NVAO THE NETHERLANDS

INITIAL ACCREDITATION

JOINT BACHELOR'S PROGRAMME IN MOLECULAR BIOSCIENCES

HAN University of Applied Sciences (The Netherlands)

University of Dundee (United Kingdom)

PANEL REPORT

7 November 2023

Content

1 Executive summary 4

2 Introduction 6

3 Description of the programme 8

3.1 General data 8

3.2 Profile of the consortium 8

3.3 Profile of the programme 9

4 Assessment per standard 10

4.1 Eligibility: Standard 1 10

4.1.1 Status 10

4.1.2 Joint design and delivery 11

4.1.3 Cooperation Agreement 12

4.2 Learning Outcomes: Standard 2 13

4.2.1 Level [ESG 1.2] 13

4.2.2 Disciplinary field 13

4.2.3 Achievement [ESG 1.2] 14

4.2.4 Regulated Professions 15

4.3 Study Programme [ESG 1.2]: Standard 3 15

4.3.1 Curriculum 15

4.3.2 Credits 17

4.3.3 Workload 17

4.4 Admission and Recognition [ESG 1.4]: Standard 4 18

4.4.1 Admission 18

4.4.2 Recognition 19

4.5 Learning, Teaching and Assessment [ESG 1.3]: Standard 5 19

4.5.1 Learning and teaching 19

4.5.2 Assessment of students 20

4.6 Student Support [ESG 1.6]: Standard 6 21

4.7 Resources [ESG 1.5 & 1.6]: Standard 7 22

4.7.1 Staff 22

4.7.2 Facilities 23

4.8 Transparency and Documentation [ESG 1.8]: Standard 8 23

4.9 Quality Assurance [ESG 1.1 & part 1]: Standard 9 24

4.10 Degree and field of study 25

4.11 Conclusion 25

5 Overview of the assessments 27

6 Commendations 28

7 Recommendations 29

Annex 1: Composition of the panel 30
Annex 2: Schedule of the site visit 31
Annex 3: Documents reviewed 32
Annex 4: List of abbreviations 33

1 Executive summary

This report is issued by the panel appointed by the Accreditation Organisation of the Netherlands and Flanders (NVAO) and assesses the conditions for the initial accreditation of the proposed joint bachelor's programme in Molecular Biosciences as submitted by HAN University of Applied Sciences (HAN; the Netherlands) on behalf of the consortium which also features the University of Dundee (UoD; United Kingdom).

The application concerns a joint English-language bachelor's degree of 240 European Credits (ECTS credits), which is offered as a full-time four-year programme that offers the curriculum partly in the Netherlands and partly in the United Kingdom. Given these specific features, the panel based its assessment on the standards of the European Approach for Quality Assurance of Joint Programmes in the European Higher Education Area of October 2014, approved by the European Higher Education Area (EHEA) ministers in May 2015, which in turn are based on the European Standards and Guidelines for Quality Assurance (ESG).

The panel established that the joint bachelor's programme is designed and delivered by two institutions that wish to combine a focus on technical skills (HAN) with research-led courses (UoD). The programme builds on modules that are already available in single-degree programmes at HAN and UoD, supplemented with modules that have been jointly developed by the partner institutions. Graduates obtain a joint degree that is fully recognised by both institutions and their respective countries.

The programme aims to prepare students for employment in the biosciences, specifically related to the development of large-molecule-based therapeutic approaches and research. Graduates are life scientists with an international outlook, highly developed technical and research skills, and with significant laboratory practice. They are confident, self-reflective, think critically and are able to tackle local and global health-related challenges.

According to the panel, the programme's intended learning outcomes represent the bachelor's level. They align with the bachelor's level of the Framework for Qualifications in the European Higher Education Area (FQ-EHEA) as well as relevant national qualifications frameworks. The learning outcomes comprise knowledge, skills and competencies, and cover a wide range of areas relevant to the field of biosciences. The panel considers the transferable and employability skills to be well thought-out and relevant, making it likely that graduates will be equipped and ready to enter a career in life sciences.

The intended learning outcomes have been translated to a well-structured four-year curriculum of 240 ECTS credits. Students spend half of the time required to cover the curriculum at each institution. The structure of the curriculum shows a gradual increase in complexity that supports students in their learning process, starting with basic knowledge classes, followed by more advanced preparatory modules and application during a 20-week internship. The programme makes use of HAN's procedures and documentation for internships. The panel recommends to make a concrete plan including a timeline for finding adequate internship opportunities, ensuring that all students have a similar learning experience regardless of their internship provider.

Overall, the panel is of the opinion that the examination regulations and assessment procedures are sufficiently clear and the assessment corresponds with the intended learning outcomes. The panel appreciates the variety of assessment methods that are appropriate for a bachelor's programme in Molecular Biosciences, as well as the involvement of multiple examiners in the development of assessments. The panel suggests making these procedures a joint effort and involve examiners from both partner institutions, as is already the case in the assessment of the internship.

The programme intends to attract a diverse student body, with students from the EU, UK and other countries. It applies transparent admission requirements and a selection procedure that is conducted by UoD for legal reasons. Both institutions have ample experience with international students and students are supported adequately. Throughout the curriculum, students are guided by personal study coaches from HAN and UoD.

The programme has been developed jointly by well-qualified academic staff members, who show great dedication to the programme. Staff members cooperate during the modules that are offered jointly as well as in the student support track. They keep each other informed through informal contacts but also by means of the formal links that have been created: a Joint Management Board, Joint Board of Examiners and cross-representation in each other's quality assurance committees. A document with the joint Education and Examination Regulations still needs to be developed.

The programme's self-evaluation report, additional documentation and discussions with representatives from both partner institutions have provided the panel with a comprehensive overview of the programme. Based on all collected information, the panel concludes that the programme partially meets standard 5.2 (assessment of students) and meets all other standards. Given these considerations, the panel advises NVAO to take a conditionally positive decision regarding the quality of the proposed joint bachelor's programme in Molecular Biosciences at HAN University of Applied Sciences (the Netherlands) and University of Dundee (United Kingdom). The panel formulates the following condition, which is to be met within six months after the decision of NVAO.

1. The JBE meets to establish the joint Education and Examination Regulations, which is to be approved by the appropriate bodies in both partner institutions. It clarifies what the role of the JBE is in relation to the local Exam Boards at HAN and UoD and students are made aware of the different policies applied in years 1 and 2 compared to years 3 and 4, wherever applicable. The composition of the JBE is in line with the Dutch Higher education and Research Act (WHW).

The Hague, 7 November 2023

On behalf of the panel convened to assess the joint bachelor's programme in Molecular Biosciences,

Prof. dr. Frank Witlox	Anne Martens MA
Chair	Secretary

2 Introduction

On 17 May 2023, NVAO received a request for an initial accreditation procedure regarding a proposed joint bachelor's programme in Molecular Biosciences. Because this concerns a joint programme issued by two higher education institutions in the Netherlands and the United Kingdom, this request was submitted on behalf of the consortium by HAN University of Applied Sciences.

Given the particular features of this application, NVAO convened an international panel of experts consisting of:

- Prof. Dr. Frank Witlox, MAE, FAcSS (chair), Head of Department and Senior Full Professor of Economic Geography at the Department of Geography of Ghent University (UGent, Belgium);
- Dr. Ivo Horn, owner of Picamed and coordinator for international students at Leiden University of Applied Sciences;
- Dr. Maarten van der Kroef, scientist translational research, Genmab BV;
- Dr. Nia Davies, Associate Professor in Applied Medical Sciences and Medical Pharmacology;
- Arwen Barendregt (student), bachelor's student Applied Biology, HAS Hogeschool.

The composition of the panel reflects the expertise deemed necessary by NVAO for this accreditation exercise. The panel composition is also in line with the procedural requirements in the European Approach for Quality Assurance of Joint Programmes (C.2. Review Panel). On behalf of NVAO, ir. Lineke van Bruggen was responsible for the coordination of the assessment process. The secretary, Anne Martens MA, drafted the panel report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of independence and confidentiality.

The panel based its assessment on the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA), issued in October 2014 and approved by the EHEA ministers in May 2015. This European Approach for Quality Assurance of Joint Programmes should be applied for quality assurance of international joint programmes if some of the cooperating higher education institutions require external quality assurance at programme level. The standards to be assessed are based on the European Standards and Guidelines for Quality Assurance in the EHEA (ESG). This procedure allows the possibility that only one procedure can lead to accreditation in several countries.

The panel members read the application documentation of the programme (Annex 3: Documents reviewed) and reported their preliminary findings before the site visit to the secretary. The secretary collected them and processed them for the preparatory meeting on 11 September 2023. It was decided to organise the preparatory meeting online. At the preparatory meeting, the panel discussed the preliminary findings, identified the most important issues for discussion, and prepared the sessions with the delegations.

The site visit took place on 3 October 2023. The panel spoke with delegations from the management of the consortium and the programme, as well as with lecturers, other staff members, members of the proposed Joint Board of Examiners and representatives of the

professional field. The panel also visited the laboratory facilities in Nijmegen. The schedule of the site visit is presented in Annex 2.

Immediately after the discussions with the delegations, the panel discussed the findings and formulated its considerations and preliminary conclusions separately for each standard. These are based on the self-evaluation report of the programme, observations during the site visit and on the assessment of additional programme documents. At the end of the site visit, the chair presented the panel's preliminary conclusions to the representatives of the programme.

Based on the findings, considerations and conclusions, the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On 30 October 2023, the advisory report was sent to the institution, which was given the opportunity to respond to any factual inaccuracies in the report. The institution replied on 3 November 2023. This led to a few corrections. Subsequently, the final report was endorsed by the panel chair. The panel drafted its advice fully independently and offered it to NVAO on 7 November 2023.

3 Description of the programme

3.1 General data

Institutions	:	HAN University of Applied Sciences (The Netherlands) University of Dundee (United Kingdom)
Programme	:	Molecular Biosciences (not publicly funded)
Level	:	Bachelor
Orientation	:	Professional
Degree	:	Joint Bachelor of Science in Molecular Biosciences
Locations	:	Nijmegen, Dundee
Study load	:	240 ECTS credits[1]
Mode of study	:	Fulltime
Field of study	:	CROHO[2]: Technology ISCED[3]: Biological and related sciences, Biochemistry (0510, 0512, 0519)

3.2 Profile of the consortium

The application was filed by a consortium of two public higher education institutions in two countries: HAN University of Applied Sciences (HAN) in the Netherlands and the University of Dundee (UoD) in the United Kingdom. The partner institutions have collaborated for almost a decade and signed a Memorandum of Understanding to develop a joint bachelor's programme in Molecular Biosciences on 8 January 2021. This led to the development of a Collaboration Agreement specifying the organisation and responsibilities related to the joint programme.

HAN University of Applied Sciences was established in 1996 and is one of the largest universities of applied sciences in the Netherlands. Its mission is to qualify, socialise and prepare students for their future professional practice and citizenship, and to provide innovation in a dynamic, increasingly globalised and complex society. The institution has fourteen schools that are responsible for the content and organisation of education and research within a domain. The School of Applied Biosciences and Chemistry (SABC) offers three bachelor's programmes and one master's programme. HAN successfully passed the institutional audit of the Accreditation Organisation of the Netherlands and Flanders (NVAO) and its programmes are recognised in accordance with the Dutch Higher Education and Research Act (WHW).

The University of Dundee was awarded university status in 1967, although university education has been provided at its campus since 1881. The institution has eight academic schools. The School of Life Sciences has a reputation as one of the leading research institutes in Europe and focuses on research, learning and teaching, and impact and translation. It offers fourteen BSc Honours courses (undergraduate level) and seven MSc courses (postgraduate level). The institution's quality assurance processes are overseen by the Quality Assurance Agency for Higher Education Scotland (QAA/QAAS). The most recent review of the University of Dundee was the Quality Enhancement and Standards Review in 2023.

[1] Credits indicating the study workload, based on the European Credit Transfer and Accumulation System.
[2] Central Register for Programmes in Higher Education 'Centraal Register Opleidingen Hoger Onderwijs')
[3] International Standard Classification of Education

3.3 Profile of the programme

The joint bachelor's programme in Molecular Biosciences aims to prepare students for employment in the biosciences, specifically related to the development of large-molecule-based therapeutic approaches and research. The curriculum consists of 240 ECTS credits and combines the focus on technical skills at HAN with UoD's research-led courses.

Students spend the first two years of the programme in Nijmegen, where they lay the foundations in general biology, biochemistry, molecular biology and genetics, coupled with studies in the chemical and physical sciences. They also develop their technical laboratory and professional skills. Subsequently, they move to Dundee for two years of research-intensive, deep learning. In the final year, students spend twenty weeks at a relevant company during an internship period. The programme is taught in English and intends to attract students from a wide variety of countries.

The programme builds on modules that are already available in single-degree programmes at HAN and UoD, supplemented with modules that have been jointly developed by the partner institutions. Staff members cooperate during these courses as well as in the student support track that runs throughout the programme. Graduates obtain a joint degree that is fully recognised by both institutions and their respective countries.

4 Assessment per standard

In this chapter the panel assesses the joint bachelor's programme in Molecular Biosciences according to the standards of the European Approach for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA). The criteria for each standard are mentioned. Per standard the panel presents a brief outline of its findings, as well as the considerations that led the panel to a concluding judgement on a three-point scale: the programme either meets, partially meets or does not meet the standard. At the end of this chapter and based on its judgements on the individual standards, the panel presents an overall conclusion on the quality of the entire programme. This conclusion can be either positive, conditionally positive or negative.

4.1 Eligibility: Standard 1

4.1.1 Status

The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

Outline of findings
The bachelor's programme in Molecular Biosciences is a four-year joint bachelor's programme offered by a consortium of two higher education institutions in two countries: HAN University of Applied Sciences (HAN; The Netherlands) and the University of Dundee (UoD; United Kingdom). Both institutions are recognised by their respective national authorities and are degree awarding institutions. The legal frameworks in the two countries permit the institutions to establish a joint programme and to award a joint degree. Graduates of the programme receive a joint degree certificate Bachelor of Science in Molecular Biosciences, issued by both institutions. This degree will be fully recognised by both institutions and their respective countries.

In the self-evaluation report, the consortium describes the programme's context and history. The institutions have cooperated for nearly a decade, arranging internships at UoD for HAN students and Erasmus exchanges for students going both ways. They consider their strengths in the fields of Biological Sciences to be complementary: HAN focuses on technical training and the development of skills, whereas UoD offers research-depth. The development of a joint bachelor's programme is in line with UoD's efforts to maximise opportunities and returns from the research strength as applied to learning and teaching. HAN and UoD signed a Memorandum of Understanding to develop the programme on 8 January 2021.

Considerations
The panel confirms that the two institutions that intend to offer the joint bachelor's programme in Molecular Biosciences are recognised as higher education institutions by the relevant authorities of their countries. Their national legal frameworks allow them to participate in a joint programme. The joint degree issued upon completion of the programme will be recognised as a degree in the respective higher education degree systems of each partner institution.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 1.1, status.

4.1.2 Joint design and delivery

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

Outline of findings
The self-evaluation report and its annexes describe the design and delivery of the programme. The curriculum is largely based on the existing single-degree programmes Life Sciences (HAN) and Biology (UoD). Students spend the first two years in Nijmegen and subsequently move to Dundee for the final two years. The partner institutions are each primarily responsible for half of the programme, but notify and consult each other before making significant changes to the curriculum. They also provide assistance and services to each other to facilitate the successful delivery of the programme. Modules of the single-degree programmes are supplemented with blended and jointly offered activities: modules in the second and third year and an internship in the final year. Staff members of both institutions have developed these joint activities together and study coaches of both institutions are involved in student support throughout the entire curriculum to ensure a smooth transition from one location to the other.

The institutions have a shared responsibility for programme management, student recruitment, teaching, examination and student support. This is reflected in the appointment of coordinators who support students and maintain contact with each other, joint assessment and graduation procedures, as well as in the joint bodies of the consortium. A Joint Management Board (JMB) oversees all academic, administrative and operational matters related to the joint programme, and has an equal number of representatives from each institution. A Joint Board of Examiners (JBE) takes decisions about student welfare, progression and graduation. In addition, the institutions cooperate in the quality assurance of the programme by means of cross-membership of the institutions' respective quality assurance committees.

During the site visit, staff members provided several examples that show cooperation between the partner institutions. The panel learnt that staff members have been involved in each other's education for multiple years. They meet online and on-site regularly, know what to expect from students of the other institution and acknowledge that good communication is a key factor in making the joint programme work.

Considerations
Considering the documentation provided and the discussions with representatives of HAN and UoD, the panel concludes that the programme is offered jointly by the partner institutions. The programme builds on previous cooperation between the institutions and draws on the complementarity of the institutions' strengths.

During the site visit, the panel noted that staff members at all levels are enthusiastic about the new programme and show a strong sense of mutual trust. They meet regularly to

safeguard the design and delivery of the programme, and decisions are taken jointly. The panel commends the programme for the cooperation between study coaches, as well as in the JMB, JBE and quality assurance committees.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 1.2, joint design and delivery.

4.1.3 Cooperation Agreement

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:
- *Denomination of the degree(s) awarded in the programme*
- *Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)*
- *Admission and selection procedures for students*
- *Mobility of students and teachers*
- *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.*

Outline of findings
HAN and UoD set-up a comprehensive Collaboration Agreement that includes information about i.a. the programme's governance, admissions, registration, financial arrangements, student support, academic awards and quality assurance. The agreement contains arrangements about reviewing the progress of the collaboration within twelve months of the first cohort and the renewal of the agreement around the graduation of the first cohort and before the admission of the eleventh cohort. It also describes the procedures and responsibilities in case a partner institution wishes to terminate the agreement.

The agreement specifies the composition of the JBE, which should align with national requirements and academic regulations, while recognising the importance of collaborative decisions. On behalf of HAN, representatives are the chair and a member of the School of Applied Biosciences and Chemistry (SABC) Exam Board, a learning and teaching representative and an external representative. UoD appointed the joint programme lead, the Associate Dean Quality and Academic Standards, the Associate Dean Learning and Teaching and the Associate Dean International as well as an external examiner. The agreement states that HAN's academic and student regulations apply during the first half of the programme, and UoD's during the last two years.

Considerations
The panel established that the arrangements underlying the programme are described in a Collaboration Agreement, which covers relevant topics. The panel advises to include formal arrangements for staff mobility aimed at teaching, research and discussing programme matters.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 1.3, cooperation agreement.

4.2 Learning Outcomes: Standard 2

4.2.1 Level [ESG 1.2]

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

Outline of findings
The joint bachelor's programme in Molecular Biosciences aims to prepare students for employment in the biosciences, specifically related to the development of large-molecule-based therapeutic approaches and research. Graduates are life scientists with an international outlook, highly developed technical and research skills, and with significant laboratory practice. They are confident, self-reflective, think critically and are able to tackle local and global health-related challenges.

The programme's intended learning outcomes describe 23 aspects, formulated in the style that is common for bachelor's programmes at UoD. They are related to (1) knowledge and understanding, (2) subject-specific practical and intellectual skills and attributes, and (3) transferable, employability and enterprise skills and attributes. In line with the usual approach at HAN, these aspects have been mapped to eleven competency outcomes ('exit qualifications') and the body of knowledge and skills (BoKS) for each of the four years of the programme. Finally, the partner institutions have linked the exit qualifications to the Dublin descriptors, the Dutch qualifications for bachelor's programmes in the life sciences domain and the Scottish Credit and Qualifications Framework (SCQF), to ensure that they align with SCQF level 10 and level 6 of the European Qualification Framework (EQF).

Considerations
The panel concludes that the partner institutions have extensively described the programme's intended learning outcomes and their alignment with level 6 of the Framework for Qualifications in the European Higher Education Area (FQ-EHEA) as well as relevant national qualification frameworks. The panel concludes that they represent the bachelor's level.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 2.1, level.

4.2.2 Disciplinary field

The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).

Outline of findings
The programme's exit qualifications and BoKS describe the knowledge, skills and competencies that students acquire and develop throughout the programme. They cover theoretical knowledge of the disciplines at the basis of the life sciences domain, subject-specific skills as well as generic skills that are relevant for professionals in the dynamic and rapidly changing field of biosciences. In line with the requirements of the Royal Society of Biology, the programme aims to "enhance competitiveness for students in a global jobs

market" and to deliver graduates who are equipped "with well-rounded knowledge and skills, making them highly employable both within and beyond their chosen field".

The programme's exit qualifications have been mapped against the Dublin descriptors regarding (a) knowledge and understanding, (b) applying knowledge and understanding, (c) making judgements, (d) communication, and (e) lifelong learning skills. They have also been compared to the Dutch descriptors for bachelor's programmes in the life sciences domain on the aspects of (a) research, (b), experimentation, (c) development, (d) management and coordination, (e) advice and sales, (f) instruction, (g) leadership and managing people, and (h) self-management. In addition, they have been linked to the SCQF components: (a) knowledge and understanding, (b) practice: applied knowledge, skills and understanding, (c) generic cognitive skills, (d) communication, numeracy and ICT skills, and (e) autonomy, accountability and working with others.

The self-evaluation report states that both institutions have structural connections to the professional field. External experts are consulted in the quality assurance and lecturers have relevant work experience and networks in the field. The panel talked to representatives of the professional field in the Netherlands and understood that some of them regularly meet with HAN to discuss the SABC portfolio, whereas others were only consulted once specifically for this new programme.

Considerations
According to the panel, the intended learning outcomes comprise knowledge, skills and competencies, and cover a wide range of areas relevant to the field of biosciences. The panel considers the transferable and employability skills to be well thought-out and relevant, making it likely that graduates will be equipped and ready to enter a career in life sciences. Additionally, the panel appreciates the inclusion of ethics, health and safety as well as (intercultural) communication skills. The panel advises to involve partners from the industry at both locations on a more structural basis (see also Standard 9).

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 2.2, disciplinary field.

4.2.3 Achievement [ESG 1.2]

The programme should be able to demonstrate that the intended learning outcomes are achieved.

Outline of findings
The appendices of the self-evaluation report include tables that link the programme's 23 learning outcomes as well as the exit qualifications and BoKS to the curriculum components. These tables also provide information about the level of the concepts taught and show that sixteen of the learning outcomes are taught at the advanced level. For the last two years at UoD, the tables also specify the types of summative assessment used to demonstrate that the intended learning outcomes are achieved. During the final year, students follow an internship that addresses nearly all the exit qualifications.

Considerations

The panel confirms that the intended learning outcomes are adequately addressed and assessed in the programme. The development throughout the curriculum shows a gradual increase of complexity and the programme employs appropriate assessment methods to measure whether students have achieved the intended learning outcomes.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 2.3, achievement.

4.2.4 Regulated Professions

If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account.

Outline of findings
This standard is not relevant for the assessment of the joint bachelor's programme in Molecular Biosciences.

Conclusion
The panel issues no conclusion because standard 2.4, regulated professions, is not applicable.

4.3 Study Programme [ESG 1.2]: Standard 3

4.3.1 Curriculum

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

Outline of findings
The curriculum consists of eight semesters, each with a study load of 30 ECTS credits. Students spend the first four semesters in Nijmegen and the last four in Dundee. The programme intends to combine the focus on technical skills at HAN with research-led courses at UoD. It strives for a gradual increase in complexity and follows a 2+2 approach, which supports students from a wide variety of backgrounds.

The first two years address the basics of general biology, biochemistry, molecular biology and genetics, coupled with studies in the chemical and physical sciences to support student learning in life sciences, and developing their technical laboratory and professional skills. This prepares students for research-intensive, deep learning in the last two years. They develop skills in molecular, immunological and informatics approaches to the development of biologics as therapies, as well as developing the bio-enterprise and innovation skills they need to translate their research. In the final year, students spend one semester at a relevant company, followed by advanced core courses in life sciences to further develop students' understanding of relevant research areas.

The programme takes 110 ECTS from the HAN single-degree programme Life Sciences and 80 ECTS from the UoD single-degree programme Biology. The modules at HAN are compulsory for all students, while students may choose alternative modules in the sixth and eighth semester if they wish to focus more on analytic techniques (a total of 18 ECTS credits).

The joint bachelor's programme in Molecular Biosciences differs from the existing single-degree programmes at HAN and UoD because it focuses more on technical skills and employability through enterprise and entrepreneurship, recognising the importance of translational research. In addition to the existing modules from the single-degree programmes, students follow newly developed joint modules on data sciences (year 2, HAN) and project management and bio-enterprise (year 3, UoD). During the third year, students also follow a seminar and workshop trail supported by UoD's Careers and Centre for Entrepreneurship.

The final year starts with a laboratory refresher course followed by a 20-week internship, which aims to provide real-world research experience in Scotland, the wider UK, the Netherlands or elsewhere. This curriculum component is also delivered and assessed jointly. The institutions intend to use HAN's procedures and documentation regarding internships because of HAN's experience in provision and assessment of internships. During the site visit, the panel learnt that it is not yet very common for Scottish students to follow an internship that results in credits. UoD's network of industry partners is therefore limited, but the institution recently established a Placement Oversight Committee to support the development of internships in the area.

Considerations
The panel commends the programme for its well-structured curriculum, which ensures that all learning outcomes are delivered appropriately. The curriculum's structure supports students in their learning process, starting with basic knowledge classes, followed by more advanced preparatory modules and application during a 20-week internship. This immersive experience gives students the opportunity to be part of a work place or research group, and to make a real contribution. The seminar and workshop trail supported by UoD's Careers and Centre for Entrepreneurship further support students' employability.

Regarding the contents of the curriculum, the panel recommends monitoring the alignment of modules closely to avoid too much overlap between modules taught at the two locations. In particular, UoD's laboratory refresher course may need some adjustments to make it interesting for students who have had two years of laboratory training at HAN. The panel noted that the programme is rather focused on molecules. Following the discussion with representatives of the professional field, the panel suggests that more life sciences and disease subjects could be added. The panel also considers it valuable if students could engage with industry stakeholders via guest lectures.

Finally, the panel acknowledges that HAN's procedures regarding internships are a good practice and advises to develop the documentation for the joint internship accordingly. It also recommends making a concrete plan including a timeline for finding adequate internship opportunities, ensuring that all students have a similar learning experience regardless of their internship provider. HAN's current internship providers, who enjoy working with interns, may contribute to this by sharing their experiences and expectations.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 3.1, curriculum.

4.3.2 Credits

The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

Outline of findings
The self-evaluation report provides extensive information about the way the partner institutions have applied the European Credit Transfer System (ECTS). While HAN already uses the ECTS for the education provided in years 1 and 2, a translation from Scottish credits to ECTS credits was needed for years 3 and 4. The institutions agreed on a study load of 25 hours per ECTS credit for the semesters spent at UoD. The programme as a whole has a study load of 240 ECTS credits, and a study load of 60 ECTS credits per academic year. The partner institutions provided the panel with an overview of the ECTS credits per curriculum component.

Considerations
The panel confirms that the programme applies the European Credit Transfer System (ECTS). One ECTS credit at UoD represents 25 hours of study, while at HAN it represents 28 hours of study, following the Dutch Higher education and Research Act (WHW). The joint programme's approach is in line with the EHEA norm that states that 1 ECTS credit represents between 25 and 30 hours of study. Study credits have been distributed clearly across the curriculum and among the partner institutions.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 3.2, credits.

4.3.3 Workload

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified.

The workload and the average time to complete the programme should be monitored.

Outline of findings
The programme has a total workload of 240 ECTS credits. Half of the credits are to be obtained in Nijmegen and half in Dundee. The self-evaluation report contains information about the scheduled contact time, time in guided independent study and time on a relevant placement for all four years of the programme.

The partner institutions introduced additional learning periods at UoD to ensure a workload of 25 hours per ECTS credit and to enhance the experience of students in the programme. These include a one-week period with preparation time for the transition from Nijmegen to Dundee, advisor meetings related to professional development, a laboratory refresher course, as well as case study work culminating in a mini-conference.

These activities are led by advisors from both partner institutions and the UoD units English for International Students (EIS), Careers Service and the Centre for Entrepreneurship.

Considerations
The panel confirms that the programme's workload is in line with FQ-EHEA's prescriptions. The average workload is appropriate, with some periods that will require students to spend more time on the programme. The panel advises to monitor the workload especially at those peak times.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 3.3, workload.

4.4 Admission and Recognition [ESG 1.4]: Standard 4

4.4.1 Admission

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

Outline of findings
The programme intends to attract a diverse student body, with students from the EU, UK and other countries. The partner institutions apply equivalent admission requirements for prospective students, both in terms of academic background and proof of English language proficiency. UoD will coordinate the admission and selection procedure. Applicants who satisfy the requirements will be invited for an interview with UoD's admission board, to assess their motivation and commitment. The admission board ranks all applicants and informs HAN about the results. In the first year, the programme admits a maximum of twenty students to ensure that it can deliver what it promises. Students who are admitted and have paid the relevant fees are considered to be students at both institutions. Applicants who are not allowed to matriculate at the joint programme may enrol in a single-degree bachelor's programme at HAN or UoD. The programme is not publicly funded; students may apply for a scholarship at either partner institution.

Considerations
According to the panel, the programme applies transparent admission requirements. The panel understands the division of tasks in the selection procedure from a legal point of view. The set-up of selection procedure is appropriate, but the panel advises to use more quantitative criteria to score the applicants' performance on the selection interview.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 4.1, admission.

4.4.2 Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

Outline of findings
UoD's admission board assesses student applications based on the students' academic backgrounds and language proficiency. Following the Lisbon Recognition Convention, students may apply for recognition of their prior studies or non-formal prior learning during the admission phase. The JBE decides on these matters.

Considerations
The panel confirms that the recognition of previous qualifications and prior learning is adequately provided for in the joint bachelor's programme in Molecular Biosciences.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 4.2, recognition.

4.5 Learning, Teaching and Assessment [ESG 1.3]: Standard 5

4.5.1 Learning and teaching

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

Outline of findings
The self-evaluation report describes the programme's approach to learning and teaching, with five underlying educational principles: (1) constructivist learning, (2) increased autonomous learning, (3) learning to learn, (4) reflective learning, and (5) interactive learning. During the first two years at HAN, learning takes place largely in a laboratory environment where students work on natural science research in various contexts, using a problem-based approach. Working methods include practical and theoretical classes as well as tutor meetings, expert hours and workshops. At UoD, a more open, research-led approach is applied, building on the research skills acquired at HAN. Students develop significant responsibility for their own learning, supported by their study coaches from both institutions.

The programme offers face-to-face teaching combined with blended learning approaches to ensure that both partner institutions are involved throughout the curriculum. Advisors from HAN and UoD join the meetings on professional development, fostering cohort identity and building trust between students and staff. The programme emphasises the importance of self-reflection throughout the curriculum because it believes that students who can identify their strengths and weaknesses are much more likely to attain their full potential.

Both HAN and UoD have ample experience with international education and offer students a diverse learning environment.

HAN's single-degree bachelor's programme in Life Sciences, which is the foundation of the new joint bachelor's programme in Molecular Biosciences, is considered a proponent of internationalisation within the institution. It has a culturally diverse student body, partly international staff and dedicated international study coaches. Together, they strive to create an inclusive learning environment to maximise learning outcomes for all students. UoD's School of Life Sciences is also a scientifically and culturally academic school with staff, trainees and students from all over the world. It offers several services, societies and events to support students during their studies.

Considerations
The panel established that the programme has been designed in line with the intended learning outcomes. The programme intends to create an inclusive learning environment and applies a variety of teaching and learning approaches that support all students' learning. The panel notes that this also reflects scientific practice. Reflection and interactive learning opportunities also allow students to draw on personal experiences in their studies and support the development of a peer community.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 5.1, learning and teaching.

4.5.2 Assessment of students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

Outline of findings
The programme uses a variety of assessment methods. All modules use in-course assessments (e.g., practical reports, computer-based exercises, essays and data processing exercises) to provide feedback and help students prepare for end-of-module examinations. Students must obtain all required credits in year 1 and year 2 (a total of 120 ECTS credits) before their transfer to UoD. The JBE oversees the procedures and approves all marks and grades. The programme uses a scale conversion table to translate HAN scores to UoD grades (and vice versa) that has previously been used for student exchanges between the two institutions.

At present, HAN and UoD each apply their own examination processes and regulations. The panel understood that the JBE has not been formally constituted yet and that a document with the joint Education and Examination Regulations (EER) is still to be established, based on the existing EER of both institutions. During the site visit, the panel learnt that there are always multiple examiners involved in the development and reviewing of assessments. The internship will be assessed jointly by examiners from both institutions. At UoD, an external examiner oversees the assessment procedures. At HAN, this is a task of the SABC Exam Board.

Considerations
Overall, the panel is of the opinion that the examination regulations and assessment procedures are sufficiently clear and the assessment corresponds with the intended learning

outcomes. Nearly all modules have examination and assessment plans in place. The panel appreciates the variety of assessment methods that are appropriate for a bachelor's programme in Molecular Biosciences, as well as the involvement of multiple examiners in the development of assessments. The panel suggests making these procedures a joint effort and involve examiners from both partner institutions, as is already the case in the assessment of the internship.

Regarding the examination regulations, the panel deems it crucial that the JBE meets to establish the joint Education and Examination Regulations, which is to be approved by the appropriate bodies before the start of the programme. It should be clear what the role of the JBE is in relation to the local Exam Boards at HAN and UoD and students need to be made well aware of the different policies applied in years 1 and 2 compared to years 3 and 4, wherever applicable. The panel also asks the institutions to ensure that the composition of the JBE is in line with the Dutch Higher education and Research Act (WHW) and remarks that members of an institution's board or others with financial responsibility may not have a seat in the Examination Board. The panel is confident that the partner institutions will be able to arrange this within six months.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **partially meets** standard 5.2, assessment of students.

4.6 Student Support [ESG 1.6]: Standard 6

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

Outline of findings
The programme provides intensive student support during the programme, primarily by means of personal study coaches from both institutions. While a HAN study coach is the primary contact person during the first two years, a UoD study coach is also involved – and vice versa during the final years of the programme. Together, they monitor student wellbeing and study success and they invite their students for at least two meetings per year. The student support programme is integrated in the curriculum and focuses on the competencies: team work, leadership and professional development. Students demonstrate their progression through personal development plans and reflections.

The Collaboration Agreement specifies the general support services available to students. They have access to all services that are also available to students of other programmes at their host institution, including career advisory services and IT support. Students with special needs may request additional facilities through their study coach. Both institutions have dedicated support staff to support international students. At the start of the third year, all students participate in a one week introduction with tutorials regarding studying at UoD. International students are guaranteed accommodation during their first year in Nijmegen. UoD's University Accommodation supports students in finding housing in Dundee.

Considerations
The panel commends the programme for its student support system. The panel noticed a strong duty of care among the study coaches and appreciates that coaches from both partner institutions are involved throughout the curriculum. In addition, both HAN and UoD offer a wide range of academic and practical services that likely contribute to the achievement of the intended learning outcomes.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 6, student support.

4.7 Resources [ESG 1.5 & 1.6]: Standard 7

4.7.1 Staff

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

Outline of findings
Academic staff members of both partner institutions implement the programme. All staff members are employed by either HAN or UoD in accordance with their own standards and criteria. The have personal development plans and are offered professional development trainings at their own institutions.

At HAN, SABC lecturers at have at least a master's qualification and international experience. The vast majority of lecturers has obtained a teaching and/or assessment qualification. They are supported by demonstrators, technical support staff and two counsellors. The staff members also have experience with supporting students in an international programme through the single-degree bachelor's programme Life Sciences, which has 25% international students from 40 different countries. SABC also has three dedicated lecturers specialised in social communication studies, focusing on the development of professional conduct including intercultural communication.

At UoD, academic and support staff are employed at the School of Life Sciences. All teaching staff have obtained a PhD, about half have teaching-specific qualifications and many are fellows at an academy of sciences. The research-focused staff who deliver the final years of the programme are supported by the D'Arcy Thompson Unit, an Associate Dean for Learning and Teaching, an Associate Dean for Quality and Academic Standards and a Programme Lead. UoD provides continuing professional development for teaching.

Considerations
According to the panel, the programme has a sufficient and well-qualified body of staff members who develop and implement the programme. They cover a wide range of disciplines related to the intended learning outcomes and curriculum. During the site visit, the panel spoke with an enthusiastic and dedicated team of lecturers who were well aware of the work of colleagues at the partner institution.

The panel appreciates the personal development plans and the general provisions for staff development. It recommends the institutions to invest in the recruitment of staff and their

obtainment of teaching qualifications. In addition, the panel sees opportunities to calibrate staff training between the two partner institutions and recommends making a plan for yearly joint staff meetings that address topics that are relevant for all staff involved in the joint programme. It is important that staff members are adequately trained and up to date in areas which impact students (e.g., GDPR and differences between the Netherlands and the United Kingdom).

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 7.1, staff.

4.7.2 Facilities

The facilities should be sufficient and adequate in view of the intended learning outcomes.

Outline of findings
Students of joint bachelor's programme in Molecular Biosciences may use all services and facilities at HAN's School of Applied Biosciences and Chemistry and UoD's School of Life Sciences. The self-evaluation report lists the academic facilities in the Netherlands and Scotland. Next to teaching facilities, these include modern laboratories, libraries and IT services. The panel watched videos of UoD's campus and visited HAN's laboratory facilities during the site visit.

Considerations
The panel established that the partner institutions provide all necessary resources and facilities to provide an adequate learning environment for students. They support the students in achieving the intended learning outcomes. The panel especially appreciates the excellent laboratory facilities that enable students to develop practical research skills.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 7.2, facilities.

4.8 Transparency and Documentation [ESG 1.8]: Standard 8

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

Outline of findings
The panel received relevant information about the programme and its contents. Students find information about the aims, content, teaching methods and assessment in module specifications that are publicly available online. Prospective students may find a general description of the programme and information about the application procedure and scholarships on the institutions' websites. The Education and Examination Regulations (EER) will provide information about assessment procedures and degree awarding qualifications (see also Standard 5.2). Both institutions have policies and services regarding students with special needs.

Considerations
The panel confirms that necessary information about the programme's contents is readily available to students and applicants. The panel appreciates the student-friendly documentation available at HAN for students with special needs and suggests that UoD develops documentation in a similar fashion.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 8, transparency and documentation.

4.9 Quality Assurance [ESG 1.1 & part 1]: Standard 9

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

Outline of findings
The Collaboration Agreement states that each institution is responsible for the quality assurance of their contributions to the joint programme. The internal quality assurance procedures of both institutions have been assessed at institutional level by their national quality assurance agencies – for HAN by NVAO and for UoD by QAA/QAAS. The partner institutions have agreed to fulfil any reasonable additional obligations which the other partner may request in relation to quality assurance and enhancement.

Instead of creating a separate Quality Assurance Committee for the new joint programme, the programme uses existing committees with cross-representation of JMB members. Thus, the institutions ensure that decisions about quality assurance and standards are shared between them and that the collaboration can continue to build through shared experience and practice. Modules, feedback and assessment are annually reviewed by both institutions. The JMB may propose new courses and modules, which have to be approved by the respective Quality Assurance Committees.

Considerations
According to the panel, the partner institutions have an adequate approach to quality assurance in the joint bachelor's programme in Molecular Biosciences. These include procedures for periodic review at the local level, which are linked by means of cross-membership of the institutions' respective quality assurance committees. The panel is of the opinion that student feedback and the student voice are adequately embedded. External experts are also consulted about their needs and developments in the industry. Still, the panel considers it worthwhile to form a joint Advisory Board with representatives of the professional field in the Netherlands and Scotland, that can advise on this specific programme. In addition, the panel advises to investigate how the evaluation forms used at the two institutions can be aligned, using the same terminology.

Conclusion
The panel assesses that the joint bachelor's programme in Molecular Biosciences **meets** standard 9, quality assurance.

4.10 Degree and field of study

The panel advises awarding the following degree to the new programme: Bachelor of Science. The panel supports the programme's preference for the following field of study: Technology.

4.11 Conclusion

The panel concludes that the joint bachelor's programme in Molecular Biosciences is a relevant programme that aims to prepare students for employment in the biosciences, specifically related to the development of large-molecule-based therapeutic approaches and research. The programme combines HAN's focus on technical skills with UoD's research-led courses, providing thorough theoretical and practical training. Graduates obtain a joint degree that is fully recognised by both institutions and their respective countries.

The panel confirms that the programme's intended learning outcomes align with the bachelor's level and cover a wide range of areas relevant to the field of biosciences. These have been translated to a well-structured curriculum of 240 ECTS credits that shows a gradual increase in complexity. The programme builds on modules that are already available in single-degree programmes at HAN and UoD, supplemented with modules that have been jointly developed by the partner institutions.

Students spend the first two years of the programme in Nijmegen, where they lay the theoretical foundations and develop their technical laboratory and professional skills. Subsequently, they move to Dundee for two years of research-intensive, deep learning. In the final year, students spend twenty weeks at a relevant company during an internship period. The programme employs appropriate assessment methods to measure whether students have achieved the intended learning outcomes.

The panel established that the programme applies appropriate admission requirements and has a selection procedure conducted by UoD. It intends to attract students from diverse backgrounds. The institutions have a well-structured plan for student support and offer relevant student services. Both institutions have ample experience with international students. Throughout the curriculum, students are guided by personal study coaches from HAN and UoD.

The programme has been developed jointly by well-qualified academic staff members, who show great dedication to the programme. They keep each other informed through informal contacts but also by means of the formal links that have been created: a Joint Management Board, Joint Board of Examiners and cross-representation in each other's quality assurance committees. A document with the joint Education and Examination Regulations still needs to be established.

Overall, the panel comes to a conditionally positive conclusion about the quality of the joint bachelor's programme in Molecular Biosciences.

The panel has formulated the following condition:

1. the JBE meets to establish the joint Education and Examination Regulations, which is to be approved by the appropriate bodies in both partner institutions. It clarifies what the role of the JBE is in relation to the local Exam Boards at HAN and UoD and students are made aware of the different policies applied in years 1 and 2 compared to years 3 and 4, wherever applicable. The composition of the JBE is in line with the Dutch Higher education and Research Act (WHW).

5 Overview of the assessments

Standard	Judgement
1. Eligibility	
1.1 Status	Meets the standard
1.2 Joint design and delivery	Meets the standard
1.3 Cooperation Agreement	Meets the standard
2. Learning Outcomes	
2.1 Level	Meets the standard
2.2 Disciplinary field	Meets the standard
2.3 Achievement	Meets the standard
2.4 Regulated Professions	Not applicable
3. Study Programme	
3.1 Curriculum	Meets the standard
3.2 Credits	Meets the standard
3.3 Workload	Meets the standard
4. Admission and Recognition	
4.1 Admission	Meets the standard
4.2 Recognition	Meets the standard
5. Learning, Teaching and Assessment	
5.1 Learning and teaching	Meets the standard
5.2 Assessment of students	Partially meets the standard
6. Student Support	
	Meets the standard
7. Resources	
7.1 Staff	Meets the standard
7.2 Facilities	Meets the standard
8. Transparency and Documentation	
	Meets the standard
9. Quality Assurance	
	Meets the standard
Conclusion	**Conditionally positive**

6 Commendations

The programme is commended for the following features of good practice:

1. Intended learning outcomes – The intended learning outcomes cover a wide range of areas relevant to the field of biosciences, include ethics, health and safety as well as (intercultural) communication skills.

2. Curriculum – The programme has a well-structured curriculum, that covers all intended learning outcomes and shows a gradual increase of complexity to support students in their learning process.

3. Staff – The programme employs well-qualified and dedicated staff members who cover relevant disciplines. Staff members from both partner institutions work together as a team.

4. Student support – The programme has a strong student support system, including study coaches from both institutions who are involved throughout the curriculum. Both HAN and UoD offer services that likely contribute to the achievement of the intended learning outcomes.

5. Facilities – Both partner institutions offer excellent laboratory facilities that enable students to develop practical research skills.

7 Recommendations

For further improvement to the programme, the panel recommends a number of follow-up actions:

1. Alignment – Monitor the alignment of modules to avoid too much overlap between modules taught at the two locations.

2. Internships – Make a concrete plan including a timeline for finding adequate internship opportunities, ensuring that all students have a similar learning experience regardless of their internship provider.

3. Staff development – Invest in the recruitment of staff and their obtainment of teaching qualifications. Calibrate staff training between the two partner institutions, make a plan for yearly joint staff meetings and ensure that staff members are adequately trained and up to date in areas which impact students (e.g., GDPR and differences between the Netherlands and the United Kingdom).

Annex 1: Composition of the panel

- Prof. Dr. Frank Witlox, MAE, FAcSS (chair), Head of Department and Senior Full Professor of Economic Geography at the Department of Geography of Ghent University (UGent, Belgium);
- Dr. Ivo Horn, owner of Picamed and coordinator for international students at University of Applied Sciences Leiden;
- Dr. Maarten van der Kroef, scientist translational research, Genmab BV;
- Dr. Nia Davies, Associate Professor in Applied Medical Sciences and Medical Pharmacology;
- Arwen Barendregt (student), bachelor's student Applied Biology, HAS Hogeschool.

The panel was assisted by ir. Lineke van Bruggen, policy advisor at NVAO, and Anne Martens MA, secretary.

All panel members and the secretary completed and signed a statement of independence and confidentiality.

Annex 2: Schedule of the site visit

On 3 October 2023, the panel organised a site visit at HAN University of Applied Sciences, Nijmegen, as part of the external assessment procedure of the joint bachelor's programme in Molecular Biosciences. The schedule of the visit was as follows:

09:00 – 09.45	**Panel check-in (closed panel meeting)**
09:45 – 10.30	**Programme management** UoD: Management Vice Principal International, Director of Global Partnerships, Associate Dean International, Professor of Life Sciences HAN: Dean SABC, Coordinator Internationalisation SABC, Policy officer HAN Strategy
10:45 – 11:45	**Staff** UoD: Senior Lecturers, Lecturers, Head of English of International Students HAN: Lecturers and Study Coach
11:45 – 12:15	**Tour of facilities**
12:15 – 13:00	
13:00 – 13:30	**Professional field representatives** UMC Utrecht, Byondis, IPA Therapeutics
13:30 – 14:30	**Quality Assurance and Board of Examiners** UoD: Associate Dean Learning and Teaching, Associate Dean Quality and Academic Standards, Quality and Academic Standards Collaborative Partnership Manager, Life and Biomedical Sciences Education Administration Lead HAN: Chair Exam Board SABC, Secretary Exam Board SABC, Member Exam Board SABC
14:30 – 17:00	**Closed panel meeting**
17:00	**Presentation of the main findings by the panel chair**

Annex 3: Documents reviewed

Programme documents presented by the institutions

1. Self-evaluation report
2. Letter of application
3. Annexes:
    1. Documents supporting the legal status of the partner institutions
    2. Cooperation agreement
    3. Documents supporting each partner's legal basis for participating in the joint programme (Joint) degree awarding rights
    4. List of intended learning outcomes, including matrix of alignment with the FQ-EHEA and national qualifications framework, as well as mapping with UoD and HAN exit qualifications
    5. Course syllabi
    6. Structure of the curriculum / study plan, including notes on Scottish credits and Scottish referencing report 2019
    7. Official documents indicating admission requirements and selection procedures
    8. Official documents outlining procedure for recognition of qualifications
    9. Students' assessments regulations at both institutions
    10. Academic staff CVs
    11. Relevant documents constituting internal quality assurance system
    12. Diploma supplement (sample)
    13. Scale conversion for graduation
    14. CeQuInt report Bachelor Life Sciences (HAN)

Additional documents made available before the site visit

1. Assessments
2. Criteria for the selection interview
3. Evaluation reports (both institutions)
4. Internship arrangements
5. National Student Survey results (both institutions)
6. Overview of JMB and JBE members
7. Special need facilities

Annex 4: List of abbreviations

BoKS	body of knowledge and skills
BSc	Bachelor of Science
EAQA	European Approach for Quality Assurance
ECTS	European Credit Transfer and Accumulation System
EER	Education and Examination Regulations
EHEA	European Higher Education Area
ESG	European Standards and Guidelines
FQ-EHEA	Framework for Qualifications in the European Higher Education Area
HAN	HAN University of Applied Sciences
JBE	Joint Board of Examiners
JMB	Joint Management Board
MSc	Master of Science
NVAO	Accreditation Organisation of the Netherlands and Flanders ('Nederlands-Vlaamse Accreditatieorganisatie')
QAA	Quality Assurance Agency for Higher Education
QAAS	QAA Scotland
SABC	School of Applied Biosciences and Chemistry (HAN)
UoD	University of Dundee

The full report was written at the request of NVAO and is the outcome of the peer review of the new joint bachelor's programme in Molecular Biosciences of HAN University of Applied Sciences (The Netherlands) and University of Dundee (United Kingdom).

Application no: AV-2036

NVAO

Nederlands-Vlaamse Accreditatieorganisatie
Accreditation Organisation of the Netherlands and Flanders

Parkstraat 83 · 2514 JG Den Haag
P.O. Box 85498 · 2508 CD The Hague
The Netherlands

T +31 (0)70 312 23 00
E info@nvao.net
www.nvao.net