

LIBERAL ARTS AND SCIENCES

LEIDEN UNIVERSITY COLLEGE THE HAGUE

LEIDEN UNIVERSITY

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This report was finalised on 29 November 2018



REPORT ON THE BACHELOR'S PROGRAMME LIBERAL ARTS AND SCIENCES OF LEIDEN UNIVERSITY COLLEGE THE HAGUE

This report takes the NVAO's Assessment Framework for Limited Programme Assessments (September 2016) and the Assessment Framework for the Distinctive Feature of small-scale and intensive education (4 November 2011) as a starting point.

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Bachelor's programme Liberal Arts and Sciences: Global Challenges

Name of the programme:	Liberal Arts and Sciences: Global Challenges
CROHO number:	50429
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specialisations or tracks:	
Location(s):	The Hague
Mode(s) of study:	full time
type of degree awarded:	Bachelor of Arts, Bachelor of Science
Language of instruction:	English
Expiration of accreditation:	30/03/2021

The visit of the assessment panel Liberal Arts and Sciences to the Leiden University College The Hague of Leiden University took place on 14 - 15 May 2018.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	Leiden University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

COMPOSITION OF THE ASSESSMENT PANEL

Cluster Liberal Arts and Sciences

The assessment of the bachelor's programme Liberal Arts and Sciences: Global Challenges at Leiden University College, during which also the assessment of the Distinctive Feature Small-scale and Intensive Education took place, is part of the cluster assessment Liberal Arts and Sciences. From May to December 2018, a panel assessed bachelor's programmes Liberal Arts and Sciences at eight universities. A panel of six to nine members was appointed for each site visit, based on the expertise and availability of each panel member and taking into account possible conflicts of interest.

The full panel Liberal Arts and Sciences consisted of eighteen members:

- Prof. dr. Th.L.M. (Theo) Engelen, professor in Historical Demography, and former Rector Magnificus, of the Radboud University [chair];
- Em. prof. H. L. (Laurent) Boetsch, founding executive co-director of the European Consortium of Liberal Arts and Sciences (ECOLAS) and emeritus professor Romance Languages at Washington and Lee University (United States) [vice chair];
- Prof. S. (Samuel) Abraham, co-founder and managing director of ECOLAS and founder, professor and rector of Bratislava International School of Liberal Education (BISLA, Slovakia);



- Dr. S.I. (Sylvia) Bergh, associate professor in Development Management and Governance at the International Institute of Social Studies in The Hague;
- Dr. H. (Helen) Brookman, director of Liberal Arts & Pro-Vice-Dean at King's College London (United Kingdom);
- Prof. dr. M.M.T.A. (Marcel) Brus, professor in Public International Law at the University of Groningen;
- Prof. W.M. (Wayne) Cranton, assistant dean (research) at the Faculty of Arts, Computing, Engineering and Sciences of Sheffield Hallam University (United Kingdom);
- C. (Carl) Gombrich, MSc programme director of the BAsc Art and Sciences at the University College London (United Kingdom);
- Dr. K. (Katherine) Goodman, assistant professor and associate director of Inworks at the University of Colorado Denver (United States);
- Prof. dr. V. (Veronika) Lipphardt, professor in Science and Technology Studies at University College Freiburg of Albert-Ludwigs-Universität Freiburg (Germany);
- Dr. A. (Alyssa) Schneebaum, lecturer and researcher at Vienna University of Economics and Business (WU Wien) and Universität Wien (Austria);
- Dr. M. (Mark) Sommerville, associate dean of Faculty Affairs and Development and associate professor in Electrical Engineering and Physics at Olin College of Engineering (United States);
- Dr. J.(Jos) Willems, former member of the board of Zuyd University of Applied Sciences and educational advisor for Higher Education;
- Drs. S.C. (Sylvia) Witteveen, academic director of the Psychobiology programme at the Faculty of Science of the University of Amsterdam;
- I. (Isidora) Cvetkovska, bachelor's student Liberal Arts and Sciences, University College Groningen;
- Y. (Yara) van Ingen, bachelor's student Maastricht Science Programme, Maastricht University;
- M. (Maya) Ouwehand, bachelor's student Liberal Arts and Sciences, Utrecht University.

The panel was supported by Dr. Els Schröder as project coordinator of the cluster assessment Liberal Arts and Sciences. She also acted as secretary during the visit to Leiden University College. Dr. Joke Corporaal acted as secretary during the site visits to University College Roosevelt, University College Utrecht, Liberal Arts and Sciences Utrecht, Amsterdam University College, Erasmus University College, University College Venlo, University College Maastricht and the Maastricht Science Programme. Dr. Marianne van der Weiden acted as secretary during the site visits to Groningen University College, University College Tilburg and University College Twente.

The project coordinator also attended the final panel consultations of every site visit, briefed all panel members and read and commented on draft versions of each report in order to monitor the consistency of the assessments and the resulting reports.

Leiden University College:

The panel that assessed the bachelor's programme Liberal Arts and Sciences: Global Challenges consisted of six members:

- Prof. dr. Th.L.M. (Theo) Engelen, professor in Historical Demography, and former Rector Magnificus, of the Radboud University [chair];
- Em. prof. H. L. (Laurent) Boetsch, founding executive co-director of the European Consortium of Liberal Arts and Sciences (ECOLAS) and emeritus professor Romance Languages at Washington and Lee University (United States) [vice-chair];
- Prof. S. (Samuel) Abraham, co-founder and managing director of ECOLAS and founder, professor and rector of Bratislava International School of Liberal Education (BISLA, Slovakia);
- Prof. C. (Carl) Gombrich, programme director of the BAsc Art and Sciences at University College London (United Kingdom);
- Prof. dr. M.M.T.A. (Marcel) Brus, professor in Public International Law at the University of Groningen;
- Y. (Yara) van Ingen, bachelor's student of the Maastricht Science Programme at Maastricht University [student member].

The panel was supported by Dr. Els Schröder, project manager at QANU, who acted as secretary. For the assessment of the Distinctive Feature Small-scale and Intensive Education, two panel members (Prof. dr. Th.L.M. Engelen and prof. dr. M.M.T.A Brus) were trained by the NVAO and appointed to head the assessment of the Distinctive Feature. The practice-based assessment took place on 14-15 May 2018 combined with the regular assessment of the bachelor's programme.

The NVAO approved the composition of the panel on 16 april 2018.

WORKING METHOD OF THE ASSESSMENT PANEL

Preparation

Before the assessment panel's site visit to Leiden University College, the project coordinator received the programme's self-evaluation report, based on both the NVAO framework and the framework with the assessment criteria for the Distinctive Feature Small-scale and Intensive Education. The QANU project coordinator sent it to the panel after checking it for completeness of information. Upon reading the self-evaluation report, the panel members formulated their preliminary findings.

The panel also studied a selection of fifteen capstone theses and their assessment forms for the programme, based on a provided list with capstone theses of the last two years. This selection was made by the panel's chair, in cooperation with the project coordinator, based on input from the other panel members. The chair and secretary took care that a variety of topics and disciplines was covered, and made sure that the distribution of grades in the theses selection matched the distribution of grades of all theses. The panel chair, secretary and programme jointly composed a schedule for the site visit. See Appendix 4 for the definitive schedule. Prior to the site visit, the programme selected representative partners for the various interviews.

Site visit

The site visit to Leiden University College took place from 14 to 16 May 2018. At the start of the site visit, the panel held a preparatory meeting in which it was instructed regarding the used assessment frameworks and procedures. Afterwards, the panel discussed its working method and its preliminary findings for the site visit with respect to both the regular assessment and the assessment of the Distinctive Feature. It also paid attention to the content and use of the domain-specific framework of reference, which is included in Appendix 1.

The visit started with a development dialogue, in which the panel and representatives of the programme discussed various developments routes for the programme. The result of this conversation are summarised in a separate report, which will be published through the programme's communication channels. The information received during the development dialogue is not part of the conducted assessments.

After the initial meeting, the panel focused on the assessment. The panel conducted interviews with representatives of the programmes and toured the premises to see the available facilities, and examined materials provided by the programmes. An overview of these materials is given in Appendix 5.

The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards the panel chair presented the panel's preliminary findings and general observations.

Calibration

On the 16th of October, Prof. dr. Th. L.M. (Theo) Engelen, Em. prof. H. L. (Laurent) Boetsch and Prof. dr. M.M.T.A. (Marcel) Brus calibrated the LUC panel findings to their observations at other LAS-programmes. Project coordinator dr. E. (Els) Schröder was part of this calibration process to guarantee that all necessary procedures for guaranteeing a fair assessment were followed.



Report

After the site visit, the secretary wrote a draft report with two separate chapters based on the assessment panel's findings: the first part of the report focused on the regular NVAO programme assessment of the bachelor's programme, and the second part of the report specifically addressed the standards of the Distinctive Feature Small-scale and Intensive Education. Subsequently, the secretary sent the report to the assessment panel. After processing the panel members' feedback, the project coordinator sent the draft report to the university in order to have these checked for factual irregularities. The project coordinator discussed the ensuing comments with the panel's chair and adapted the report accordingly prior to its finalisation.

Definition of judgements standards

Assessment Framework for Limited Programme Assessments:

In accordance with the NVAO's Assessment Framework for Limited Programme Assessments, the panel used the following definitions for the assessment of both the standards and the programme as a whole.

Generic quality

The quality that, in an international perspective, may reasonably be expected from a higher education Associate Degree, Bachelor's or Master's programme.

Unsatisfactory

The programme does not meet the generic quality standard and shows shortcomings with respect to multiple aspects of the standard.

Satisfactory

The programme meets the generic quality standard across its entire spectrum.

Good

The programme systematically surpasses the generic quality standard.

Excellent

The programme systematically well surpasses the generic quality standard and is regarded as an international example.

Assessment Framework Distinctive Feature Small-scale and Intensive Education:

In accordance with the NVAO's Assessment Framework Distinctive Feature Small-scale and Intensive Education, the panel used the following definitions for the assessment of the standards:

Meets the standard

The programme meets the generic quality standard.

Does not meet the standard

The programme does not meet the generic quality standard.

The panel used the following definitions for the assessment of the programme as a whole:

Positive

All the criteria are scored as 'meets the standard'.

Negative

One or more of the criteria are scored as 'does not meet the standard'.

SUMMARY JUDGEMENT

The bachelor's programme under review is offered by Leiden University College (LUC). LUC is an international selective honours college offering a Liberal Arts and Sciences (LAS) programme with a focus on Global Challenges. LUC was founded in 2010. LUC is part of the Faculty of Governance and Global Affairs (FGGA) of Leiden University (LU). Both LUC and the FGGA are located in The Hague, LUC at its own premises close to The Hague Central Station. LUC works closely together with both the other The Hague programmes of the FGGA and with the other Faculties of LU; almost half of the courses at LUC are taught by staff employed based at another LU Faculty – these staff members are referred to as 'external' (e.g. not primarily based at LUC) staff members. Additionally, LUC employs some external specialists, for example with related expertise in the work field and/or language teachers.

Standard 1

LUC's ambition to contribute towards societal change by addressing global challenges provides a unique and attractive profile for (prospective) students. This explicit focus strongly resonates the ideas underlying the LAS educational philosophy and proposes an attractive and challenging learning environment for students. LUC's thematic approach emphasises global citizenship and as such focuses on a skill set that surpasses the national approach encountered in international benchmarks. The formulated learning outcomes reflect LUC's ambitious aims. They are thoughtfully described in terms of level and orientation, paying attention to a broad range of knowledge acquisition, skills development and personal growth. They comply with the DSFR and regularly exceed national and international requirements in terms of orientation and level, in particular with respect to the acquisition and integration of knowledge and the development of analytical and research skills. Attention to integrity, ethical scholarship and a focus on continuous personal development and the creation of a critical attitude sets the intended learning outcomes of LUC apart and are regarded by the panel as clear markers of international excellence.

Standard 2

The panel verified that the teaching-learning environment at LUC is of good quality. The programme's educational concept drives teaching and learning at LUC. It is excellently developed, clearly translated into the curriculum, upheld by both staff and students in a spirit of communal exchange. Community activities, residential living and interaction between teaching staff and students are all fundamental elements of the LUC learning experience, which is also truly student-centred and student-driven. In this way, a challenging and intensive learning experience for students is created in which students strive to bring out the best in themselves and in their peers.

Teaching staff and support staff are, next to the students themselves, at the heart of these successful exchanges. Students praise their commitment and engagement and feel acknowledged both academically and personally by their teachers. Staff members have a suitable combined academic expertise in the relevant disciplines, are enthusiastic about teaching at LUC and well-qualified to do so and are fully participating in a vibrant academic and social community. LUC is clearly capable to guarantee a good match between the curriculum contents and staff member's expertise. To aid staff members' professional development, the panel recommends further investing in the training of staff for the different learning needs at an interdisciplinary LAS-programme. In the panel's view, LUC is ideally situated within LU to set up a specific teaching and learning centre for interdisciplinary teaching which may cater towards these demands.

In general, the panel considers the support system, academic advice and supervision at LUC of very good standard and it fosters the culture of advice and support – academically, socially and psychologically. Based on information received from alumni of the programme regarding job advice, the panel asks the programme to pay some further attention to advice to students who choose a professional career over enrolment in a master's programme, for example as part of the newly-appointed Alumni Officer's tasks or through other suitable means.



Over the years, LUC has become increasingly more selective. Also, LUC's intake has become increasingly diverse. According to the panel, the provided information in the self-evaluation report supported by the site visit sufficiently addresses earlier concerns raised in the 2014 assessment report regarding the quality of LUC's intake. The panel considers LUC selective. The facilities at LUC are also considered by the panel as of very high standard. The location in The Hague also helps to provide a stimulating environment in which to realise LUC's curriculum and intended learning outcomes aimed at development of global citizenship and in the panel's view, LUC takes good advantage of its situation. The panel is pleased that a science laboratory has been built at the LUC campus since the last programme assessment, as this truly benefits science students' learning experience. It recommends exploring whether it would be feasible to also set up a LUC computer laboratory in the coming years at its premises.

According to the panel, the curriculum content is excellent. Over the period of assessment, many positive changes have been introduced: the natural sciences component of the curriculum has been fortified in two of LUC's majors, which now together attract 25% of all LUC students. The humanities have received further attention, with history's profile being raised, new course elements having been introduced and a continuous attention for the ethical dimensions of global challenges as a theme. The Global Citizenship course has been successfully redesigned to link it better to co-curricular activities. The panel has some minor suggestions for further improvements of the curriculum contents in the coming years: these include the further scrutiny of the curriculum for linking points within the major and to bring global citizenship as a theme more to the front in LUC's course descriptions, preferably linked to clearly formulated learning outcomes per course. According to the panel, these objectives could be easily obtained in the coming years.

Standard 3

The panel concluded that LUC has a well-developed and proactive attitude towards its system of assessment, which is successfully translated into policy and practice. The programme's assessment matrix records the assessment of the intended learning outcomes of each course. Clear rules and regulation provide transparent guidelines for assessment. Examiners at LUC are adequately trained, monitored and supported. The quality of assessment is of a good level. The reliability of the assessment and the independence of examiners are safeguarded by various measures, such as the use of standardised assessment forms, peer review practices and continuous dialogue between the various stakeholders and staff members involved. The panel ascertained that the quality of assessment at LUC is run by a professional and self-critical organisation that strives for continuous development of its assessment practices. The assessment system is supported and continuously improved by the BoE, which is well-organised, professional, effective and performs all its legal duties. It is actively engaged in monitoring, and guarantees the assessment of all courses, also regularly performing course and course assessment surveys and theses. The great variety of assessment forms used at LUC are synchronised with the broad learning goals and which are very suitable for a LAS programme. Assessment is imaginative and creative and very suitable to test both students' social skills, professional attitude and creativity next to their academic capacities and skills. Quick feedback and return rates feed into a continuous learning experience for students and is considered by the panel as convincing evidence for the existence of a truly intensive teaching-learning environment for students and highly appreciated.

Standard 4

Based on the overall level of the students' performance during their course work, their bachelor theses, their active involvement in extra- and co-curricular activities, public engagement and ongoing personal development, the panel concludes that LUC graduates achieve the ambitious learning outcomes of the programme at a good level. In its view, the enrolment of LUC graduates in diverse national and international (research) master programmes are further evidence of the high quality of graduates of the programme. The panel advises the programme to abandon the name of 'capstone' for the bachelor thesis project to avoid any confusion regarding the nature of the work. Additionally, it strongly recommends paying additional attention to the job perspective for bachelor graduates in the (international) labour market.

Summary judgment Distinctive Feature Small-scale and Intensive Education

Given the prominence of its educational approach, the bachelor's programme was awarded the Distinctive Feature Small-scale and Intensive Education in 2014. It allows the programme to select every year a group of first-year students (up to its full capacity of 650 students), for which an elaborate admission procedure has been established. In addition to the regular assessment of the bachelor's programme, which is discussed separately in the preceding chapter of this report, the panel performed a practice-based assessment to verify whether the distinctive, small-scale and intensive character of the bachelor's programme can be reaffirmed. Two panel members were specifically trained by the NVAO to lead the assessment of this Distinctive feature, yet all other panel members were involved. The practice-based assessment took place on 14-15 May 2018 in combination with the regular assessment of the bachelor's programme.

Standard A

The programme benefits from highly ambitious learning outcomes, that aim to deliver students who are multi- and interdisciplinary trained, socially aware and committed, engage with society based on a thematic interest in global challenges.

Standard B

The programme's content is inseparably connected to relevant extra-curricular activities and co-curricular activities. These extra- and co-curricular activities focus on topics and subjects related to LUC's focus on global challenges while also broadening interests and horizons for students engaged in these activities. In addition, freedom of choice in courses and residential living sufficiently add to the development of professional skills and personal growths as set out in the intended learning outcomes.

Standard C

The panel verified that the concept of the programme is sufficiently aimed at creating a social, academic challenging community. LUC benefits from a genuine teaching-learning community with true 'community spirit', facilitated by the department, staff, study association and the students themselves and supported by excellent facilities. Classes are small, compelling assignments and tests have been created that monitor students' studies, and swift feedback rates feed into a continuous learning experience for students. On average, students have 12-14 contact hours during teaching weeks, yet also have a considerable work load as a result of scheduled tasks, assignments, co-curricular activities and tests on top. The combination of activities result in an intensive weekly programme for students during term time. Student testimonies regarding their high work load are also supported by course outlines with a demanding set of scheduled tasks and assignments and by the LUC's weekly diary of activities, which offer a wide offering of co-curricular and extra-curricular activities for students to participate in. The panel verified that this combination of assignments, classes and activities result in an intensive education and challenging teaching-learning environment for students. It ascertained that students work hard in a competitive atmosphere, supporting each other to excel in their ambitions.

Standard D

The programme has a sound selection procedure in place, aimed at admitting motivated and professionally talented students. Dropout rates are also evidencing a successful admission procedure, with not many students dropping.

Standard E

The panel verified that the staff teaching in the LUC programme are properly qualified to deliver the courses within the 'Small-scale and Intensive Educational Framework'. They hold relevant teaching qualifications and are active researchers in relevant subjects. The panel concluded that LUC was able to guarantee a good fit between teaching staff and the content demands posed by the programme. The panel feels that research is key to LUC's intensive small-scale teaching model, as cutting edge research-led teaching is rooted in its instructors' research background. The panel encourages LUC to



continuously remind Leiden University to this intrinsic link between research and LUC's role as an intensive, small-scale teaching college.

Standard F

The panel reviews the number of staff available for student support, academic supervision and teaching positively to deliver the LUC programme in a small-scale and intensive teaching-learning environment. Staff members are confident and positive about the teaching model that allows for close and intensive contact with students. Students consider staff members open, approachable and helpful and are in particular positive about feedback rates.

Standard G

The panel concluded that LUC's infrastructure – in terms of academic environment, staff and student organisation – is conducive to the creation of a suitable teaching-learning environment for small-scale intensive educational styles and for common extra-curricular social activities. It recommends exploring whether a LUC computer laboratory could be added to the premises.

Standard H

Based on the overall level of the students' performance during their course work, their bachelor theses, their active involvement in extra- and co-curricular activities, public engagement and ongoing personal development, the panel concludes that LUC graduates achieve the ambitious learning outcomes of the programme at a good level. The content and the level of the final projects are in line with the level and the broadening of interests as set down in the intended learning outcomes. The enrolment of LUC graduates in diverse, often selective, national and international (research) master programmes are further evidence of the high quality of graduates of the programme. Graduates successfully continue their studies and many progress towards enrolment in PhD programmes, positions in the public sector or work for non-profit organisations, evidencing the societal outlook of the LUC intended learning outcomes. LUC also has significantly higher graduation rates compared to other Leiden university programmes, bearing witness to a learning environment that successfully channels students ambitions towards a broadening of interests and a successful and timely performance. LUC now meets its own ambitious graduation rates of 85% within 7 semesters (3,5 years). In the panel's view, LUC has convincingly demonstrated that the programme performs above average and at a significant higher level (Standard H).

Practice-based assessment

With regard to the Distinctive Feature Small-scale and Intensive Education, the panel has verified that LUC meets all standards. In its assessment under Standard H, the panel also paid specific attention to the quality of theses, the achievement level in general and the programme's graduation rates, as these were identified as 'areas of improvement' in the 2014 assessment.

The panel established a considerable improvement since the initial assessment of the Distinctive feature in 2014. Over the full sample of the studied theses, the panel thought that students amply demonstrated the bachelor's achievement level. The identified 'areas of improvement' in the design and content were now addressed in a suitable manner at the appropriate level for a LAS bachelor's degree programme. As a result, the quality of theses and the achievement level in general have improved in the period under consideration. Additionally, the programme's graduation rates have considerably improved up to a level that is both ambitious and feasible in the panel's view. These improvements combined with the fact that all criteria meet the standard, results in a positive assessment of the Distinctive feature by the panel.

The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Bachelor's programme Liberal Arts and Sciences: Global Challenges

Standard 1: Intended learning outcomes	excellent
Standard 2: Teaching-learning environment	good
Standard 3: Student assessment	good
Standard 4: Achieved learning outcomes	good
General conclusion	good

The panel assesses the standards from the *Assessment framework for the Distinctive feature of 'Small-scale and Intensive Education'* in the following way:

Bachelor's programme Liberal Arts and Sciences: Global Challenges

Standard A: Intended learning outcomes	meets the standard
Standard B: Relationship between the goals and content	meets the standard
Standard C: Structure and didactic concept	meets the standard
Standard D: Intake	meets the standard
Standard E: Quality of staff	meets the standard
Standard F: Number of staff	meets the standard
Standard G: Available facilities	meets the standard
Standard H: Level realised	meets the standard
General conclusion	positive

The chair (prof. dr. Th.L.M. Engelen) and the secretary of the panel (dr. E. Schröder) declare that all panel members have studied this report and that they agree with the judgements laid down in it. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 29 November 2018



DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED FRAMEWORK ASSESSMENTS

Organisational context

The bachelor's programme under review is offered by Leiden University College (LUC). LUC is an international selective honours college offering a Liberal Arts and Sciences (LAS) programme with a focus on Global Challenges. LUC was founded in 2010. LUC is part of the Faculty of Governance and Global Affairs (FGGA) of Leiden University (LU). Both LUC and the FGGA are located in The Hague. The FGGA is managed by the Faculty Board, consisting of the Dean (chair, research), Vice-Dean (education), the Director of Operational Management and the Assessor (student member). The Faculty is advised by the Faculty Council.

LUC works closely together with both the other The Hague programmes of the FGGA and with the other Faculties of LU; almost half of the courses at LUC are taught by staff based at another LU Faculty– these staff members are referred to as 'external' (e.g. not primarily based at LUC) staff members. Additionally, LUC employs some external specialists, for example with related expertise in the work field and/or language teachers.

The overall responsibility at LUC rests with the Dean of the College, who is appointed by the Executive Board of LU at the recommendation of the Faculty Board of the FGGA. The College Board (CB), consisting of the Dean, Educational Director and Operational Manager, is responsible for the day-to-day and long-term strategic management of LUC, supported by a Secretary. The CB also functions as the Board of Admissions, supported by a team of support staff members. The College Council (CC) advises the CB, consisting of eight elected members: two faculty, two support staff and four students. The CC meets at least four times a year and provides the CB with solicited and unsolicited advice on all matters that do not relate to the LAS-programme. Additionally, the Advisory Council (AC), which meets once a year, is an external advisory body to the CB, consisting of six members with expertise specific to the needs of LUC. It provides advice on strategy, the programme, its position in the university and its relation to the societal context.

The Programme Board (PB), consisting of the Dean, Educational Director and a Student Member, is responsible for programmatic decision making, managing of the programme, quality control, the annual teaching plan and for developing and maintaining relations with academic units outside LUC, which contribute to the programme. The PB meets every other week. Major Conveners are monthly consulted by the PB to provide input for strategic decisions. The PB is advised by the Programme Council (PC; in Dutch 'Opleidingscommissie'), a legal advisory body consisting of five academic staff and five elected student members. The Board of Examiners (BoE) is an independent legal body within LUC, appointed by the FGGA Board. In this report, the combination of CB and PB is indicated when referring to the programme's 'management'.

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.

Findings

Profile

The Domain-specific Framework of Reference (DSFR) for the Liberal Arts and Sciences (LAS) distinguishes itself from other (emerging) broad education programmes through its proximity to academic inquiry and research and through its commitment to wide-ranging intellectual formation that is not chiefly aimed at preparing students for particular professions. Standing in the liberal arts tradition that seeks to free the individual through intellectual and ethical engagement, LAS encourages inquiry through profoundly open curricula that allows to students to explore a diversity



of academic fields. Often conducted in a strongly international context, LAS programmes promote intercultural understanding, abilities, and societal engagement. For the DSFR in full, see Appendix 1.

Within this context, the LUC programme focuses on 'Global Challenges'. Global challenges are defined as the major issues facing humanity and the planet. These challenges cannot be solved by one nation, institution or organisation on its own and demand interdisciplinary cooperation between academics, governments, organisations and individuals to address them collectively. This ambition is also reflected in LUC's motto: *Building Knowledge for a Better World*, which is rooted in the belief that every individual can make a difference in the world and have a positive impact on society. During the site visit, both students and members of staff clearly expressed these intentions and aims as supportive for their choice to study or work at LUC.

The panel considers the programme's profile clearly defined and very suitable to the philosophy of a LAS education as formulated in the DSFR. LUC's explicit focus on global challenges asks for an educational setting of multi- and interdisciplinary learning and demands students willing to work on their social, practical and academic skills, and for students with a strong sense of social responsibility. In this respect, LUC's profile could be seen as an international example of the way in which the philosophy underlying a liberal arts education feeds into an attitude nurturing societal responsibility.

Intended learning outcomes

The programme formulated eight intended learning outcomes (see Appendix 2). They aim at providing the knowledge and skills needed for making a contribution towards a better world, to empower students, to develop the necessary critical attitudes needed in a multi- and international environment and to prepare students to deal with complexity, diversity and change in a challenging situation. The formulated intended learning outcomes have four main characteristics:

1. A focus on broad education to provide students with the necessary deep and broad learning and access to a wide variety of skills and methods;
2. An interdisciplinary approach in a specialised major to enable students to place global challenges in multiple perspectives as well as to allow for in-depth study in a specific area of interest;
3. A strong emphasis on academic and professional skills, such as research and communication skills, mathematical competencies, leadership skills and the drive to strive for continuous development;
4. Attention for global citizenship to prepare students to accept and act upon their social and civic responsibilities.

The LUC intended learning outcomes are clearly defined and target specific skills and aims that accord with the principles of a LAS education, such as multi- and interdisciplinary learning and societal engagement. The formulated learning outcomes also reflect LUC's thematic focus on global challenges and are clearly oriented on the development of analytical research skills, of a critical attitude, of professional skills and focus on personal development and the creation of a critical attitude, for example through emphasis on open-mindedness, life-long learning and reflection.

These learning outcomes have been benchmarked against the Dublin Descriptors, the principles as formulated in the DSFR, and the essential learning outcomes as formulated in the Liberal Education and America's Promise (LEAP) by the Association of American Colleges & Universities (AAC&U), the leading American organisation dedicated to advancing the vitality and public standing of liberal education. In the panel's view, the intended learning outcomes at LUC are ambitious and challenging and exceed the intended learning outcomes as formulated in these three benchmarks.

The Dublin Descriptors, for example, focus on broad knowledge acquisition within a particular field of study. The LUC learning outcomes focus in turn on the acquisition of deep knowledge within multiple disciplines by applying concepts and models with reference to real world problems with a strong focus on analytical and research skills, integration of knowledge and creative problem-solving (LUC intended learning outcome 1, 3, 4), adding considerable weight to the requirements of knowledge acquisition. LUC's thematic approach emphasises the development of skills needed to be

a successful global citizen (LUC intended learning outcome 5), which tops the national focus of the LEAP essential learning outcomes as formulated by the AAC&U. Also, the attention paid to academic integrity and ethical scholarship (LUC intended learning outcome 8) clearly go beyond the bar set in the Dublin descriptors, the LEAP essential learning outcomes and the intentions as formulated in the DSFR for Dutch LAS programmes. In the panel's view, the intended learning outcomes of LUC should for these reasons be considered as an international example of excellence.

Considerations

LUC's ambition to contribute towards societal change by addressing global challenges provides a unique and attractive profile for (prospective) students. This explicit focus strongly resonates the ideas underlying the LAS educational philosophy and proposes an attractive and challenging learning environment for students. LUC's thematic approach emphasises global citizenship and focuses on a skill set that surpasses the national approach encountered in international benchmarks. The formulated learning outcomes reflect LUC's ambitious aims. They are thoughtfully described in terms of level and orientation, paying attention to a broad range of knowledge acquisition, skills development and personal growth. They comply with the DSFR and regularly exceed national and international requirements in terms of orientation and level, in particular with respect to the acquisition and integration of knowledge and the development of analytical and research skills. Attention to integrity, ethical scholarship and a focus on continuous personal development and the creation of a critical attitude sets the intended learning outcomes of LUC apart and are regarded by the panel as clear markers of international excellence.

Conclusion

Bachelor's programme Liberal Arts and Sciences: Global Challenges: the panel assesses Standard 1 as 'excellent'.

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

Educational concept

LUC's educational concept is rooted in the belief that human development is socially situated and that learners construct knowledge through interaction and active engagement with other students, their teacher and course materials. Community activities, residential living and interaction between teaching staff and students are all fundamental elements of the LUC learning experience. A maximum of 20 students are enrolled per course, allowing for active participation in a small-scale group setting. Both students and teachers are challenged to engage and create an interactive, learning community that challenges both teachers and students. These ideas feed the approach to teaching and learning and inform the curriculum design.

A strong focus on research-led teaching is also part of LUC's educational concept and teaching approach. Research-led teaching ensures that students are informed about current research throughout all courses at all three course levels, increasing the complexity of the used materials over the 100-200-300 courses. Research-tutored teaching informs classroom discussions about the content and methodology of scholarly work. LUC's teaching is also research-oriented: two research methodology courses are part of each major. In this way, students acquire the research skills prevalent in their major. Additionally, students are challenged in these courses to exercise their own research, which through newly introduced Field Courses include the practice of data collection from scratch. And lastly, research-based teaching invites teachers to ask students to participate in their own research. Informally, based on discussions in class and formally through the so-called Research Clinics, in which students work with the member(s) of staff on various aspects of a research project – an elective for which students could earn 5 EC for their participation.



Curriculum

The LUC academic year is divided into two semesters of two blocks each. Each block consists of eight weeks: seven weeks of classes followed by a week in which students take their final exams, write papers or finish tasks and course work. Students usually take three courses (5 EC each) per block. Classes are planned in time slots to prevent overlap and to increase flexibility for students. In their first year, students follow compulsory courses in General Education and Academic Skills. In addition, students have ample opportunity throughout their studies to follow their own interests and talents within a major, optional minors and the Global Citizenship components of the programme. For a full description of the programme's curriculum, see Appendix 3.

The LAS curriculum consists of five credited components:

1. General Education (30 EC), providing a broad basis for the programme. In their first year, students follow four signature Global Challenges courses (of 5 EC each) addressing the four main themes of the programme from an interdisciplinary perspective. Additionally, students complete courses in History of Philosophy (5 EC) and History of Science (5 EC).
2. Academic Skills (15 EC), including a course in Academic Writing (5 EC), Statistics (5 EC) and Mathematics (5 EC).
3. Global Citizenship (10 EC), addressing the core concept underlying the LUC programme. Students can choose between various options. Examples are: engagement in a Community Project, Field Courses or specific courses addressing aspects of global citizenship.
4. Major (80 EC), allowing for in-depth knowledge acquisition, direction and specialisation within the LUC curriculum. LUC offers six thematic interdisciplinary majors. Three majors prepare students for the obtainment of a BA-degree: Human Diversity (HD), International Justice (IJ) and World Politics (WP). Three majors are awarded with a BSc-degree upon successful completion of the LUC programme: Earth, Energy and Sustainability (EES), Global Public Health (GPH) and Governance, Economic and Development (GED). Majors are completed in Years 2 and 3 and conclude with a 'capstone' thesis (10 EC).
5. Minor or Electives (45 EC). In Year 1, students explore the various major options through three electives (5 EC each). In Year 2 and 3, students have the option to either broaden or deepen their knowledge and interests through a minor, or through following further electives outside the major – at LUC or elsewhere. Students could opt to broaden their skills set, to go on exchange or follow additional courses in a specific discipline or major.

Students also partake in additional activities, which form an intrinsic part of the LUC degree programme and which feed into the programme's intended learning outcomes:

1. Co-curricular Activities, which are aimed at the development of students organisational, intercultural and leadership skills – often within the LUC community through LUC's student association Fortuna, allowing students to develop their skills in a hands on, practical setting.
2. Residential Living – LUC students live in their first and second year at the LUC building. In this residential setting, students of varied backgrounds and nationalities have to find ways to live together, balancing the wishes of the individual with those of the community, continuing their learning and personal development outside the classroom in a challenging intercultural setting.

Relationship between the learning outcomes and content of the programme

The panel studied the ways in which the programme's curriculum is geared towards the achievement of LUC's programme goals in the self-evaluation report. The five curriculum and two extra-curricular programme components have been demonstrably matched to the main characteristics of the programme's formulated intended learning outcomes and to the intended learning outcomes themselves. In the programme's assessment matrix (in Dutch: 'toetsplan'), all courses are linked to the intended learning outcomes, ensuring the obtainment of these.

Students have a high degree of freedom in designing their own study programme. Students are guided by their academic advisor and by their lecturers (see also 'support and supervision'). Courses are offered at three levels: the 100-level, the 200-level and the 300-level. These levels build one upon the other; prerequisites for courses are clearly stated in course outlines and track documents.

Majors are designed in such a way that students passing all its courses should be admissible to a range of master programmes in that academic discipline; sometimes, students are advised to also follow some additional courses as part of their minor or electives to be admissible to specific disciplinary master studies. The panel is satisfied with the attention paid to the relationship between the LUC programme's content and the prerequisites for enrolment in (disciplinary) master's programmes.

LUC's thematic approach is appreciated by the panel. Over the years, LUC revised its Global Citizenship course several times to shape its thematic focus and to create a better fit between the academic content of the programme to co-curricular activities of the curriculum. In discussion with staff members and the Programme Board, it became clear to the panel that all majors address global citizenship. Nevertheless, the information provided upfront left the panel with questions regarding the way in which majors and course were connected to the thematic approach. The panel thus advises to bring out the programme's focus on Global Challenges more clearly in the information provided on the majors and in the course descriptions, preferably linked to clearly formulated learning outcomes per course. A suitable vantage point could lay in the way in which students themselves become global citizens through their course work and major; students could then be asked to reflect on their personal development while also connecting it to the thematic approach of the programme.

The content design of the programme is considered excellent and sufficiently balanced by the panel. Roughly 50% of LUC's graduates complete a Bachelor of Arts (BA)-degree and 50% of students a Bachelor of Science (BSc)-degree. The panel has studied the evidence provided by the programme and concluded that LUC proactively addressed earlier concerns in the 2014 accreditation procedure regarding the balance between the science and art components of the LUC programme. Over the last years, LUC has specifically strengthened the science component of its programme. In particular the EES and GPH majors have received further attention: new staff has been drawn in, creating a shift from a more quantitative approach to a focus on more 'hard core' natural sciences. These two majors now attract 25% of all LUC graduates, which is a considerable improvement to the situation in 2014. In addition, a new laboratory at the LUC campus has been opened for science students and a stricter selection procedure for admissions regarding scientific skills and qualifications has been put in place. The panel now considers the balance between science and art as of good level.

When asked what they would like to add to the curriculum if they had the option, staff members mentioned hoping to strengthen the LUC humanities profile in the following years, especially with more course work on the ethical dimensions of global challenges. Alumni mentioned having missed attention to the European Union (EU) as an institution. It became clear during the site visit that LUC already had addressed, or was in the processes of addressing, these staff and student wishes. The Programme Board mentioned that the history profile had already been strengthened in the last two years and that currently, the World Politics major also paid sufficiently more attention to the workings and institutions of the EU. Also International Justice pays attention to the EU. Several staff members gave examples of how they engaged students in class to discuss moral dilemmas connected to societal change to address ethical and more questions more profoundly. The panel considers the attention to the content of the programme based to staff and student wishes an example of good practice of an ever evolving curriculum, which is updated according to the needs and wishes of the time.

Some teachers also stated a wish for semester long courses, instead of just courses of eight weeks. This wish resonated with the panel, which also feels that certain skills and disciplines – such as further maths and more analytical approaches to science – would benefit from teaching over a longer period of time; it would potentially be more conducive to students' learning curve. The programme's management recognised this staff wish, but indicated to be dependent on Leiden University not only for the structure of the academic year but also standard course credits (5EC). This also helps to create exchange within the university. The panel encourages LUC to again raise the issue of flexibility in teaching periods and units with Leiden University. It feels that LUC, with its unique teaching model, may have different needs as a result of its specific educational concept to disciplinary programmes.



The panel also welcomed the management's attention to the LUC curriculum in this light. The management tries to identify further 'linking points' within the majors, to create clear connections between courses. This could potentially also result in a shift of the workload within courses, allowing for skills training over a longer, less extensive, period of time.

The panel also met some members of the Programme Council, which advises the Board regarding the programme's curriculum and sets the programme Education and Examination Regulations (Onderwijs- en Examenregeling). Both student members and staff members of the Programme Council felt sufficiently heard and consulted; they raise concerns and complaints based on student evaluation with the Programme Board and also receive feedback regarding changes based on their suggestions and observations.

Study environment

LUC increased the number of applications over the last six years and also doubled its annual intake. Simultaneously, it created a strict selection procedure that is geared towards selecting talented and strongly motivated students that fit the programme's intentions and thematic interest. Currently, c. 200 students enrol each year at LUC. The programme management indicated that LUC has now reached its full capacity and is not planning to actively increase its annual intake to continue safeguarding the small-scale environment of the classes and guaranteeing residential living for all students in Year 1 and 2. In 2012-2013, 219 prospective students applied to LUC of which 76% were offered a place; 56% of all applicants enrolled. In 2017-2018, 552 candidates applied to LUC of which 56% were invited to study at LUC; 37% of all applicants enrolled. An increasing sense of selectivity is thus seen over the last six years. Additionally, the LUC intake has become increasingly diverse. In 2014, nearly half of all LUC students had a Dutch secondary school diploma whereas in 2017, this number had fallen to a third of all LUC students. According to the panel, these numbers address earlier concerns raised in the 2014 assessment report regarding the quality of LUC's intake due to the selection procedure. They consider LUC selective.

The panel studied statistics provided in the self-evaluation report evidencing a high yield (90%). Students and alumni indicated to consider the programme feasible yet also underlined to work hard. On average, students have 12-14 contact hours during teaching weeks. Course work, examinations and mandatory extra-curricular activities, which are an integral part of the degree programme, result in an intensive study experience for students that is challenging according to students' and graduates' testimonies. Students and alumni also stressed that as everyone at LUC experiences a high workload, they motivate and help each other while also looking after one another. Students referred to the ambitious drive that spurred on most students, resulting in a spirit of competitiveness to perform well. They also indicated that the societal orientation of the programme resulted in a continuous dialogue about social responsibility and the need for commitment, raising awareness to their own role within society and opening their eyes to new viewpoints and horizons – both in class and during extra-curricular activities. These statements resonate with the programme's intended learning outcomes. The panel is satisfied that the admission and selection procedures result in a good fit between students and the programme, creating a competitive, challenging yet healthy study environment for students.

Learning experience and classroom dynamics

During the site visit, the panel discussed students' learning experience and classroom dynamics in further detail. Students felt sufficiently challenged in class. They mentioned to feel co-responsible for their own learning experience through student-centred approaches to classroom organisation: examples were the use of discussion groups, the use of the model of a 'flipped' classroom in which students were in the lead and tasks designed to let students bring in topics and problems related to the course content. Lecturers complimented students' active engagement in discussions in class, in course work and also in the broader learning community. Staff members indicated to often see their role as course convenors and classroom moderator: they actively encouraged shy students to speak up, called on argumentative bluff and steered group discussions according to the learning outcomes. Staff members who worked at both LUC and within disciplinary departments of Leiden University

positively commented on LUC's classroom dynamics, referring to well-prepared and ambitious students, informed discussions and a truly competitive and academic atmosphere.

When asked whether teaching techniques and approaches also resulted in high-quality teaching, staff members explained that the use of a variety of approaches and techniques, creativity in course design and continuous development of course materials are considered key to high-quality teaching. LUC's research-led teaching brings research developments directly into the classroom and forces teachers to continuously update their courses based on academic research. In addition, within the majors and minors but also within the mandatory programme components, teachers and lecturers regularly evaluate their peers' course materials within and across disciplines, guaranteeing a continuous scrutiny of course materials and approaches within the tracks and within courses. In these ways, the LUC programme is continuously updated, creating a challenging teaching-learning environment.

Staff

At LUC, three 'types' of staff members teach in the programme: 1. LUC staff members, permanently based at the College, 2. so-called 'external' (e.g. 'not based at LUC') instructors from other Leiden University Faculties and 3. 'specialist' teachers, who either offer specialist knowledge (for example former ministers, journalists, a former Secretary-General of the NATO and a former prosecutor at the Yugoslavia tribunal who offer 'knowledge in practice') or who have specialist skills (for example language or mathematics teachers).

The panel studied the research interests, teaching profile and qualifications of the various staff members and concluded that a wide variety of interests, expertise and disciplines are represented by the LUC staff. Staff members have a strong academic background and they sufficiently cover the various academic disciplinary demands posed by the study paths available within LUC. Most courses (over 70%) are taught by assistant professors and some courses (6%) are taught by full professors who are based at other Leiden departments. Nearly all course instructors hold a PhD and have been awarded the Basic Teaching Qualification, with the exception of some teachers who specifically teach language skills and PhD candidates from the Mathematical Institute of Leiden University who teach under supervision in the compulsory first-year mathematics and statistic courses.

LUC has made long-term agreements with the Faculties of Leiden University which contribute to the programme through the provision of academic instructors from the Faculties – the so-called 'external' instructors. This allows for better planning between the Faculties and LUC and as a result, a greater continuity of external instructors from the Faculties teaching at LUC is now guaranteed. The programme management explained that they usually were able to hire external instructors who felt affinity with the LUC programme and who volunteered within their respective Leiden departments for teaching at LUC. This statement was confirmed in an interview with teaching staff members by the attending external instructors. The panel concluded that LUC was able to guarantee a good fit between teaching staff and the demands posed by the programme.

External and specialist instructors follow a mandatory introductory workshop to explain the particularities of teaching at the LUC programme. In addition, they receive the extensive Faculty Handbook, which pays attention to the educational model of LUC and its teaching concept. The panel is satisfied with the support for external staff members at LUC. External staff members are also explicitly invited to become a part of the LUC community through engagement in social and extra-curricular events. External staff members were positive about the welcome and support received, when meeting the panel.

Students spoke highly of their teachers. In those rare cases in which teachers did not meet their needs or high expectations, they felt like they could discuss their issues sufficiently with the Programme Board or other staff members and they gave examples of cases in which the management responded promptly to complaints. Staff members have a weekly office hour, but an open door policy is broadly acknowledged by both staff and students. Students also found it easy to get hold of



external staff members: external instructors always replied promptly and adequately by email and were flexible about meeting up, when needed.

Due to the open atmosphere, teaching staff – both internal and external – confirmed to continuously give each other feedback and to discuss feedback received from students with colleagues. All teaching staff members felt sufficiently supported by the management, the support staff members and by the facilities of LUC. Based on evidence studied during the site visit, the panel verified that all staff members regularly engage in student-led initiatives and activities that often have a social and societal dimension. All evidence studied by the panel point towards an active, supportive and professional staff team at LUC, dedicated to the academic and social components of the LUC programme and supported by the programme's management.

To continue supporting LUC's staff in the coming years and to allow for continuous development of their teaching practice, the panel recommends setting up a teaching and learning centre for interdisciplinary teaching at LUC. A specialised teaching and learning centre may offer further structural support and guidance about the Liberal Arts and Science model of teaching, in particular to new 'specialist' and 'external' teachers that are less familiar to it. Additionally, an interdisciplinary and small-scale teaching environment offers a unique opportunity to further develop existing teaching practices and create an incentive for continuous improvement within a dedicated expertise centre. LUC's educational concept also requires a continuously changing demand for interactive teaching styles and caters towards alternative learning needs. LUC is therefore ideally placed for such a teaching and learning centre which, in turn, may cater towards these staff development needs.

Advice and supervision

Guidance, support and supervision are central to the teaching and learning environment of LUC. A comprehensive student support system is in place, which focuses both on the academic and social development of students at individual and collective levels. Academically, students are advised by their Academic Advisor and, from Year 2 onwards, by their Major Convenors and major specific Advisors. Socially, the Student Life Officer and the Residential Assistants (RA) provide support at the residential floors in order to create an inclusive and respectful community. If necessary, Student Life Counsellors offer individual psychological support to students who may suffer from homesickness, stress, culture shock, or who have concerns about their mental well-being. And finally the Study Advisors function as gate-keepers to all other support services, monitor students' progress, help to prevent study delays and provide advice on the rules and regulations.

The panel is impressed by the well-organised and comprehensive support system. The various support groups meet regularly. RAs, who are recruited amongst LUC students, are in many ways the 'eyes and ears' of the various floors but are also well-trained regarding the need for boundaries and confidentiality. Students are aware of the various levels of help and support in place and appreciate the easy access to RAs in particular. Students praised their RAs and the constructive role within the LUC community. They mentioned their important social role: within the support system, but also in terms of floor cohesion and community spirit.

For academic advice, students indicated to often contact their individual course instructors rather than their Academic Advisor. Course instructors were considered very knowledgeable about students' specific interests and the relevant disciplines of potential interests. Students explained that they were appointed a new Academic Advisor within their major in Year 2, if necessary. Instructors and Academic Advisors were both seen as easy to approach and knowledgeable. Students were generally very positive about the supervision received for course work. During the site visit, students indicated that they considered all the support of their Academic Advisors and teachers regarding master programmes and their specific requirements extremely helpful.

Graduates were positive about the supervision of their bachelor theses. None of the interviewed alumni had experienced difficulties during the thesis trajectory and all praised their individual thesis supervisors. In the documentation for students, the panel verified that a procedure was in place in

cases of dissatisfaction with thesis supervision. In addition, alumni spoke highly of the staff's commitment to their ongoing academic development and considered the personal encouragement and interest demonstrated in their academic enhancement exemplary. They indicated that they felt well-prepared for their further studies and indicated to have developed the necessary skills at LUC to bridge any lacking knowledge if necessary.

Some alumni pointed out that the programme did not pay equal attention to the option to pursue a professional career upon graduation. For many international students it is very common and desirable to enter the labour market upon completion of a bachelor's degree programme. According to the panel, LUC graduates are well qualified to directly enter the (international) labour market upon graduation. Hence, the panel considers it fitting that LUC, with its clear international outlook, also caters to these specific wishes in an appropriate way. The Programme Board acknowledged this need and indicated to have recently appointed a LUC career officer.

Programme-specific facilities

The panel observed the various ways in which the facilities of LUC could be used for both academic, extra-curricular and social activities during a tour of the building and is fully satisfied that it serves the community exemplarily. The LUC programme is housed in its own, custom built premises next to The Hague's central station. This building houses several academic facilities as well as studio apartments for 413 students. With its good connection to additional facilities in The Hague and Leiden, the LUC campus is in the panel's view sufficiently equipped and well-suited for the demands posed by its demanding educational model. The programme-specific facilities allow for a stimulating teaching-learning environment. The location in The Hague also helps to provide a stimulating environment in which to realise LUC's curriculum and intended learning outcomes aimed at development of global citizenship and in the panel's view, LUC takes good advantage of its circumstance.

Some of the specialist courses at LUC require additional equipment. Specialist laboratory work is performed at the relevant Faculties in Leiden. Science students considered this a necessary condition for more advanced lab-based studies and were content with their access to the Leiden facilities. They appreciated the purpose-built science laboratory within the LUC building, at which they could practice and sign up for experiments. Staff and students mentioned that they hoped that the LUC building could be equipped with its own computer laboratory in the future, as they now were dependent on the Wijnhaven laboratory. Access was not always easy to get hold of. The panel recommends exploring whether it would be feasible to set up a LUC computer laboratory in the coming years.

During the site visit, the panel discussed the risk signalled in the self-evaluation report that students are too comfortable in the LUC building. This statement seemed slightly at odds with the societal outlook of the LUC learning goals. During the site visit examples students offered of the ways in which they engaged with fellow citizens of The Hague (for example through volunteering, work and outreach programmes etc.) and with other students, both from Leiden University, other Dutch University Colleges and The Hague University of Applied Sciences (through sports, exchange, trips etc.). These examples of exchange address any self-identified reservations regarding the societal outlook of the programme.

Considerations

The panel verified that the teaching-learning environment at LUC is of good quality. The programme's educational concept drives teaching and learning at LUC. LUC's educational concept is rooted in the belief that human development is socially situated and that learners construct knowledge through interaction and active engagement with other students, their teacher and course material. These ideas are developed, clearly translated into the curriculum and upheld by both staff and students in a spirit of communal exchange. Community activities, residential living and interaction between teaching staff and students are all fundamental elements of the LUC learning experience, which is also student-centred and student-driven. In this way, a challenging and intensive learning experience for students is created in which students strive to bring out the best in themselves and in their peers.



Teaching staff and support staff are, next to the students themselves, at the heart of this successful exchange. Students praise their commitment and engagement and feel academically and personally acknowledged by their teachers. Staff members are academically qualified in the relevant disciplines and actively participate in and contribute to the academic and social community. The panel verified that LUC is capable to guarantee a good match between the curriculum demands and staff member's expertise. To aid staff members' professional development, the panel recommends further investing in the training of staff for the different learning needs at an interdisciplinary LAS-programme. In the panel's view, LUC is ideally situated within LU to set up a specific teaching and learning centre for interdisciplinary teaching which may cater towards these demands.

According to the panel, the curriculum content is excellent. Over the period of assessment, many positive changes have been introduced: the natural sciences component of the curriculum has been strengthened in two of LUC's majors, which now together attract 25% of all LUC students. These changes address the 2014 panel concerns regarding the scientific component of the programme. The programme also strives for continuous development of its course contents and the improvement of its curriculum. Recently, the humanities majors has received some attention: history's profile has been raised and new course elements have been introduced. In addition, the Global Citizenship course has been successfully redesigned over the period of assessment to link it better to co-curricular activities.

The panel has some minor suggestions for further improvements of the curriculum contents in the coming years: these include the continuous scrutiny of the curriculum for linking points within the major to allow for extended course runs for skills training in mathematics and statistics over a longer, less intensive, period of time. Also, the panel advises to bring out the programme's thematic focus on Global Challenges more clearly in the information provided on the majors and in the course descriptions, preferably linked to clearly formulated learning outcomes per course. According to the panel, these objectives could be easily obtained in the coming years.

The panel verified that LUC's advice and supervision system and programme-specific facilities are of very good standard. The location in The Hague also helps to provide a stimulating environment in which to realise LUC's curriculum and intended learning outcomes aimed at development of global citizenship and in the panel's view, LUC takes good advantage of its circumstance. The available facilities are also considered as of high standard by the panel. It is pleased that a science laboratory has been built at the LUC campus since the last programme assessment, as this truly supports science students' learning experience. It recommends exploring whether it would be feasible to also set up a LUC computer laboratory in the coming years at its premises. Based on information received from alumni of the programme regarding job advice, the panel asks the programme to pay some further attention to students who want to pursue a professional career. This could be developed, for example, in combination with the alumni programme for which recently an Alumni Officer has been appointed.

Over the years, LUC has become increasingly selective and its intake has become increasingly diverse. According to the panel, earlier concerns raised in the 2014 assessment report regarding the quality of LUC's intake has now been sufficiently addressed and have resulted in a good fit between the programme and its students. Students blossom in this environment. Although they testify to work hard, the programme knows a high success rate suggesting a demanding yet healthy teaching-learning environment of good quality.

Conclusion

Bachelor's programme Liberal Arts and Sciences: Global Challenges: the panel assesses Standard 2 as 'good'.

Standard 3: Student assessment

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

Findings

Assessment system

At LUC, assessment is seen as an important formative process for students. It is used to provide students with continuous feedback on their progress, to provide a moment of information on whether students need further help or support and to determine if students meet the various course objectives, which are linked to the programme's intended learning outcomes. The panel considers these principles valuable points of departure for a student-centred approach of assessment.

These assessment principles inform a system in which assessment is directly linked to courses' learning outcomes at the appropriate course level. All course objectives feed into the programme's intended outcomes, as is demonstrated in the programme's assessment matrix. At course level, assessment always contains several elements; no single element counts for more than 40% of the final grade, and any written exam that counts for more than 20% towards the final grade is subject to peer review to check the validity and reliability of the exam *ex ante*. The panel established that the system of assessment safeguards the validity of the assessment; the assessments are in line with the intended learning outcomes and the modes of instruction in the different classes.

The programme has a well-developed assessment policy, formalised in the Academic Rules and Regulations (in Dutch: 'Onderwijs en Examenregeling') and in the Rules and Regulations of the Board of Examiners. New staff and instructors are briefed regarding the details of the LUC assessment system upon employment, and may ask for further assistance if needed. LUC's assessment policy is aligned with Faculty policies, with the exception of resits. As an honours college with continuous assessment, LUC does not allow for resits of examinations; if a student fails an exam, he or she has to retake the course.

Students are aware of this measure and consider it a strict yet clear policy, which encourages them to meet the learning outcomes at once. These rules and regulations are also outlined in both the Student Handbook and in the Faculty Handbook. During the site visit, students indicated to feel well-informed regarding assessment policies and thoroughly prepared for the way(s) in which they will be assessed. According to the panel, the system of assessment and the various policies in place guarantee a valid, reliable and transparent assessment system for students.

Assessment methods

Teaching guidelines ask instructors to actively engage students in class and to create active and trying leaning activities. Compelling assignments and tests have been created, using diverse methods of assessments reflecting the intensive teaching formula. Each course has at least three different assessment element, each counting for at most 40% of the final course grade. A variety of summative and formative assessment is used. During teaching weeks, formative methods are mostly used. Students commented positively on the formative nature of tests, they felt sufficiently challenged. They also praised the timely and helpful feedback on formative tests.

The panel shares the students' praise regarding the programme's impressive response rates regarding feedback. Quick return rates and timely feedback feeds into a continuous learning experience for students and is thus considered by the panel as convincing evidence for the existence of a truly intensive teaching-learning environment for students.

The panel ascertained that a variation of assessment methods is used at LUC. Courses are often tested through a balanced mix of written and oral assignments, yet also more innovative and interactive forms of assessment are used. During the site visit, staff members named for example a theatrical play and the building of a website as examples of more innovative and creative assessment methods that allow students to take a lead in their own assessment through peer-review practices.



Students explained that also blog posts and poster presentations are frequently used to assess their class performance and analytical, oral and written presentation skills.

These assignments are truly student-centred and very appropriate for a LAS programme. They also allow for a structured assessment of the learning outcomes regarding the development of social skills and attitudes and testify students' professional development. The panel therefore considers the variety of assessment methods as conducive to students' learning experience and as evidence of a good assessment system as it is indicative of the way in which students meet the programme's intended learning outcomes in a structured and professional way.

Board of Examiners

The LUC assessment system is supported and continuously improved by a pro-active BoE, which is supported by a secretary and administrative assistant. The BoE is well-organised and has effective working methods: the BoE secretary, supported by the administrative assistant, communicates with students regarding individual requests and prepares these for decision-making, supports quality management procedures, monitors the implementation of the rules and regulation and BoE's decisions. In addition, some operational tasks are mandated to the Study Advisor, Course Administration or Exchange Officer. The various members of the BoE oversee these various mandates and have each a dedicated task in the monitoring of the quality of examinations.

The BoE annually monitors the results of examinations per cohort and academic year, and also evaluates the assessment at programme level, thereby paying specific attention to the alignment of intended learning outcomes and assessment. Every year, a stratified sample of selected courses is reviewed by the BoE, who also regularly checks at individual course level whether assessment elements are graded in line with all regulations. The resulting report with recommendations and conclusion is discussed with the Programme Board.

In addition, the BoE appoints examiners and oversees the quality of testing by new instructors and staff at LUC. The BoE created (digital) instruments to support new staff members in working with the LUC grading system, which is based on the international letter grading system (A to F) and therefore differs from most Dutch university grading systems. For the most regularly used assessment methods, the BoE provides grading rubrics to which specific criteria can be added by the course instructor, if necessary. In addition to these tasks, the BoE approves electives, oversees cases of academic malpractice, evaluates and advises on the improvement of the assessment plan on the basis of course evaluations and their expert knowledge.

The BoE also annually evaluates the quality of the capstone theses and their assessment: a random sample is selected and studied by dedicated members of the BoE. Shared guidelines have been drawn to inform students regarding the expectations for the two optional variations for a capstone thesis: students can opt for either original research or a critical literature review. For both types, a specific grading form has been developed listing six grading criteria which also allow for (slight) variations in the weights assigned to each of these criteria in order to reflect different academic traditions across the various disciplines. These criteria are: 1. justification research project; 2. research design/methodology; 3. evidence, data, literature; 4. argument/analysis; 5. structure/style/formatting; 6. general comments), which are all graded separately. Each aspect is commented on separately by the reader. At the end, the reader provides general comments to support the final grade. The weights of these criteria are jointly established by all academic LUC staff and are explained on the grading forms to enhance transparency for students.

To further establish common grading practices and expectations across the various disciplines, the programme and BoE oversees a regular exchange of ideas, continuous dialogue and the commentary provided by independent readers on capstone theses. The panel studied various capstone theses across the disciplines and ruled their assessment reliable and transparent. Grading forms were used exemplary; grades were well-supported by detailed feedback on all six criteria, which also closely matched the panel's own observations regarding a thesis' quality. The panel considered the input of

readers crucial for the quality of the capstone assessments and encourages the programme and BoE to work on shared rubrics to further enhance shared practice across the disciplines. The use of rubrics would also encourage the systematic inclusion of a developed analytical framework in all final projects, allowing for further strengthening and standardisation amongst the various disciplinary takes on the final work within the programme.

The panel concluded that the BoE not only carries out its formal tasks, but also has a visionary and pro-active approach towards their monitoring task. A good example was the way in which the BoE spoke about the need for ethical policies and data regulations for students that collect data while undertaking original research for their capstone thesis as discussed during the site visit. The BoE's advice is taken seriously by the Programme Board and has resulted in changes in existing procedures.

Considerations

The panel ascertained that the quality of assessment at LUC is run by a professional and self-critical organisation that strives for continuous development of its assessment practices. LUC has a well-developed and proactive attitude towards its system of assessment, which is successfully translated into policy and practice. The programme's assessment matrix records the assessment of the intended learning outcomes of each course. In addition, clear rules and regulation provides transparent guidelines for assessment. Examiners at LUC are adequately trained, monitored and supported.

The quality of assessment is of a good level. The reliability of the assessment and the independence of examiners are safeguarded by various measures, such as the use of standardised assessment forms, peer review practices and continuous dialogue between the various stakeholders and staff members involved. The panel encourages the programme in the following years to continue their work on shared rubrics to further enhance shared practice across the disciplines. The assessment system is supported and continuously improved by the BoE, which is well-organised, professional, effective and performs all its legal duties. It is actively engaged in monitoring, and guarantees the assessment of all courses, also regularly performing course and course assessment surveys and theses. The panel therefore concludes that LUC has a good assessment system in place.

In particular, the panel is enthusiastic about the great variety of assessment forms used at LUC, which are synchronised with the broad goals and challenging intended learning outcomes of the programme and which are very suitable for a LAS programme. Assessment is imaginative and creative and very suitable to test both students' social skills, professional attitude and creativity next to their academic capacities and skills. Quick feedback and return rates feed into a continuous learning experience for students and is considered by the panel as convincing evidence for the existence of a truly intensive teaching-learning environment for students and is as such highly appreciated by the panel.

Conclusion

Bachelor's programme Liberal Arts and Sciences: Global Challenges: the panel assesses Standard 3 as 'good'.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Students achieve the final learning outcomes in individual courses throughout their studies, through personal development and active civic engagement and by the research skills and analytical skills practised in their theses, which are referred to at LUC as 'capstones'.

Final achievement level

The assessment policy in place and the checks and balances monitored by the BoE as described above under Standard 3 guarantee that each individual student achieves the desired achievement



level in their course work. The panel ascertained during the site visit that both the BoE and the programme's Programme Board keep a close eye on the diversity of courses taken by students and verified that the mechanisms to secure individual achievement of all intended learning outcomes are meticulously upheld and monitored at LUC.

Additionally, the panel studied fifteen theses, paying attention to students' research skills, writing abilities, structuring and handling of academic literature and their ability to reflect and analyse a particular research problem. According to the panel, students amply demonstrated the bachelor's achievement level. The panel considered the level of achievement of sufficient and often high level, especially taking into account that students often receive considerable less training within a specific discipline compared to monodisciplinary students. LUC students' achievement level was at least on par, and often outperforming, their monodisciplinary fellow students.

The panel noted that the majority of students chose to write their thesis within the remit of one discipline rather than taking a multi- or interdisciplinary approach. As a result, the name 'capstone' for the thesis could be confusing. 'Capstone' implies a thesis with a strict multi- or interdisciplinary approach encompassing all intended learning outcomes for the programme, which is in the current set up not the case: interdisciplinarity is not a required learning outcome for the bachelor thesis.

Students and staff members explained that a monodisciplinary focus was often needed to meet entry requirements for master's programmes. They also stressed that in their disciplinary theses, they often used a broader range of research methods based on their interdisciplinary knowledge base. The panel agreed that an interdisciplinary approach in the thesis should not be sought at all costs and that a broadening of interests can also be observed in topic choice and/or research methods. To avoid any confusion regarding the nature of students' work and the formulated intended learning outcomes for the bachelor thesis, the panel therefore advises the programme to abandon the name 'capstone'.

The panel ascertained that students and graduates met the ambitions formulated in the intended learning outcomes regarding the personal development of students and the level of civic engagement, based on testimonies and presented materials during the site visit. Various examples of civic engagement were discussed during the site visit as part of either course work or as (group) initiatives by individual students. For example, some students worked with immigrant children and worked in social projects in the city of The Hague as part of their course work, others had been active in money raising activities for charities or closely involved in political discussion and action. According to the panel, students were able to reflect (self)critically on their studies, their own involvement and the programme and convincingly demonstrated to have embraced the programme's ambitious goals regarding continuous personal development.

Performance of graduates

In 2017, an alumni survey amongst all Dutch LAS graduates was carried out; 33% of all LUC graduates fully completed the survey, allowing for some general observations regarding their further career. The majority of the LUC respondents continued their studies – either in the Netherlands (44%) or abroad (56%) in often competitive (research) master's programmes. The most popular fields of study are Law, Political Science and International Relations, but many other options featured. Some respondents had now entered PhD programmes, worked in the public sector or for non-profit organisations (c. 60% of all respondents).

Graduates also mentioned that many of them had been taking multiple master degrees for further cross disciplinary training before moving onto the labour market. These findings suggest that LUC graduates achieve the programme's intentions: they proceed with their studies both nationally and internationally in well-regarded master programmes, they reflect the diversity of interests of students in a LAS degree programme and they are often hired in jobs with a social outlook and/or public interest.

Graduates spoke highly of the staff's commitment to their ongoing academic development and considered the personal encouragement and interest demonstrated in their academic enhancement exemplary. Graduates indicated that they felt well-prepared for their further studies and indicated to have developed the necessary skills at LUC to bridge any lacking knowledge, if necessary. According to the panel, LUC graduates are well qualified to directly enter the (international) labour market upon graduation.

Considerations

Based on the overall level of the students' performance during their course work, their bachelor theses, their active involvement in extra- and co-curricular activities, public engagement and ongoing personal development, the panel concludes that LUC graduates achieve the ambitious learning outcomes of the programme at a good level. In its view, the enrolment of LUC graduates in diverse national and international (research) master programmes are further evidence of the high quality of graduates of the programme. The panel advises the programme to abandon the name of 'capstone' for the bachelor thesis project to avoid any confusion regarding the nature of the work.

Conclusion

Bachelor's programme Liberal Arts and Sciences: Global Challenges: the panel assesses Standard 4 as 'good'.

GENERAL CONCLUSION

LUC's ambition to contribute towards societal change by addressing global challenges provides a unique and attractive profile for (prospective) students. This explicit focus strongly resonates the ideas underlying the LAS educational philosophy and proposes an attractive and challenging learning environment for students. LUC's thematic approach emphasises global citizenship and as such focuses on a skill set that surpasses the national approach encountered in international benchmarks. The formulated learning outcomes reflect LUC's ambitious aims. Attention to integrity, ethical scholarship and a focus on continuous personal development and the creation of a critical attitude sets the intended learning outcomes of LUC apart and are regarded by the panel as clear markers of international excellence (standard 1).

The panel verified that the teaching-learning environment at LUC is of good quality. The programme's educational concept drives teaching and learning at LUC. It is excellently developed, clearly translated into the curriculum, upheld by both staff and students in a spirit of communal exchange. Community activities, residential living and interaction between teaching staff and students are all fundamental elements of the LUC learning experience, which is also truly student-centred and student-driven. In this way, a challenging and intensive learning experience for students is created in which students strive to bring out the best in themselves and in their peers (standard 2).

The panel concluded that LUC has a well-developed and proactive attitude towards its system of assessment, which is successfully translated into policy and practice. The panel ascertained that the quality of assessment at LUC is run by a professional and self-critical organisation that strives for continuous development of its assessment practices. In particular, the panel is enthusiastic about the great variety of assessment forms used at LUC, which are synchronised with the broad goals and challenging intended learning outcomes and which are very suitable for a LAS programme. Assessment is imaginative and creative and very suitable to test both students' social skills, professional attitude and creativity next to their academic capacities and skills. It therefore rates its assessment system as of good level (standard 3).

Based on the overall level of the students' performance during their course work, their bachelor theses, their active involvement in extra- and co-curricular activities, public engagement and ongoing personal development, the panel concludes that LUC graduates achieve the ambitious learning outcomes of the programme at a good level (standard 4).



The panel assessed standard 1 as 'excellent' and standard 2, 3 and 4 as 'good'. Based on the NVAO decision rules regarding limited programme assessments, the panel therefore assesses the programme as 'good'.

Conclusion

The panel assesses the *bachelor's programme Liberal Arts and Sciences: Global Challenges* as 'good'.

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR THE DISTINCTIVE FEATURE OF SMALL-SCALE AND INTENSIVE EDUCATION

Organisational context

The bachelor's programme under review is offered by Leiden University College (LUC). LUC is an international selective honours college offering a Liberal Arts and Sciences (LAS) programme with a focus on Global Challenges. LUC was founded in 2010. LUC is part of the Faculty of Governance and Global Affairs (FGGA) of Leiden University (LU). Both LUC and the FGGA are located in The Hague, LUC at its own premises close to The Hague Central Station. LUC works closely together with the other The Hague programmes of the FGGA and with the other Faculties of LU; almost half of the staff employed at LUC is based at another LU Faculty – these staff members are referred to as 'external' (e.g. not primarily based at LUC) staff members. Additionally, LUC employs some external specialists, for example with related expertise in the work field and/or language teachers.

Given the prominence of its educational approach, the bachelor's programme was awarded the Distinctive Feature Small-scale and Intensive Education in 2014. It allows the programme to select every year a group of first-year students (up to its full College capacity of 650 students), for which an elaborate admission procedure has been established. In addition to the regular assessment of the bachelor's programme, which is discussed separately in the preceding chapter of this report, the panel performed a practice-based assessment to verify whether the distinctive, small-scale and intensive character of the bachelor's programme can be reaffirmed. Two panel members were specifically trained and appointed by the NVAO to lead the assessment of this Distinctive Feature. The practice-based assessment took place on 14-15 May 2018 in combination with the regular assessment of the bachelor's programme.

The following practice-based assessment pays considerable attention to two 'areas of improvement' as formulated by the panel of the initial assessment of the Distinctive Feature in 2014:

- the quality of theses (paying attention to students' research skills, writing abilities, problem definition, structuring and handling of academic literature and their ability to reflect and analyse a particular research problem) and the achievement level in general;
- the programme's graduation rates of 61%, which was not yet close to meeting the then programme's target of 85%.

Both 'areas of improvement' will be discussed under Standard H.

A. Intended learning outcomes

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

Findings

Standing in the liberal arts tradition that seeks to free the individual through intellectual and ethical engagement, Liberal Arts and Sciences (LAS) programmes encourages inquiry through profoundly open curricula that allows to students to explore a diversity of academic fields. Often conducted in a strongly international context, LAS programmes promote intercultural understanding, abilities, and societal engagement.

Within this context, the LUC programme focuses on 'Global Challenges'. Global challenges are defined as the major issues facing humanity and the planet. These challenges cannot be solved by one nation, institution or organisation on its own and demand interdisciplinary cooperation and approaches



between academics, governments, organisations and individuals to address them collectively. This ambition is also reflected in LUC's motto: *Building Knowledge for a Better World*, which is rooted in the belief that every individual can make a difference in the world and have a positive impact on society. During the site visit, both students and members of staff clearly expressed these intentions and aims as supportive for their choice to study or work at LUC.

The programme has formulated eight intended learning outcomes. They aim at providing the knowledge and skills needed for making a contribution towards a better world, to empower students, to develop the necessary critical attitudes needed in a multi- and international environment and to prepare students to deal with complexity, diversity and change in a challenging situation. The formulated intended learning outcomes have four main characteristics:

1. A focus on broad education to provide students with the necessary deep and broad learning and access to a wide variety of skills and methods;
2. An interdisciplinary approach in a specialised major to enable students to place global challenges in multiple perspectives as well as to allow for in-depth study in a specific area of interest;
3. A strong emphasis on academic and professional skills, such as research and communication skills, mathematical competencies, leadership skills and the drive to strive for continuous development;
4. Attention for global citizenship to prepare students to accept and act upon their social and civic responsibilities.

The panel studied LUC's intended learning outcomes, which are added in Appendix 2. The panel observed that they are clearly defined and target specific skills and aims that accord with the principles of a LAS education. For example, a focus on interdisciplinary learning is defined in LUC intended learning outcome 2b: 'Have a broad knowledge base that enables them to place global challenges in multiple perspectives' and LUC intended learning outcome 4a 'Have an understanding of the various fields of study, their subject matter, epistemology, ontology, methodology, and research methods'. Also, societal engagement is clearly embedded in LUC's intended outcomes, for example see LUC intended learning outcome 5a: 'Accept and act upon their social and civic responsibilities; they aim to be the best they can be and inspire and help others to reach their goals'. In addition, personal skills are also directed towards the development of their professional and leadership skills, as exemplified in LUC's intended learning outcome 6b: 'Have leadership skills, take responsibility to contribute to change, and to protest against injustice, intolerance and unethical behaviour'.

The formulated learning outcomes also reflect LUC's thematic focus on global challenges (LUC intended learning outcomes 5), and are clearly oriented on the development of analytical research skills in an interdisciplinary context (LUC intended learning outcome 4b), of communication skills (LUC intended learning outcomes 7). Additionally, they focus on students' personal development into global citizens (learning outcome 4) and the creation of a critical attitude (LUC intended learning outcomes 8). In terms of knowledge acquisition and understanding, the panel considers the aims formulated by LUC to surpass the standards formulated for a bachelor's programme in international benchmarks, such as the Dublin Descriptors, the essential learning outcomes as formulated in the Liberal Education and America's Promise (LEAP) by the Association of American Colleges & Universities (AAC&U) and the principles formulated in the Domain-specific Framework of Reference for the Liberal Arts and Sciences in the Netherlands. As such, the LUC intended learning outcomes could be considered as ambitious, directed to deliver graduates with excellent academic interdisciplinary qualifications and research skills, with social skills and a professional attitude and a wide interest in social developments.

Considerations

LUC's ambition to contribute towards societal change by addressing global challenges provides a unique and attractive profile for (prospective) students. This explicit focus strongly resonates the ideas underlying the LAS educational philosophy and proposes an attractive and challenging learning environment for students. LUC's thematic approach emphasises global citizenship and as such

focuses on a skill set that is intrinsically related to social developments and issues within a multidisciplinary and/or interdisciplinary context. The formulated learning outcomes reflect LUC's ambitious aims. They are thoughtfully described in terms of level and orientation, and pay attention to a broad range of knowledge acquisition, skills development and personal growth. Attention to integrity, ethical scholarship and a focus on continuous personal development and the creation of a critical attitude are key skills for initiative-rich scholars and/or professionals who are willing to address global challenges during their studies in in their further career.

Conclusion

Bachelor's programme Liberal Arts and Sciences: Global Challenges: the panel assesses Standard A as 'meets the standard'.

B. Relationship between the goals and content of the programme

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

Findings

The LAS curriculum consists of five credited components: General education, academic skills, global citizenship, a major and minor or electives. Students also partake in extra- and co-curricular activities and residential living, which form an intrinsic part of the LUC degree programme.

The panel studied the ways in which the programme's curriculum is geared towards achievement of the LUC's programme goals in the self-evaluation report. The five curriculum and two extra-curricular programme components have been demonstrably matched to the main characteristics of the programme's formulated intended learning outcomes. In the programme's assessment matrix (in Dutch: 'toetsplan'), all courses are linked to the intended learning outcomes, ensuring the obtainment of these. The Board of Examiners (BoE) keeps track that students fulfil all requirements regarding level and orientation of their courses as outlined in the programme's intended learning outcomes.

Students have a high degree of freedom in designing their own study programme, advised by their Academic Advisor. Courses are offered at three levels: the 100-level, the 200-level and the 300-level. These levels build one upon the other; prerequisites for courses are clearly stated in course outlines and track documents. All students follow a major. Majors are: Earth, Energy and Sustainability (BSc), Governance, Economics and Development (BSc), Global Public Health (BSc), Human Diversity (BA), International Justice (BA), and World Politics (BA).

The content of the curriculum is intrinsically connected to relevant co-curricular activities. For example, the Community Project, and Field Courses address global citizenship both in the class room as outside of the class room through excursions, work within the community, meetings with relevant stakeholders (for example local politicians or civil servants). These activities and meetings feed into the assignments and projects that are part of students' course work, while also offering an opportunity for students to hone their professional and communication skills.

In addition, Student Association Fortuna organises extra-curricular activities that broaden students interests, knowledge and horizons, for example by organising debates and lectures on global challenges in related subject areas to those discussed in class. In this way, students interests are broadened. Additionally, students individually set up politically and socially oriented campaigns, for example raising awareness about the #MeToo discussion, the role of religion in global conflicts and by fundraising for charities and/or social campaigns.

Professional qualities and leadership skills are also further developed through activities within the LUC community. For example, Fortuna offers many opportunities to students to engage in the community and to take a leadership role: teach dancing classes and direct sports teams, write blog



posts, report on LUC events using professional filming equipment and are involved in creating apps to organise LUC (academic) life.

Residential living at LUC also adds to the obtainment of the curriculum's goals. In the residential setting, students of varied backgrounds and nationalities have to find ways to live together, balancing the wishes of the individual with those of the community, continuing their learning and personal development outside the classroom in an intercultural setting. In this way, they hone their intercultural sensitivity and grow as a person – broadening their horizons, learning from others while also becoming caring persons.

Considerations

The panel ascertained that the intended learning outcomes are adequately translated in the programme contents. Courses are offered at three levels: the 100-level, the 200-level and the 300-level. These levels build one upon the other; prerequisites for courses are clearly stated in course outlines and track documents. Extra-curricular and co-curricular activities and residential living sufficiently add to the development of professional skills and personal growth as set out in the intended learning outcomes. These extra- and co-curricular activities focus on topics and subjects related to LUC's focus on global challenges while also broadening interests and horizons for students engaged in these activities and creating new and challenging way to hone their interpersonal and academic skills and interests.

Conclusion

Bachelor's programme Liberal Arts and Sciences: Global Challenges: the panel assesses Standard B as 'meets the standard'.

C. Structure and didactic concept

The concept of the programme is aimed at creating an academic and/or professional community. Key terms are small-scale and intensively organised education, leading to a high number of hours of face-to-face teaching, close involvement between students and teachers and between students among themselves and socially relevant extra-curricular activities.

Findings

The panel observed that LUC aims to educate students to become global citizens who take to heart their potential role in solving global challenges. LUC's motto *Building Knowledge for a Better World* is rooted in the belief that every individual can make a difference in the world and have a positive impact on society. LUC's aims are therefore intrinsically linked to the creation of a responsible community of active and engaged future academics and professionals.

LUC's educational philosophy is rooted in the belief that human development is socially situated and that learners construct knowledge through interaction and active engagement with other students, their teacher and course materials. Community activities, residential living and interaction between teaching staff and students are all fundamental elements of the LUC learning experience. Additionally, LUC's educational concept and teaching approach is strongly focused on research-led teaching, teaching students the necessary research skills and various approaches in which research can be relevant to address global challenges. The small-scale setting of teaching and a challenging, integrated teaching-learning environment that creates an intensive learning experience for students is therefore an integral part of LUC's teaching philosophy and forms the basis of its didactical concept. This teaching philosophy feeds into the curriculum and is also translated into the creation of an active, engaged and challenging academic community in which teachers and students are both essential players.

A maximum of 20 students are enrolled per course, allowing for active participation in a small-scale group setting. Both students and teachers are challenged to engage and create an interactive, learning community that challenges both. During the site visit, the panel was informed by students

and alumni that they considered the educational concept responsible for an intensive learning experience, which was in their view also truly student-centred. They praised their teachers' commitment to teaching and learning and felt sufficiently challenged in class.

Lecturers complimented students' active engagement in discussions in class, in course work and also in extra-curricular activities. Teachers actively encouraged weak(er) and shy students to speak up in class and called on argumentative bluff in their role as discussion leaders. Students regularly brought in topics for discussion that often resulted in a learning opportunity for both teachers and students. Staff members who worked at both LUC and within disciplinary departments of Leiden University positively commented on LUC's classroom dynamics, referring to well-prepared and ambitious students, informed discussions and a truly competitive and academic atmosphere in which they both participated as teachers and learners.

As research is essential to the teaching philosophy of LUC and directly feeds into the organisation of students' education, the panel feels that it is highly important that staff members are allocated sufficient research time. LUC permanent staff members mentioned that they sometimes felt afraid that LUC, as a teaching college, was not considered an academic institution in its own right by Leiden University's Board. The panel feels that research is key to LUC's intensive small-scale teaching model and intensive education, as cutting edge research-led teaching is directly translated into tasks and assignment for students, which in turn drive students' learning experience. During the site visit, staff member at LUC indicated that they felt pressed for research time. The panel encourages LUC to continuously remind Leiden University to this intrinsic link between research and LUC's profile as an intensive, small-scale teaching college of high quality.

Teaching guidelines ask instructors to actively engage students in class and to create active and trying learning activities. Compelling assignments and tests have been created, using diverse methods of assessments reflecting the intensive teaching formula. Each course has at least three different assessment elements, each counting for at most 40% of the final course grade. A variety of summative and formative assessment methods are used. During teaching weeks, formative methods are mostly used which creates an intensively organised study load for students. Students work continuously with parts of the course materials, make assignments which result in prompt feedback in preparation of the final summative course assignments or tests. Swift return rates and quick feedback on class assignments and course projects feed into a continuous learning experience for students and is thus considered by the panel as convincing evidence for the existence of a truly intensively organised educational system and a challenging teaching-learning environment for students.

During term time, students often experience the educational organisation as highly demanding according to their testimonies during the site visit and the student chapter of the self-evaluation report: course work, co- and extra-curricular activities, tests and assignments all vie for their time and attention. These testimonies are also supported by course outlines with a demanding set of scheduled tasks and assignments as studied by the panel and by the LUC's weekly diary of activities, which offer a dazzling offering of co-curricular and extra-curricular activities for students to participate in.

Students and alumni indicated to consider the programme feasible yet also underlined to work hard. On average, students follow 12-14 contact hours during teaching weeks, which is considered sufficient hours of face-to-face teaching by the panel. Added to face to face teaching, students have up to 25 to 30 hours of course work, assignments, project work and mandatory co-curricular activities according to their own testimonies during the site visit. Knowledge acquisition, exam preparation and tests add to their study work load on top, resulting in an intensive study experience for student. Students considered their work load challenging yet never overwhelming. Students and alumni also stressed that as everyone at LUC experiences this intensive study experience. They motivate and help each other to manage their studies, creating a supportive community of peers.



Students referred to the ambitious drive that spurred on most students, resulting in a spirit of competitiveness to perform well. They liked being challenged in this way and emphasised that being part of a competitive and ambitious community also helped them to excel. They also indicated that the societal orientation of the programme resulted in a continuous dialogue about social responsibility and the need for commitment, raising awareness to their own role within society and opening their eyes to new viewpoints and horizons – both in class and during extra-curricular activities.

During the site visit and the tour of the LUC premises, the panel collected plenty of evidence that LUC is both an academic and social community, which aims toward civic engagement. Additional activities are regularly related to societal and political causes and also aimed at outreach, for example through volunteering, and are so connected to the programme's goals. Students individually set up politically and socially oriented campaigns, for example through fundraising for social causes or charities. Students engage next to their studies in various social activities with their fellow students and instructors. Examples include the annual Dies Fatalis – the end of the year party, Christmas celebrations, karaoke nights, etc. Teachers and students both participate in these activities and form in this way a community, both in an academic and social sense. The LUC-building offers plenty of opportunity to meet formally and informally. Next to teaching spaces, spaces for group work and meetings, the Grand Café, the student bar, and the common rooms at the residential floors allow for interaction.

Considerations

The panel encountered at LUC a genuine teaching-learning community with true 'community spirit', facilitated by the department, staff, study association and the students themselves and supported by excellent facilities. Classes are small, allowing for active and creative teaching styles that encourage students to take control of their own learning experience. The panel feels that research is key to LUC's intensive small-scale teaching model and intensive educational organisation, as cutting edge research-led teaching is directly translated into tasks and assignment for students, which in turn drive students' learning experience. In the panel's view, research time allowances thus directly impacts on the programme's quality and students' performance level and should be allocated to staff members accordingly and sufficiently.

On average, students have 12-14 contact hours during teaching weeks, yet also have a considerable work load as a result of scheduled tasks, assignments, co-curricular activities and tests on top. The combination of activities result to an intensive weekly programme for students during term time. Student testimonies regarding their high work load are also supported by course outlines with a demanding set of scheduled tasks and assignments and by the LUC's weekly diary of activities, which offer a wide offering of co-curricular and extra-curricular activities for students to participate in. The panel verified that this combination of assignments, classes and activities result in an intensive education and challenging teaching-learning environment for students. It ascertained that students work hard in a competitive atmosphere, supporting each other to excel in their ambitions.

Teaching guidelines ask instructors to actively engage students in class and to create active and trying leaning activities. Teachers regularly update and review their courses, often based on the input of peers and comments by students. Compelling assignments and tests have been created, using diverse methods of assessments reflecting the intensive teaching formula. A variety of summative and formative assessment is used. Quick return rates and prompt feedback feed into a continuous learning experience for students and is thus considered by the panel as convincing evidence for the existence of a truly intensive teaching-learning environment for students.

The panel also verified that the structure of the programme and the didactic concept of the programme is sufficiently aimed at creating a social, academic challenging community which aims toward civic engagement and societal outreach.

Conclusion

Bachelor's programme Liberal Arts and Sciences: Global Challenges: the panel assesses Standard C as 'meets the standard'.

D. Intake

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

Findings

Admission requirements

Only a limited amount of students can be admitted to LUC's degree programme. LUC approaches its intake with a holistic approach in which intellectual capacity, motivation, study and social skills and engagement are included. The minimum requirement for admission to any bachelor's programme at Leiden University is a diploma that is at least equal to the Dutch pre-university diploma (VWO). LUC also set admission requirements regarding students' English proficiency and regarding their proficiency in mathematics to pass the science oriented compulsory courses in the first year. For these last two admission requirements, waiver options have been clearly set out. Students who do not have mathematics at the expected level and are not in a position to obtain one of the requirements before starting at LUC, will have to take an obligatory mathematics course to update their mathematical skills if admitted to the programme.

Selection procedure

There are two rounds in which students can apply for LUC: an 'early bird' round in January and a 'regular' round in April. Candidates with a non-EU passport, and/or applying for financial support should apply in the first round due to visa requirements. Applying in the 'early bird' round has an advantage; if invited for an interview in the 'early bird' round, candidates may be considered twice. First in the 'early bird' round, second in the 'regular' round but only if they have not been explicitly rejected before an interview or after. This two-stages selection procedures allows LUC to carefully 'build' a diverse LUC community, which takes personal experiences and motivation as well as academic performance into account. Rejected students are not considered for the second round. They may send in a newly supported application in the following academic year, yet will have to demonstrate considerable development to be considered for admission. The selection procedure is considered sound and sufficiently transparent to the panel.

Based on the application, students are reviewed by an admissions team consisting of the Admissions Officer, the Dean and Educational Director and all the academic staff members involved in the admission interviews. If basic conditions are met, prospective students are invited for an interview. During the interview, a candidate's motivation to study at LUC is questioned and is considered in the light of being a 'good fit' and the unique talents – their personal experiences and interests as well as their skills, abilities and proof of past active engagement, civic interest and performances – they bring to the LUC community. The interviewer's goal is to assess whether the student is a good fit for the programme.

When questioned, current students related to have experienced different levels of testing during the interview rounds. Some students experienced the interview as a cross-examination and a highly intellectual test, others remembered their interview more in conversational terms based on their personal interests or activities. All felt sufficiently questioned regarding their motivation and their potential contribution to society and the LUC community, and most also felt adequately tested for their academic capacities. The programme management confirmed that basic scripts lay at the basis of every single admission; students score points on certain aspects and are invited in the interviews to elaborate on those that did not yet come across sufficiently.



In 2016, the application essay for which applicants had to choose one of five questions was abolished. The predictive value of it was not considered high by the admissions team. During the site visit, the panel also met with some students who had been admitted while the application essay was still an entry requirement. Students agreed with the admissions team regarding the poor indicative quality of the application essay. In their eyes, the essay created a false watershed between the various international applicants; the essay favoured specific school systems that were highly essay driven (such as, for example, the English A-level system) and disadvantaged students educated with a less strongly advanced essay tradition (such as, for example, students from Eastern European countries). The panel agrees with the students and endorses the choice against an admission essay by LUC.

Dropout rates of the programme are very low at LUC compared to other Leiden University programmes, as evidenced by the information provided in the self-evaluation report for the academic cohorts 2012-2013 to 2016-2017. This is further supporting evidence for a successful matching scheme, that creates a good fit between students' expectations of the programme and their ability to successfully progress in the programme.

Intake

LUC increased the number of applications over the last six years and also doubled its annual intake. Currently, c. 200 students enrol each year at LUC. The programme management indicated that LUC has now reached its full capacity and is not planning to actively increase its annual intake to continue safeguarding the small-scale environment of the classes and guaranteeing residential living for all students in Year 1 and 2. In 2012-2013, 219 prospective students applied to LUC of which 76% were offered a place; 56% of all applicants enrolled. In 2017-2018, 552 candidates applied to LUC of which 56% were invited to study at LUC; 37% of all applicants enrolled. An increasing sense of selectivity is thus seen over the last six years. Additionally, the LUC intake has become increasingly diverse and international. In 2014, nearly half of all LUC students had a Dutch secondary school diploma whereas in 2017, this number had fallen to a third of all LUC students.

Considerations

Based on these numbers and the students' and graduates' testimonies, the panel is satisfied with the quantity and quality of LUC's intake. LUC has a proper selection procedure in place which also results in a good match between students and the programme's intentions and goals.

Conclusion

Bachelor's programme Liberal Arts and Sciences: Global Challenges: the panel assesses Standard D as 'meets the standard'.

E. Quality of staff

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

Findings

At LUC, three 'types' of staff members teach in the programme: 1. LUC staff members, permanently based at the College, 2. so-called 'external' (e.g. 'not based at LUC') instructors from other Leiden University Faculties and 3. 'specialist' teachers, who either offer specialist knowledge (for example former ministers, journalists, a former Secretary-General of the NATO and a former prosecutor at the Yugoslavia tribunal who offer 'knowledge in practice') or who have specialist skills (for example language or mathematics teachers).

The panel studied the research interests, teaching profile and qualifications of the various staff members and concluded that a wide variety of interests, expertise and disciplines are represented by the LUC staff. Staff members have a strong academic background and they sufficiently cover the various academic disciplinary demands posed by the study paths available within LUC. Most courses (over 70%) are taught by assistant professors and some courses (6%) are taught by full professors

who are based at other Leiden departments. Some additional courses are taught by lecturers who are either languages teachers or temporary hires to accommodate research leave of LUC staff or who bring a relevant perspective on course-related issues to the classroom.

Nearly all course instructors hold a PhD and have been awarded the Basic Teaching Qualification or an international equivalent, with the exception of some teachers who specifically teach language skills and PhD candidates from the Mathematical Institute of Leiden University who teach under supervision in the compulsory first-year mathematics and statistic courses.

LUC has made long-term agreements with the Faculties of Leiden University which contribute to the programme through the provision of academic instructors from the Faculties – the so-called 'external' instructors. This allows for better planning between the Faculties and LUC and as a result, a greater continuity of external instructors from the Faculties teaching at LUC is now guaranteed. The programme management explained that they usually were able to hire external instructors who felt akin with the LUC programme and who volunteered within their respective Leiden departments for teaching at LUC. This statement was confirmed in an interview with teaching staff members by the attending external instructors. They considered it a privilege to teach at LUC, naming the competitive and challenging teaching-learning environment and didactical approach as reasons for their enthusiasm. They feel welcomed and at home at the College.

Due to the open atmosphere, teaching staff –internal, external and specialists – confirmed to continuously give each other feedback and to discuss feedback received from students with colleagues. All teaching staff members felt sufficiently supported by the management, the support staff members and by the facilities of LUC. All staff members also feel part of the LUC community. During the site visit, the panel discussed with staff members and students their respective engagement with the extra-curricular activities that are part of the LUC curriculum. Evidence of the active involvement of staff in staff-led and student-led initiatives were studied by the panel during its tour of the premises. Many activities are student-led, but staff members regularly partake in these activities and also help out and organise some of the activities that are central to the LUC community feel.

Students spoke highly of their teachers, both permanent LUC staff members and external staff members. In those rare cases in which teachers did not meet their needs or high expectations, they felt like they could discuss their issues sufficiently and that the management responded promptly. All members of staff have a weekly office hour, but students indicated that most staff members also encouraged an open door policy. Although external staff members do not have individual offices at the LUC building, students did not experience any communication problems as external instructors always replied swiftly by email and were flexible about meeting up at either LUC or in Leiden, when needed. Students also felt appreciated for their individual contributions to both academic discussions in class and to extra-curricular activities at the heart of the LUC community.

Considerations

The panel verified that the staff teaching in the LUC programme are properly qualified to deliver the courses within the 'Small-scale and Intensive Educational Framework'. They hold relevant teaching qualifications and are active researchers in relevant disciplines or have an appropriate background in the professional field. Teaching staff feel involved in the distinctive nature of the programme and akin with the educational ideas underlying the LUC programme. External staff members and specialist staff members feel welcomed into the LUC community and engage together with their LUC colleagues in social and extra-curricular activities that are both student- and staff-led. The panel concluded that LUC was able to guarantee a good fit between teaching staff and the content demands posed by the programme.

Conclusion

Bachelor's programme Liberal Arts and Sciences: Global Challenges: the panel assesses Standard E as 'meets the standard'.



F. Number of staff

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

Findings

LUC employs 36 academic staff (32.5 fte), 11 support staff (10.5 fte) and 3 board members (2.8 fte) on a population of 650 students. The LUC academic staff teaches approximately 50% of the courses in the programme, with colleagues from other institutes across Leiden University teaching the other 50%. The staff-student ratio, including support staff, ranges from 1:13 (2013-2014) to 1:15 (2017-2018). If the available hours of non-academic support staff, like the Study advisor, Student Life Councillors and Student Life Office are added to these calculations, the staff-student ratio is 1:14. The panel considers this ratio favourable for intensive, small-scale teaching.

Students were positive about the approachability and availability of staff and praised the quick feedback and reply rates to questions. Both 'internal' LUC staff members and 'external' staff members – either from other Leiden University Faculties, language teachers or experts from the work field – were considered sufficiently integrated and available for questions and advice. Staff members mentioned during the site visit to feel supported by their colleagues and the programme management, and to enjoy the close and regular contact with students.

Considerations

The panel reviews the number of staff available for student support, academic supervision and teaching positively to deliver the LUC programme in a small-scale and intensive teaching-learning environment. Staff members are confident and positive about the teaching model that allows for close and intensive contact with students. Students consider staff members open, approachable and helpful and are in particular positive about feedback rates.

Conclusion

Bachelor's programme Liberal Arts and Sciences: Global Challenges: the panel assesses Standard F as 'meets the standard'.

G. Available facilities

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

Findings

The LUC programme is housed in its own, custom built premises next to The Hague's central station. This building houses all academic facilities as well as studio apartments for 413 students. Its location next to the station adds to the centrality of the campus. The resources of The Hague, the National Archives and National Library are at walking distance just as Leiden University Campus The Hague at Wijnhaven, including a pick-up/drop-off point of the university library.

The other Faculties of Leiden University are only a short train journey away, just as many other Dutch university cities. Some of the specialist courses requiring laboratory work are based at the Faculties with the relevant facilities in Leiden. Science students considered this a necessary condition for the more advanced lab-based studies and were content with their access to the Leiden facilities. They also appreciated the purpose-built science laboratory within the LUC building, at which they could practice and sign up for experiments under supervision. Staff and students mentioned that they hoped that the LUC building could be equipped with its own computer laboratory in the future, as they now were depended on the Wijnhaven laboratory. Access was not always easy to get hold of. The panel recommends exploring whether it would be feasible to set up a LUC computer laboratory in the coming years.

Within the LUC building, a variety of spaces are available for academic and social activities: 13 seminar rooms for a maximum of 20 students, an auditorium, ample self-study spaces, a Grand Café, a student lounge, Student Bar Coasters, a performing arts room, a science laboratory, a Digital Lab and the Brill Nijhoff Writing Studio and an office for LUC's student association Fortuna are all housed under its roof. All these facilities are for LUC students only apart from the auditorium, which may be used by other Leiden University programmes from Campus The Hague Wijnhaven.

The residential facilities include 400 single and 13 double students studio apartments over 17 floors. Each floor has its own common room with its own individual 'flavour'. Floors are mixed in nationalities, gender, first and second years to create an environment in which exchange of views, ideas, habits and food is encouraged. A senior student, the Resident Assistant (RA), acts as a first call for emergencies and questions, and is also notably involved in creating floor cohesion. RAs are supported throughout the night by porters, who are important for securing the building that – due to its central location next to a major station – is prone to unwanted interest and interlopers. This seems a sensible precaution to the panel and in line with the University's responsibility for the security of its students, as residential living is mandatory.

The panel observed the various ways in which the facilities of LUC could be used for academic, extra-curricular and social activities during a tour of the building and is fully satisfied that it serves the community exemplary. With its close connections to further facilities in The Hague and Leiden, it is well-suited for small-scale and intensive teaching and also creates a true base for extra-curricular and social activities that are at the heart of a vivid community in which exchange and social outreach are considered intrinsically connected to the programme's learning objectives.

The facilities moreover contribute to the community feeling: the LUC-building facilitates both small-scale teaching and informal encounters. During its tour of the premises, the panel experienced first-hand how the building could be used for both formal and informal learning experiences, exchange of ideas and social events. Next to RAs, the Student Life Officer and the Student Life Councillors provide help and support when needed, with special attention to the international setting of the LUC community. Student Association Fortuna plays an important role in the students' life at LUC, notably but not exclusively by organising extra-curricular activities.

Considerations

The panel concluded that LUC's infrastructure – in terms of academic environment, staff and student organisation – is conducive to the creation of a suitable teaching-learning environment for small-scale intensive educational styles and for common extra-curricular social activities. It recommends exploring whether a LUC computer laboratory could be added to the premises.

Conclusion

Bachelor's programme Liberal Arts and Sciences: Global Challenges: the panel assesses Standard G as 'meets the standard'.

H. Level realised

The content and the level of the final projects are in line with the level and the broadening of interests as set down in the intended learning outcomes. Graduates are admitted to prestigious postgraduate programmes and/or jobs. The success rates are substantially higher than those of other relevant programmes.

Findings

Students achieve the final learning outcomes in individual courses throughout their studies, through personal development and active civic engagement and by the research skills and analytical skills practised in their capstone theses. Together, these various elements should be considered students' 'final projects'.



Final achievement level

The assessment policy in place and the checks and balances monitored by the BoE as described above under Standard 3 guarantee that each individual student achieves the desired achievement level in their course work. The panel ascertained during the site visit that both the BoE and the programme's management keep a close eye on the diversity of courses taken by students and verified that the mechanisms to secure individual achievement of all intended learning outcomes are meticulously uphold and monitored at LUC.

Additionally, the panel studied fifteen theses, paying specific attention to students' research skills, writing abilities, problem definition, structuring and handling of academic literature and their ability to reflect and analyse a particular research problem as these were considered 'areas of improvement' in the 2014 assessment. Naturally, the way in which students handled these various elements differed, as the panel studied a stratified random sample of capstone theses. Stronger theses were very well-defined and structured, used appropriate literature and offered important and insightful analyses. Weaker theses handled their topic of research less masterful and were graded accordingly, yet showed that the basic principles of research and analysis had been acknowledged. In this respect, weaker theses showed evidence of sufficient academic skills training at LUC. Over the full sample of the studied theses, the panel thought that students amply demonstrated the bachelor's achievement level. The identified 'areas of improvement' in the design and content were now addressed in the studied theses in a suitable manner at the appropriate level for a LAS bachelor's degree programme.

The panel noted that the majority of students chose to write their thesis within the remit of one discipline rather than taking a multi- or interdisciplinary approach. Students and staff members explained that a monodisciplinary focus was often needed to meet entry requirements for master's programmes and that interdisciplinarity was therefore not part of the intended learning outcomes of the capstone thesis. Students' interdisciplinary training is assessed in various other assignments in course work, which also feed into the final achievement level. Students stressed that in their disciplinary theses, they often used a broader range of research methods based on their interdisciplinary knowledge base and that their inspiration for topics was often following from discussions on topics with interdisciplinary dimensions. The panel agreed that an interdisciplinary approach in the thesis should not be sought at all costs and that a broadening of interests can also be observed in topic choice and/or research methods.

The panel considered the general level of achievement of sufficient and often high level in the studied theses, especially taking into account that students often received considerably less training in a specific discipline compared to monodisciplinary students. LUC students' achievement level in their theses was at least on par, and often outperforming, their monodisciplinary fellow students. Also, more diverse approaches to research reflecting a more varied educational background could be observed. In the panel's view, the content of the final projects are thus sufficiently in line with the broadening of interests as set down in the intended learning outcomes.

The panel ascertained that students and graduates also met the ambitions formulated in the intended learning outcomes regarding the personal development of students and the level of civic engagement, based on testimonies and presented materials during the site visit. Various examples of civic engagement were discussed during the site visit as part of either course work or as (group) initiatives by individual students. For example, some students worked with immigrant children and worked in social projects in the city of The Hague as part of their course work, others had been active in money raising activities for charities or closely involved in political discussion and action. According to the panel, students were able to reflect (self)critically on their studies, their own involvement and the programme and convincingly demonstrated to have embraced the programme's ambitious goals regarding continuous personal development.

Performance of graduates

In 2017, an alumni survey amongst all Dutch LAS graduates was carried out; 33% of all LUC graduates fully completed the survey, allowing for some general observations regarding their further

career. The majority of the LUC respondents continued their studies – either in the Netherlands (44%) or abroad (56%) in often competitive (research) master’s programmes. LUC graduates successfully enrolled at research-intensive programmes at the University of Oxford and University of Edinburgh, amongst others. They enrolled in highly selective programmes at the Collège d’Europe in Bruges, the Hertie School of Governance in Berlin, Georgetown Law School in Washington DC and Science PO in Paris. These successful applications indicate that international renowned universities acknowledge the high standard of the level realised at LUC and the high potential of LUC graduates for ambitious and challenging positions.

The most popular fields of further study for LUC graduates are Law, Political Science and International Relations, but other choices include Environmental Science, Engineering, Journalism, Anthropology, Security Studies, Public Health, Sociology and History. Some respondents have now entered PhD programmes, and many now work in the public sector or for non-profit organisations (c. 60% of all respondents). Graduates indicated that they felt well-prepared for their further studies and indicated to have developed the necessary skills at LUC to bridge any lacking knowledge, if necessary. Graduates also mentioned that many students opted for taking multiple master degrees, to encompass the need for further cross disciplinary training before moving onto the labour market. These findings support that LUC graduates achieve the programme’s intentions: they proceed with their studies both nationally and internationally in well-regarded master programmes, they reflect the diversity of interests of students in a LAS degree programme and they are often hired in jobs with a social outlook and/or public interest.

Success rates

The panel studied the graduation rates provided for the LUC programme as compared to other Leiden University programmes for the academic years 2012-2013 to 2016-2017. Dropout rates are consistently lower at LUC than at other Leiden university programmes: at LUC, dropout rates range from 5-8% per year, whereas at other university programmes these range from 24-29%. LUC students also progress much quicker through their studies, resulting in a lower average duration of studies for completion.

Originally, LUC modelled its target graduation rate on existing selective Liberal Arts and Science programmes at other universities and set it at 85%. In its benchmark, LUC did not take into account that other, mostly international, universities often allow their selective programmes to send underperforming students away. As Leiden University does not allow LUC to send underperforming students away as long as these meet the minimal legal requirements set by the government regarding the Binding Study Advice (BSA; in Dutch: ‘Bindend Studietoeladvies’), the LUC management concluded that a target of 85% over three years is overly ambitious. The management indicated that they naturally continue to strive for the highest possible graduation rates and are very proud of the results of their efforts to improve the graduation rates over the last years.

The panel also observed that LUC students are very ambitious. Some students decide to combine degree programmes, which enriches their study experience but also may negatively impact their progression rates at LUC. The programme encourages students to be active citizens and to take on leadership roles with large responsibilities, for example through volunteering work in the community. These obligations positively impact on their achievement of LUC’s learning outcomes, but may have an inhibitory effect on their study progression. LUC tries to guide students regarding the amount of extra-curricular activities they take on, but this a fine balancing act that may sometimes result in study delays. These explanations for small delays in students’ progression through their studies all seem reasonable to the panel.

Over the last years, 76-77% of enrolled students graduated within 3 years (6 semesters) from LUC, compared to 28-31% at other Leiden University programmes. The panel verified that this graduation rate is also a significant improvement to the graduation rate in 2014, which was then 61%. The panel observed in the self-evaluation report that LUC met a graduation rate of 85% over the last years within 3,5 years (7 semesters). In 4 years (8 semesters) 89% of students successfully finished their



bachelor programme at LUC, whereas 53-57% of students in other Leiden programmes obtained their bachelor degree in a similar amount of time. According to the panel, the LUC graduation rates are sufficiently high for an intensive, high-quality, selective programme and are also demonstrably and substantially higher than those of other relevant Leiden programmes. It compliments LUC on its hard work, which resulted in a substantial improvement of its graduation rates in a relatively short period of time.

Considerations

Based on their scrutiny of the programme and the way the final achievement level is through the combination of course work, personal development, active civic engagement and by the research skills and analytical skills practised in their capstone theses, the panel concluded that LUC graduates meet the requirements for LAS students regarding content, achievement level and demonstrated broadening of interests at a good level. Over the full sample of the studied theses, the panel thought that students amply demonstrated the bachelor's achievement level. The identified 'areas of improvement' in the design and content were now addressed in the studied theses in a suitable manner at the appropriate level for a LAS bachelor's degree programme.

Graduates are well prepared and qualified for enrolment in (research) master degree programmes as well as for direct entry to the (international) labour market upon graduation. The enrolment of LUC graduates in diverse, often selective, national and international (research) master programmes are further evidence of the high quality of graduates of the programme. Graduates successfully continue their studies and many progress towards enrolment in PhD programmes, positions in the public sector or work for non-profit organisations, evidencing the societal outlook of the LUC intended learning outcomes. The panel therefore concludes that LUC realises the high ambitions formulated in its intended learning outcomes.

Further evidence for the level realised by graduates are the substantially higher success rates at LUC compared to other Leiden university programmes, witnessing a learning environment that successfully channels students ambitions towards a broadening of interests and a successful and timely performance. With a 76-77% graduation rate in 3 years over the last years, LUC has demonstrated a considerable improvement in its students' academic performance compared to the 61% graduation rate over 3 years in 2014. LUC's graduation rates have been consistently high over the period of assessment, both in its own right and in comparison to other relevant Leiden bachelor programmes. In this respect, the programme's output – e.g. its graduation rates – have significantly and satisfactorily improved. LUC now meets the ambitious graduation rate of 85%, listed in the 2014 report as its initial target, within 7 semesters (3,5 years). In the panel's view, LUC has convincingly demonstrated that the programme performs above average and that its graduates are well-equipped for further studies at high-ranking master programmes and for a professional career.

Conclusion

Bachelor's programme Liberal Arts and Sciences: Global Challenges: the panel assesses Standard H as 'meets the standard'.

GENERAL CONCLUSION

With regard to the Distinctive Feature Small-scale and Intensive Education, the panel has verified that LUC meets all standards. In its assessment under Standard H, the panel also paid specific attention to the quality of theses, the achievement level in general and the programme's graduation rates, as these were identified as 'areas of improvement' in the 2014 assessment.

The programme benefits from highly ambitious learning outcomes, that aim to deliver students who are multi- and interdisciplinary trained, socially aware and committed, engage with society based on a thematic interest in global challenges (Standard A).

The programme's content is inseparably connected to relevant extra-curricular activities and co-curricular activities. These extra- and co-curricular activities focus on topics and subjects related to LUC's focus on global challenges while also broadening interests and horizons for students engaged in these activities. In addition, freedom of choice in courses and residential living sufficiently add to the development of professional skills and personal growths as set out in the intended learning outcomes (Standard B).

The panel verified that the concept of the programme is sufficiently aimed at creating a social, academic challenging community. LUC benefits from a genuine teaching-learning community with true 'community spirit', facilitated by the department, staff, study association and the students themselves and supported by excellent facilities. Classes are small, compelling assignments and tests have been created that monitor students' studies, and swift feedback rates feed into a continuous learning experience for students. On average, students have 12-14 contact hours during teaching weeks, yet also have a considerable work load as a result of scheduled tasks, assignments, co-curricular activities and tests on top. The combination of activities result to an intensive weekly programme for students during term time. Student testimonies regarding their high work load are also supported by course outlines with a demanding set of scheduled tasks and assignments and by the LUC's weekly diary of activities, which offer a wide offering of co-curricular and extra-curricular activities for students to participate in. The panel verified that this combination of assignments, classes and activities result in an intensive education and challenging teaching-learning environment for students. It ascertained that students work hard in a competitive atmosphere, supporting each other to excel in their ambitions (Standard C).

The programme has a sound selection procedure in place, aimed at admitting motivated and professionally talented students. Dropout rates are also evidencing a successful admission procedure, with not many students dropping (Standard D).

The panel verified that the staff teaching in the LUC programme are properly qualified to deliver the courses within the small-scale and intensive educational framework. They hold relevant teaching qualifications and are active researchers in relevant subjects. The panel concluded that LUC was able to guarantee a good fit between teaching staff and the content demands posed by the programme. The panel feels that research is key to LUC's intensive small-scale teaching model, as cutting edge research-led teaching is rooted in its instructors' research background. The panel encourages LUC to continuously remind Leiden University to this intrinsic link between research and LUC's role as an intensive, small-scale teaching college (Standard E).

The panel reviews the number of staff available for student support, academic supervision and teaching positively to deliver the LUC programme in a small-scale and intensive teaching-learning environment. Staff members are confident and positive about the teaching model that allows for close and intensive contact with students. Students consider staff members open, approachable and helpful and are in particular positive about feedback rates (Standard F).

The panel concluded that LUC's infrastructure – in terms of academic environment, staff and student organisation – is conducive to the creation of a suitable teaching-learning environment for small-scale intensive educational styles and for common extra-curricular social activities. It recommends exploring whether a LUC computer laboratory could be added to the premises (Standard G).

Based on the overall level of the students' performance during their course work, their bachelor theses, their active involvement in extra- and co-curricular activities, public engagement and ongoing personal development, the panel concludes that LUC graduates achieve the ambitious learning outcomes of the programme at a good level. The content and the level of the final projects are in line with the level and the broadening of interests as set down in the intended learning outcomes. The enrolment of LUC graduates in diverse, often selective, national and international (research) master programmes are further evidence of the high quality of graduates of the programme. Graduates successfully continue their studies and many progress towards enrolment in PhD



programmes, positions in the public sector or work for non-profit organisations, evidencing the societal outlook of the LUC intended learning outcomes. LUC also has significantly higher graduation rates compared to other Leiden university programmes, bearing witness to a learning environment that successfully channels students ambitions towards a broadening of interests and a successful and timely performance. LUC now meets its own ambitious graduation rates of 85% within 7 semesters (3,5 years). In the panel's view, LUC has convincingly demonstrated that it realises the high ambitions formulated in its intended learning outcomes and consistently and substantially performs above average (Standard H).

Practice-based assessment

With regard to the Distinctive Feature Small-scale and Intensive Education, the panel has verified that LUC meets all standards. In its assessment under Standard H, the panel also paid specific attention to the quality of theses, the achievement level in general and the programme's graduation rates, as these were identified as 'areas of improvement' in the 2014 assessment.

The panel established a considerable improvement since the initial assessment of the Distinctive Feature in 2014. Over the full sample of the studied theses, the panel thought that students amply demonstrated the bachelor's achievement level. The identified 'areas of improvement' in the design and content were now addressed in a suitable manner at the appropriate level for a LAS bachelor's degree programme. As a result, the quality of theses and the achievement level in general have improved in the period under consideration. Additionally, the programme's graduation rates have considerably improved up to a level that is both ambitious and feasible in the panel's view. These improvements combined with the fact that all criteria meet the standard, results in a positive assessment of the Distinctive Feature by the panel.

Conclusion

The panel assesses the *bachelor's programme Liberal Arts and Sciences: Global Challenges* as 'positive'.

APPENDICES

APPENDIX 1: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

This reference framework is intended for the Liberal Arts and Sciences (LAS) programs in the Netherlands. This includes selective University Colleges as well as non-selective LAS programs situated within a university. These programmes are a constituent part of Dutch 'scientific' or 'scholarly' education (wetenschappelijk onderwijs). The LAS education framework articulated here distinguishes itself from (emerging) broad programs through its proximity to academic inquiry and research and through its commitment to wide-ranging intellectual formation not chiefly aimed at preparing students for particular professions.

As this accreditation process is reviewing an ever more diverse range of programs, this framework of reference is short rather than extensive. Rather, it is a reference framework that reflects shared educational aims with each of the programs under review.

Liberal arts and Sciences emphasises intellectual growth through both broad and deep learning as the foundation of the curriculum. Standing in the liberal arts tradition that seeks to free the individual through intellectual and ethical engagement, LAS encourages inquiry through profoundly open curricula that allows students to explore a diversity of academic fields from the Humanities, Social Sciences and Natural Sciences. This enables them to attain depth in disciplinary, multidisciplinary or interdisciplinary concentration areas of their own choosing. By combining the disciplinary depth and multi- or interdisciplinary learning with undergraduate research and communication skills, students develop their creativity, initiative-taking, skills in working together. Often conducted in a strongly international context, LAS programs regardless of setting promote intercultural understanding abilities and societal engagement.

LAS takes place within distinct learning and social communities. The formal program and extracurricular activities are often linked and in such cases students, faculty and staff participate actively in the governance of the program and the community. Teaching and learning experiences are typically characterized by small-scale and intensive education, with a high level of interaction between students and teachers and among students themselves. Giving this emphasis on active discussion and debate, LAS programs strive for diversity in their student population in terms of nationality, ethnicity, gender and cultural and socio-economic backgrounds and offer dynamic environments that invite curricular experimentation and educational innovation and attract academics dedicated to excellence in teaching.

Liberal Arts & Sciences programs have intended learning outcomes that include:

- a. multidisciplinary familiarity in the humanities, social sciences and natural sciences combined with depth of knowledge in a chosen concentration area;
- b. ability to approach complex questions or issues in an inter- or multidisciplinary way;
- c. advanced academic skills in communication, quantitative and qualitative methods, critical thinking, research and learning;
- d. attitudes and skills for engaged citizenship, including international and intercultural understanding, social skills and a will to contribute to solving societal issues;
- e. intellectual curiosity, reflexivity, integrity and an open mind, learning skills necessary for subsequent graduate studies and the workplace.

Approved in Tilburg on October 25, 2017 by

- Dean Amsterdam University College: prof. dr. Murray Pratt
- Dean Erasmus University College: prof. dr. Maarten Frens
- Dean Leiden University College The Hague: prof. dr. Judi Mesman
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- Dean University College Utrecht: prof. dr. James Kennedy
- Director Liberal Arts and Sciences @ Utrecht University: dr. Iris van der Tuin

APPENDIX 2: INTENDED LEARNING OUTCOMES

LUC Intended learning outcomes	Dublin descriptors (Bachelor's level)	Domain-specific reference framework	LEAP Essential learning outcomes
<p>(1) Knowledge in Major LUC graduates: (1a) Have an overview of the knowledge base in the domain of their chosen Major. This includes knowledge of the most important theories, models, concepts and discourse of the area of study. (1b) Demonstrate deep knowledge by not just learning facts but by applying concepts and models with reference to real world cases. (1c) Are able to analyse real world cases, choosing the most appropriate research methods for the case at hand.</p>	<p>(1) Knowledge and understanding Have demonstrated knowledge and understanding in a field of study that builds upon and supersedes their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p>	<p>Liberal Arts & Sciences programs have intended learning outcomes that include: (a) multidisciplinary familiarity in the humanities, social sciences and natural sciences combined with depth of knowledge in a chosen concentration area;</p>	<p>Knowledge of Human Cultures and the Physical and Natural World Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. <i>Focused</i> by engagement with big questions, both contemporary and enduring.</p>
<p>(2) Knowledge in General Education LUC graduates: (2a) Have insight in the origins and interaction of humans with each other and the planet they inhabit, based in the natural sciences, law, social sciences and humanities. (2b) Have a broad knowledge base that enables them to place global challenges in multiple perspectives.</p>			



<p>(3) Academic skills LUC graduates: (3a) Demonstrate the ability to rationally analyse and evaluate cases, arguments and lines of reasoning, distinguishing between facts and opinions. (3b) Can research, individually or in a group, a case, problem or issue and integrate knowledge, analytical, problem solving and communication skills to come to a solution, recommendation, or advice. (3c) Demonstrate mathematical competencies as required.</p>	<p>(2) Applying knowledge and under-standing Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study. (3) Making judgements Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.</p>	<p>Liberal Arts & Sciences programs have intended learning outcomes that include: (c) advanced academic skills in communication, quantitative and qualitative methods, critical thinking, research and learning;</p>	<p>Intellectual and Practical Skills, Including Inquiry and analysis Quantitative literacy Teamwork and <i>problem solving</i></p> <p><i>Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance</i></p>
<p>(4) Interdisciplinary skills LUC graduates: (4a) Have an understanding of the various fields of study, their subject matter, epistemology, ontology, methodology, and research methods. (4b) Can analyse a complex case and determine which disciplines and research methods are needed to come to a solution. (4c) Can combine knowledge and methods from various disciplines to come to an integrated approach for the case at hand. (4d) Are able to create new ideas and contribute to solutions by bringing together or reapplying existing knowledge. (4e) Can argue a well-considered stance, making use of the relevant disciplines.</p>		<p>Liberal Arts & Sciences programs have intended learning outcomes that include: (b) ability to approach complex questions or issues in an inter- or multidisciplinary way;</p>	<p>Intellectual and Practical Skills, Including Critical and creative thinking.</p> <p><i>Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i></p> <p>Integrative and Applied Learning, Including Synthesis and advanced accomplishment across general and specialized studies.</p> <p><i>Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.</i></p>

<p>(5) Global Citizenship LUC graduates: (5a) Accept and act upon their social and civic responsibilities; they aim to be the best they can be and inspire and help others to reach their goals. (5b) Make a positive contribution to world peace, security, and sustainability, at local, national or global level. (5c) Have an open mind towards the world they live in, acknowledging that they will have to continue to reflect upon their own values and beliefs while coming into contact with others. (5d) Are able to work and live in different cultural environments.</p>		<p>Liberal Arts & Sciences programs have intended learning outcomes that include: (d) attitudes and skills for engaged citizenship, including international and intercultural understanding, social skills and a will to contribute to solving societal issues;</p>	<p>Personal and Social Responsibility, Including Civic knowledge and engagement – local and global. Intercultural knowledge and competence. <i>Anchored</i> through active involvement with diverse communities and real-world challenges.</p>
<p>(6) Personal skills LUC graduates: (6a) Are able to reflect upon their own opinions and ideas and are open to changing their mind when new insights or knowledge are presented. (6b) Have leadership skills, take responsibility to contribute to change, and to protest against injustice, intolerance, and unethical behaviour.</p>			<p>Personal and Social Responsibility, Including Ethical reasoning and action. <i>Anchored</i> through active involvement with diverse communities and real-world challenges.</p>

<p>(7) Communication skills LUC graduates: (7a) Have excellent written and oral presentation skills and are able to select the proper format and register for either a lay or specialized audience. (7b) Are able to present their ideas and analyses in an unambiguous and coherent way, using the appropriate methods of communication for the situation. (7c) Have learned to work in a team, both organizing and contributing to the group process, with respect for all who are in the group. (7d) Appreciate, value and use diversity in academic disciplines, cultural backgrounds, and personal styles.</p>	<p>(4) Communication Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>Liberal Arts & Sciences programs have intended learning outcomes that include: (c) advanced academic skills in communication, quantitative and qualitative methods, critical thinking, research and learning;</p>	<p>Intellectual and Practical Skills, Including Written and oral communication Teamwork and problem solving</p> <p><i>Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance</i></p>
<p>(8) Learning skills LUC graduates: (8a) Have developed a way of life that is aimed at continuous learning, regardless of the stage of life they are in. They will continue to develop and pursue their academic curiosity throughout their careers and life and are able to organize their own learning. (8b) Have acquired the skills to detect deficiencies in their own knowledge and have the tools to obtain, evaluate, and absorb new information quickly. (8c) Demonstrate profound respect for academic integrity and ethical scholarship.</p>	<p>(5) Learning skills Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>Liberal Arts & Sciences programs have intended learning outcomes that include: (e) intellectual curiosity, reflexivity, integrity and an open mind, learning skills necessary for subsequent graduate studies and the workplace.</p>	<p>Personal and Social Responsibility, Including Foundations and skills for lifelong learning</p> <p><i>Anchored through active involvement with diverse communities and real-world challenges</i></p>

APPENDIX 3: OVERVIEW OF THE CURRICULUM

		Semester 1		Semester 1	
		Block 1	Block 2	Block 3	Block 4
Year 1		Global Challenges: Peace & Justice (5 EC)	Global Challenges: Sustainability (5 EC)	Global Challenges: Prosperity (5 EC)	Global Challenges: Diversity (5 EC)
		Academic Writing (5 EC)		Statistics (5 EC)	Mathematics (5 EC)
		History of Philosophy (5 EC)			
		History of Science (5 EC)	Elective (5 EC)	Elective (5 EC)	Elective (5 EC)
Year 2		Major, including methodology courses (50 EC)			
		Global Citizenship (10 EC)			
Year 3		Minor or Electives (30 EC)			Major (5 EC)
		Major (15 EC)		Capstone (10 EC)	

APPENDIX 4: PROGRAMME OF THE SITE VISIT

Monday 14 May 2018	
10.00 - 10.15	Arrival panel/welcome
10.15 - 12.15	Initial panel meeting cluster
12.15 - 13.00	lunch and break
13.00 - 14.00	Initial panel meeting cluster
14.00 - 14.15	Break
14.15 - 15.15	Initial panel meeting LUC
15.15 - 15.30	Break
15.30 - 16.15	Development dialogue
16.15 - 16:45	College Board
16:45 - 17:30	Programme management
17:30 - 18:00	Alumni
18.30 - 20.00	Panel dinner (panel only)

Tuesday 15 May 2018	
8.45 - 9.00	Arrival panel
9.00 - 9.30	Internal panel meeting
9.30 - 10.00	Board of Examiners
10.00 - 10.15	Break
10.15 - 11.00	Tour
11.00 - 11.30	Treasure trove
11.30 - 12.15	Students (including Programme and College Council members)
12.15 - 13.00	Lunch and break
13.00 - 14.45	Teachers (including Programme and College Council members)
14:45-15:15	Students support system
15:15 - 16.45	Internal panel meeting
16.45-17:15	College Board
17:15-17:30	Break
17:30-17:45	Presentation findings

APPENDIX 5: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 15 theses of the bachelor's programme Liberal Arts and Sciences: Global Challenges. Information on the selected theses is available from QANU upon request.

During the site visit, the panel studied, among other things, the following documents (via the institute's electronic learning environment):

- Onderwijs- en Examenregeling;
- Overview curriculum;
- Assessment policy and matrix.
- Course summaries of all courses, including assignments and examinations;
- Information on the composition of the staff and staff to student ratio;
- Quantitative data on study success 2012-2017 for LUC and for all Leiden programmes;
- Quantitative data on graduation rates for LUC and all Leiden programmes;
- Quantitative data on alumni success;