

Besluit **Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-bachelor Liberal Arts and Sciences van de Universiteit van Tilburg**

Gegevens

datum	Naam instelling	: Universiteit van Tilburg
20 september 2012	Naam opleiding	: wo-bachelor Liberal Arts and Sciences (180 ECTS)
onderwerp	Datum aanvraag	: 26 januari 2012
Besluit	Variant opleiding	: voltijd
accreditatie wo-bachelor	Majors	: Social Sciences, Law in Europe, Humanities or Business
Liberal Arts and Sciences van	and Management	
de Universiteit van Tilburg	Locatie opleiding	: Tilburg
(000217)	Datum goedkeuren	
uw kenmerk	panel	: 1 februari 2012
213.5706	Datum locatiebezoek	: 27 en 28 februari 2012
ons kenmerk	Datum visitatierapport	: 10 mei 2012
NVAO/20122648/LL	Instellingstoets kwaliteitszorg	: aangemeld en geaccepteerd voor het invoeringsregime
bijlagen		(artikel 18.32c van de WHW)

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Beoordelingskader

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).

Bevindingen

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

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen panel (committee).

This report presents the findings, considerations and conclusions of the committee that assessed the bachelor's programme Liberal Arts and Sciences (LAS), jointly offered by the School of Social and Behavioral Sciences, the School of Economics and Management, the Law School and the School of Humanities of Tilburg University (the programme is hosted by the School of Humanities). The committee concludes that the programme fulfils the criteria for generic quality that are a condition for accreditation.

Inlichtingen

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The committee established that the programme management is well aware of the position of the LAS programme within the broad field of Liberal Arts and that it has made well-considered choices with respect to its profile. The programme is interdisciplinary and covers the main disciplines of the humanities and the social sciences: literature, linguistics, history, philosophy, theology, law, economics, political science, psychology, anthropology, and sociology. Its major objective is to offer an academic training track that stimulates students to become independent, critical individuals able to take on social responsibilities.

The committee concludes that the intended learning outcomes are clearly related to and derived from the domain-specific framework. The committee is impressed by their competitiveness. The intended learning outcomes are attractive and ambitious with a strong focus on interdisciplinarity, research, communication skills and critical thinking.

The intended learning outcomes correspond to the Dublin Descriptors for the bachelor's level. They refer, for instance, to the acquisition of multi- and interdisciplinary knowledge and insight into the relevant disciplines and the development of communication and learning skills. Some are truly academic in nature, focussing for instance on doing research, developing critical reflection or judging the relevance and applicability of opinions based on scientific considerations. The committee concludes that the intended learning outcomes show convincingly that the programme has a bachelor's level and an academic orientation.

The committee assesses this standard as 'satisfactory'.

Standard 2: Teaching-learning environment

The committee studied the various aspects of the programme's teaching and learning environments.

In general terms, the curriculum offers a joint first year consisting for the most part of compulsory courses, which introduce students to the various disciplines. In the second year, students start on their major, choosing Social Sciences, Law in Europe, Humanities or Business and Management. The third year consists of one course in the major, minor courses, a thesis-specific course and the thesis.

The curriculum is a good realization of the programme's intended learning outcomes. The contents and the structure of the curriculum enable students to achieve the intended learning outcomes.

Although the curriculum offers a lot of freedom of choice, it is well-balanced and its structure and design are coherent on the level of the individual student. The curriculum has standard components which are equal for all students, but which can be filled in according to students' individual preferences within fixed criteria established by the programme. The committee specifically appreciates the European profile of the curriculum, expressed in both first-year courses and major courses.

The committee applauds the didactical concept of the programme and the way it is put into practice, but also noted that the active learning approach asks a lot of the staff. The committee admires the effort and enthusiasm of the teachers. However, the effort put into teaching creates a tension between teaching and doing research. The committee is pleased

Pagina 3 van 8 with both the quality and the quantity of the staff, the staff-student ratio is favourable and enables the programme to realise its aims for small-scale education.

The fact that the LAS programme is jointly offered by four different schools causes some pressure on the coordination of the curriculum. However, the programme is well aware of these issues and does its best to resolve them as far as possible.

The programme is feasible with enough contact hours and no major obstacles in the curriculum. The low English proficiency admission requirements do not cause serious problems, and students manage to attain a good English proficiency during their studies. The students have a heavy study load but are very motivated and do not consider the study load problematic themselves.

The committee is content with the types of student guidance offered and with the facilities provided by Tilburg University, in particular the Common Room, which is reserved exclusively for the LAS community.

The evaluation procedures are rather informal. They appear to be sufficient at this stage, given the still relatively small student body, since lines of communication are kept short. The low response rates of the digital student questionnaires are worrying at face value but much less so on closer inspection. Furthermore, the claims regarding quality assurance made by the staff cannot fully be confirmed, since very little formal evidence was available.

Finally, the composition of the Educational Committee conforms to university standards, but the committee would like to see representatives from all four majors to increase its democratic character and to tackle coordination issues.

The committee assesses this standard as 'satisfactory'.

Standard 3: Assessment and achieved learning outcomes

The Examination Board is going through a period of change but has not yet fully adopted its new role with respect to safeguarding the quality of assessment. Furthermore, the programme does not yet have a clear, well-elaborated and consistent assessment system. As a result, the assessment of tests (written exams, assignments and theses) is not always consistent and transparent. This is also influenced by the different academic cultures of the four different schools offering lecturers in the LAS programme. The management has already taken some initiatives to improve the assessment procedures.

The programme uses a well-considered mix of evaluations, tests and examinations, corresponding properly to the programme's aims. The methods of examination are in line with the intended learning outcomes and the teaching methods used within each course. The programme evaluates its tests regularly, but in a rather informal way. The evaluation procedure should be further formalized to provide better insight.

Students are generally familiar with the forms of examination for each course and have a clear idea of what to expect. In this respect, the first year's Mind and Brain course deserves some attention, as does the thesis. Students and alumni find the requirements for the thesis unclear. Yet, students receive adequate feedback on their exams, assignments and theses.

Pagina 4 van 8 The committee recognizes the academic quality of the theses that were presented and admires the English proficiency levels. However, the grading shows some inconsistency and was not done in a uniform, standardized way. As a result, it was difficult to compare the marks for theses.

Although there is no evidence about serious problems in testing at the moment, it is recommended making the assessment procedures and criteria more explicit in order to guarantee the quality of future assessments. In this context, the committee suggests a more proactive role for the Examination Board as the legal safeguard of the quality of testing. The committee welcomes the introduction of Tilburg University's testing policy and the fact that LAS has already started implementing it.

The committee assesses this standard as 'satisfactory'.

Overview of the committee's assessment

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

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

Aanbevelingen

De NVAO wijst met klem op de aanbevelingen van het panel om binnen afzienbare tijd te komen tot een coherent en transparant toetsbeleid.

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Universiteit van Tilburg te Tilburg in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 17 juli 2012 naar voren te brengen. Bij e-mail van 24 juli 2012 en 14 september 2012, heeft de instelling van de gelegenheid gebruik gemaakt om te reageren. Dit heeft geleid tot aanvullingen in bijlage twee.

De NVAO besluit accreditatie te verlenen aan de wo-bachelor Liberal Arts and Sciences (180 ECTS; variant: voltijd; locatie: Tilburg) van de Universiteit van Tilburg te Tilburg. De opleiding kent de volgende majors: Social Sciences, Law in Europe, Humanities or Business and Management. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 22 januari 2013 en is van kracht tot en met 22 januari 2016 (2019).¹

Den Haag, 20 september 2012

Nederlands-Vlaamse Accreditatieorganisatie



R.P. zevenbergen
(bestuurder)

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

¹ Gelet op het bepaalde in artikel 18.32c, derde lid, van de Wet op het hoger onderwijs en wetenschappelijk onderzoek (WHW) bedraagt de geldigheidsduur van de accreditatietermijn van de opleiding maximaal drie jaar zolang de instelling nog niet beschikt over een positieve instellingstoets kwaliteitszorg. Zodra de instellingstoets is verkregen, wordt de accreditatietermijn verlengd naar zes jaar.

Onderwerp	Standaard	Beoordeling door het panel
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	V
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidings specifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	V
3. Toetsing en gerealiseerde eindkwalificaties	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	V
Eindoordeel		Voldoende

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

Docent-student ratio	1 : 20 in FTE (2011/12)
Kwalificatie docenten	93% PhD 7% Master
Studielast	32 uur per week
Contacturen	Jaar 1: 295 Jaar 2: tussen de 198 en 220 uur per week afhankelijk van de major
Rendement	<p>Rendement Cohort 2008: 38% behaalde in 3 jaar het diploma Cohort 2009: nog geen afgestudeerden ten tijde van de visitatie Cohort 2010: idem.</p> <p>Uitval Cohort 2008: 27% uitval na 3 jaar Cohort 2009: 19% uitval na 2 jaar Cohort 2010: 23% uitval na 1 jaar</p>

- Prof. dr. B.M. Mosselmans (voorzitter), professor of Economics and Philosophy and dean of Vesalius College, Brussels;
- Prof. dr. W. Vossenkuhl (lid), professor emeritus of Philosophy, Ludwig-Maximilians-Universität München;
- Prof. dr. J.F.M.J. van Hout (lid), professor emeritus of Education, University of Amsterdam, Amsterdam;
- B. Cornelissen (student-lid), BSc student Bèta-Gamma, University of Amsterdam, Amsterdam.

Drs. G.M. (Mariëlle) Klerks, QANU staff member, who acted as secretary.