, and the Bachelor Thesis project in the third year. In the two English-taught majors, qualitative research is addressed in the courses and the research learning projects are quantitative research-based. In the Dutch-taught major, qualitative research is part of the research learning project and courses address quantitative methods. In the third year,

students either do an internship or take courses abroad. Internships or courses abroad will become mandatory in this third year.

A total number of 34 staff members are involved in the programme. Lecturers in the programme are recruited from the Departments of Sociology, Methodology and Statistics, Social Psychology, and Human Resource Studies of the Tilburg School of Social and Behavioral Sciences. Lecturers from Tilburg Law School or from Tilburg School of Humanities and Digital Sciences are involved as well. The lecturers are experts in the fields they lecture in, are actively engaged in research in their fields. About 12 % of the staff are full professors. The proportion of staff members having PhD degrees is about 92 %. About 78 % of the staff is BKO-certified, testifying to their educational qualities. In addition to these staff members, PhD candidates, junior teachers and student-assistants participate in education. Guest lecturers are invited to highlight specific subjects or themes. Staff meet regularly to discuss the programme. The lecturers' workload is quite demanding. School management supports the Departments in coping with the workload. Additional staff may be recruited, if needed. Students are positive about the lecturers.

The programme adheres to the principles of the Tilburg Educational Profile of Tilburg University, which imply small-scale, activating and interactive education, and promote academic skills. On the basis of 40 weeks per year, the number of hours of face-to-face education is 10 to 11 hours per week in the first two years and about 8 hours per week in the third year. The study methods include lectures, tutorials and practical sessions. All courses include more than one of these study methods. Lectures are meant to transfer knowledge. Tutorials or practical sessions allow students to process and apply the knowledge acquired and to practice their skills. Some lectures may be large-scale, as students from other programmes attend these lectures as well. Other lectures as well as tutorials and practical classes are small-scale. The students-to-staff ratio for the programme is 22/1. Students with whom the panel met, indicated appreciating the small-scale education in the programme. The programme introduced the Programme for Academic Study Success (PASS). This programme caters for individual as well as group guidance for all students in the programme by staff members acting as mentors. In individual and group meetings throughout the curriculum, study progress is discussed and learning and reflection skills are trained. In the second and third years, choosing one of the majors, drafting the internship, exchange or minor courses options mobility plan as well as career development are also discussed. Students regard the study load to be adequate. Problems in the past with unevenly distributed study load have been addressed. The drop-out rates of the programme fluctuate between 16 % and 33 % in the first year for the last six years. One year, the drop-out rate was over 50 %. The student success rates of the programme are on average 47 % after three years and on average 87 % after four years (proportions of students re-entering in the second year; figures for last three to four cohorts).

### *Considerations*

The panel considers the admission requirements and admission procedures of the programme to be up to standard. The panel supports programme management plans to keep the student influx numbers at the current levels or raise them further by, among others, offering the international programme. Prospective students are well-informed about the programme. As more international students enter the programme, the panel advises to promote contact between and integration of international and Dutch students.

The curriculum matches the intended learning outcomes. The panel regards the courses, in particular the courses on theory and methodology, to be of good quality and to address subjects in-depth. The panel notes in the current curriculum as well as in the newly designed curriculum, both quantitative and qualitative research methods and techniques to be taught. The panel appreciates both methodologies being addressed. The panel welcomes students being trained in academic skills. The curriculum coherence is adequate. Within the breadth of the curriculum, the majors offer additional opportunities for coherence. The panel advises to strengthen students' independence and labour market preparation in the curriculum. The panel is pleased to note the internships will become mandatory in the new curriculum.

The panel considers the lecturers to be both good researchers in their fields and to be skilled and very motivated teachers. The generous proportion of lecturers being BKO-certified testifies to their educational capabilities. The panel is positive about lecturers meeting regularly to discuss the programme. As the lecturers' workload is quite high, the panel suggests to monitor the workload and to take action, if this workload is too demanding.

The educational concept and study methods of the programme are effective, allowing students to gain knowledge and skills required. The number of hours of face-to-face education and the students-to-staff ratio are satisfactory, allowing for intensive and small-scale education. The PASS study guidance programme is adequate, but may cater for students' independence more. As the drop-out rates tend to fluctuate, the panel advises to monitor these. The student success rates of the programme are appropriate.

*Assessment of this standard*

These considerations have led the assessment panel to assess standard 2, Teaching-learning environment, to be satisfactory.

### 4.3 Standard 3: Student assessment

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

#### *Findings*

The programme examination and assessment regulations are in line with the Tilburg School of Social and Behavioral Sciences assessment system and Tilburg University Rules and Guidelines.

As has been indicated, the School-wide Examination Board has the authority to monitor the quality of examinations and assessments of all the School's programmes, including this programme. One of the members of the Board is an external member. Two legal experts serve as secretaries to the Board. The Board publishes the School's Handbook for Constructing and Grading Exams, serving as the guide for examiners.

In all of the courses, multiple examination methods are adopted. Examination methods include written examinations, with either multiple-choice questions or open-ended questions, individual and group assignments, essays, papers and individual and group presentations. Written examinations and group assignments are dominant examination methods in courses. Within courses, group examinations are complemented by individual examinations.

For the Bachelor Thesis projects, students may select their own topics. Before being allowed to start, students are to present the research proposal for approval by the supervisor and second reader. All students are entitled to supervision by their supervisor. Throughout the thesis drafting and writing process, students meet frequently in small groups of students, to discuss the theses. These groups are guided by the thesis supervisor. Students are to present their thesis at the Student Research Symposium. The supervisor and the second reader assess the thesis separately and together come to the final grade. They use the Bachelor Thesis assessment scoring form, comprising as assessment criteria, among others, research question, literature review, theory, method, results, and independence. In case of discrepancies in grading between the supervisor and second reader of more than 1.5 points or in case of unsatisfactory assessments, a third examiner is invited to study the thesis and to determine the grade.

Programme management and the Examination Board have taken measures to promote the validity, reliability and transparency of examinations and assessments. The programme assessment plan has been drafted for the programme as a whole, specifying the relations of the intended learning outcomes and the courses. Examiners are appointed by the Examination Board, these examiners being required to be BKO-certified. Test matrices have been introduced for the course examinations, specifying the relations between the course goals and the examinations. Each of the course examinations and the model answers are drafted by examiners and are peer-reviewed by fellow-examiners. On behalf of the Examination Board, an ad-hoc committee inspects samples of examinations. The Examination Board intends to review examinations and Bachelor theses. Students are informed about the requirements and assessment criteria and are provided with test examinations. These procedures are appreciated by students. Written assignments, papers, essays and theses are screened for fraud and plagiarism. The Examination Board handles cases. The number of cases is limited.

### *Considerations*

The panel approves of the programme examination and assessment rules and regulations, these being aligned with the School and University guidelines and policies. The position and the responsibilities of the Examination Board are up to standard.

The examination methods adopted for the courses are adequate, as these meet the course goals and course contents. The panel welcomes the diversity of examination methods in the courses. The panel supports the balance of individual and group examinations within courses.

The panel considers the supervision and assessment processes of the Bachelor Thesis projects to be adequate. The panel welcomes students being well-guided in this process. Although the assessment procedures are appropriate, the panel suggests to clarify in the assessment forms both examiners arriving independently at their assessments. The thesis assessment scoring forms are comprehensive and include relevant criteria. The panel advises, however, to add more elaborate written comments to substantiate the assessments. In addition, the panel suggests to adopt procedures in case students collect data in Bachelor theses in languages other than English or Dutch.

The measures taken to assure the validity, reliability and transparency of examinations and assessments are appropriate. The panel regards the initiative by the Examination Board to review examinations and Bachelor theses to be very important to pursue.

### *Assessment of this standard*

The considerations have led the assessment panel to assess standard 3, Student assessment, to be satisfactory.

#### 4.4 Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.
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##### *Findings*

Bachelor Thesis projects are individual research projects on the basis of either qualitative or quantitative data analyses. For quantitative studies, secondary data sets may be used. In case of primary data gathering by students, research to be done may have to be presented to the School Ethical Review Committee to be checked on ethical, data management and privacy dimensions.

The panel studied fifteen Bachelor theses of programme graduates of the most recent years. The average grade for the Bachelor Thesis projects fluctuated between 7.0 and 7.4 for graduates of the years 2012 to 2016.

The vast majority of the programme graduates continue their studies at master level. They are admitted to a wide range of master programmes both of Tilburg University or other universities in the Netherlands. Master programmes students are admitted to are, among others Organisation Studies, Human Resource Studies, Data Science and Entrepreneurship, Political Science or Criminology.

##### *Considerations*

The Bachelor theses the panel studied, match the intended learning outcomes. The theses are of adequate quality and exhibit good sociological contents. The panel finds it important Bachelor Thesis projects being presented to the Ethical Review Committee.

The panel considers students completing the programme to have reached the intended learning outcomes and regards the programme to offer suitable preparation for programmes at master level. The range of master programmes graduates are admitted to gives evidence of graduates' knowledge and skills.

##### *Assessment of this standard*

The considerations have led the assessment panel to assess standard 4, Achieved learning outcomes, to be satisfactory.



## 5. Overview of assessments

Standard	Assessment
Standard 1. Intended learning outcomes	Satisfactory
Standard 2: Teaching-learning environment	Satisfactory
Standard 3: Student assessment	Satisfactory
Standard 4: Achieved learning outcomes	Satisfactory
Programme	Satisfactory

## 6. Recommendations

In this report, a number of recommendations by the panel have been listed. For the sake of clarity, these have been brought together below. These panel recommendations are the following.

- To state the programme profile in clearer and more specific terms.
- To promote contact between and integration of international and Dutch students.
- To strengthen students' independence and labour market preparation in the curriculum.
- To monitor the workload of the lecturers and to take action, if this workload is too demanding.
- To monitor the drop-out rates of the programme.
- To clarify in the assessment forms both examiners arriving to independent assessments of the Bachelor Thesis projects.
- To add more elaborate written comments to substantiate the assessments of the Bachelor Thesis projects.
- To adopt procedures in case of data collection in Bachelor theses having been done in languages other than English or Dutch.