LIBERAL ARTS AND SCIENCES

UNIVERSITY COLLEGE TILBURG

TILBURG UNIVERSITY

CONTENTS

This report was finalised on 5 March 2019

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

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

Name of the programme: Liberal Arts and Sciences
CROHO number: 50393
Level of the programme: bachelor's
Orientation of the programme: academic
Number of credits: 180 EC
Location(s):   Tilburg
Mode(s) of study: full time
Language of instruction: English
Submission deadline: 01/05/2019

The visit of the assessment panel Liberal Arts and Sciences to University College Tilburg of Tilburg University took place on 4-5 December 2018.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution: Tilburg 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 at University College Tilburg, 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 five 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)
- Prof. C. (Carl) Gombrich, Professorial Teaching Fellow in Interdisciplinary Education, programme director of the BASc Art and Sciences at the University College London (United Kingdom)
- Prof. 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) Somerville, dean of Faculty Affairs and Development and professor of 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

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. Prof. dr. Th.L.M. Engelen was involved in all site visits. Prof. dr. M.M.T.A. Brus was involved in the site visits at Leiden University College, University College Utrecht, University College Roosevelt, Liberal Arts and Sciences at Utrecht University, Amsterdam University College, Erasmus University College, University College Venlo, University College Maastricht and Maastricht Science Programme.

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, 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. She was supported by dr. Joke Corporaal at 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, who also wrote the reports of the first five colleges. Dr. Marianne van der Weiden acted as secretary during the site visits to Groningen University College, University College Tilburg and University College Twente.

University College Tilburg:
The panel that assessed the bachelor's programme Liberal Arts and Sciences consisted of five 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, Professorial Teaching Fellow in Interdisciplinary Education, programme director of the BASc Art and Sciences at the University College London (United Kingdom)
- Y. (Yara) van Ingen, bachelor's student of the Maastricht Science Programme at Maastricht University [student member].

The panel was supported by dr. M.J.H. (Marianne) van der Weiden, who acted as secretary.

For the assessment of the Distinctive Feature Small-scale and Intensive Education, Prof. dr. Th.L.M. Engelen was trained by the NVAO and appointed to head the assessment of the Distinctive Feature.

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 University College Tilburg, 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 secretary made an overview of these preliminary findings and sent it to the panel members as a preparatory document.

The panel also studied a selection of fifteen capstone theses and the accompanying 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 project coordinator 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 over all theses. The panel chair, project coordinator and programme jointly composed a schedule for the site visit. Prior to the site visit, the programme selected representative partners for the various interviews. See Appendix 4 for the definitive schedule.

Site visit
The site visit to University College Tilburg took place from 4 to 5 December 2018. At the start of the site visit, the panel held a preparatory meeting during which it was instructed regarding all assessment frameworks and procedures. After this, the panel discussed its working method and its preliminary findings for the site visit with respect to both the regular assessment and the prospective assessment of the Distinctive Feature. It also paid attention to the content and use of the programme's domain-specific framework of reference, which is included in Appendix 1.

The visit started with a development conversation, 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 conversation are not part of the conducted assessments.

After this initial meeting, the panel focused on its assessments. 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 visit to discuss its findings in an internal meeting. Afterwards the panel chair gave an oral presentation, in which he expressed the panel's preliminary impressions and general observations.

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 focuses on the regular NVAO programme assessment of the bachelor's programme, and the second part of the report specifically addresses the standards related to the Distinctive Feature Small-scale and Intensive Education. Subsequently, the secretary sent the report to the assessment panel and project coordinator. After processing the panel members' feedback, the project coordinator sent the draft reports to the university in order to have these checked for factual irregularities. The secretary discussed the ensuing comments with the panel's chair and adapted the report accordingly before its finalisation.

Definition of judgements standards
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.

In accordance with the NVAO's Assessment framework for the distinctive feature of 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

Summary Judgement Framework for Limited Programme Assessments

Standard 1
The intended learning outcomes meet the requirements of the discipline and correspond with the Dublin descriptors at bachelor's level. The interdisciplinary nature of the programme is evident and the intended learning outcomes per major have been specified clearly. The panel especially appreciates the programme's socio-economic inclusiveness by keeping the tuition fees low and the redefinition of 'excellence': not only to aim at very high grades in a competitive atmosphere, but rather to reach one's full academic and personal potential in interaction and collaboration with peers. The panel also likes the profiling characteristic of 'providing freedom without being radically open'.

Standard 2
The programme is a three-year full-time programme, taught in English. The first year is broad and consists of mandatory common core courses. In the second year, students opt for one of the five elective majors. The third year is devoted to the minor programme, the bachelor's thesis and a number of interdisciplinary projects and courses. The panel feels that UCT has developed a sound curriculum and that the level of the courses is good. The programme delivers on its promise of providing a good balance between structure and flexibility. The learning tracks on skills and professional orientation are useful ways to ensure the integrated and gradual development of these elements throughout the programme. The panel thinks that the curriculum could be further improved when its connection with the outside community is strengthened. This is currently only part of an optional third-year project. In addition, the integration of the skills training in course syllabi should be made more explicit, so that all (external) lecturers are sufficiently aware of their contribution to this part of the curriculum. Finally, the inclusion of course objectives and their link with the programme's intended learning outcomes in the course descriptions would be helpful to students.

The interdisciplinary character of the LAS programme is evident, both in the course content and in the innovative teaching approaches, such as team teaching and co-teaching. Lecturers are able to actively involve the students in their classes. Students are adequately guided in making their academic choices and their personal well-being is monitored in the mentorship programme. The panel appreciates the intention to link the mentorship programme with the Resilience Project, an innovative teaching project that aims to combat the stigma around failure within academia and society and provide students with tools to deal with failure and adversity.

The UCT programme is taught by well-qualified and motivated staff. Most lecturers are appointed as external staff members. This creates flexibility and allows UCT to draw from the university's wider resources. External staff members are introduced to the typical content and method expected from them, both before and at the beginning of their course. A more intensive introduction to UCT didactics and a more formalised exchange of teaching experience at UCT could be a useful addition, especially when the programme and the number of staff members grow. The panel recommends that a teaching and learning centre would be of particular use at UCT in order to provide advice about teaching methods and the format of a liberal arts and science syllabus to the external lecturers.

Standard 3
Student assessment at UCT is based on the university assessment policy and an assessment cycle. Essential elements are a mechanism to ensure that all course objectives are assessed, that there is sufficient variation in assessment methods, that students are given adequate feedback and that the quality of assessments is monitored. The assessment system has a number of strong points, such as (1) the use of specification tables to guarantee that the course objectives are covered by the assessment components, (2) the pre-grading feedback to students to help them improve their work, and (3) the work of the Assessment Committee. This ensures that the assessments are valid, reliable and transparent. The exams are well-designed, with sometimes innovative methods and generally extensive feedback.

The panel advises to be more explicit in the required types of (continuous) assessment, since the course syllabi show that not all lecturers use the variety of assessment methods that are mentioned in the assessment policy. For the thesis assessment, the Board of Examiners should clarify the grading process and the way the two graders arrive at the final grade. The panel advises to add a short summary paragraph with an explanation of the grade and narrative feedback, so that the student can see the rationale of the grade, and to add an oral defence as part of the procedure. Finally, the panel believes that it would be better for the programme to have its own Board of Examiners. Legal tasks are sufficiently exercised, but there is no leeway for initiatives to develop and innovate the quality assurance of assessment, in line with the needs of such a specific type of programme. The current arrangement, with only one representative in the Board and only two meetings per year, seems rather thin.

Standard 4
The panel concludes on the basis of the theses and the meeting with alumni that graduates have attained the programme's intended learning outcomes. The theses are generally of high quality. Some of them surpass what could be expected for theses at bachelor's level. They are on par with disciplinary theses, which is a strong point, considering the interdisciplinary nature of the programme, where students have had less training in a specific domain. Alumni find their way to the master's programmes of their choice easily. They explicitly appreciate the way in which the programme contributed to both their academic and personal development The panel advises the LAS programme to keep in touch with its alumni and use the data on their careers to demonstrate the value added by the college.

The panel assesses the standards from the *Assessment Assessment Framework for Limited Programme Assessments* in the following way:

Bachelor's programme Liberal Arts and Sciences

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

General conclusion   Good

The chair, Prof. dr. Th.L.M. Engelen, and the secretary, dr. M.J.H. van der Weiden, of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 5 March 2019

Summary judgment Distinctive Feature Small-scale and Intensive Education

Standard A
The intended learning outcomes explicitly mention the programme's intention to make the graduates capable of identifying, understanding and addressing the world's most pressing problems. In order to do that, students need to understand their local loyalties in a broader scheme and act upon the acquired knowledge and insights by demonstrating social commitment, responsibility and ethical awareness. The panel considers the intended learning outcomes very appropriate and especially appreciates the socio-economic inclusiveness of the programme and its redefinition of 'excellence'. The panel advises to include the social connection and social development more explicitly into the intended learning outcomes.

Standard B
The programme delivers on its promise of 'providing freedom without being radically open'. The panel is impressed by the strong cooperation between the programme management and the study association in the organisation of extracurricular activities. This ensures that the extracurricular activities are inseparably connected to the content of the programme. With the broadening of the intended learning outcomes, more socially oriented activities will need to be brought in.

Standard C
The panel recognises the small-scale and intensive character of the programme. Students and staff are closely involved with the teaching activities. Lecturers are not committed to a specific didactic approach, but use the method that is appropriate for their course. The small class size stimulates interactive classroom dynamics. The team teaching and co-teaching approach contribute to the interdisciplinary character of the programme. The panel concludes that UCT has created a strong learning community for its students.

Standard D
The programme has a sound selection procedure in place, that is regularly evaluated and improved to increase its effectiveness. The selection procedure assures the proper level and best fit of students. In line with the programme's redefinition of 'excellence', estimated cognitive capacities and grades are taken into account during the admissions procedure, but motivation and academic potential are the decisive criteria.

Standard E
The lecturers have the required academic knowledge and didactic skills, and are very motivated to teach at UCT. They are dedicated and committed to their students. The panel advises to continue the efforts to ensure that all lecturers obtain the University Teaching Qualification and that international staff is involved. For some lecturers, the conversion from a focus on academic content to a didactic approach, can take a year of trial and error, but then leads to a dedicated support of the UCT teaching method. The panel advises to intensify the introduction for new lecturers and use such 'converts' when clarifying the UCT didactics to new candidates.

Standard F
The student-staff ratio of 18.5:1 enables a good execution of the curriculum and small-scale teaching.

Standard G
The facilities in the Dante Building are good and encourage both the learning community and the social community. It is important for the LAS programme to have its own space. The panel encourages the university to ensure this is respected. UCT offers an optional residential setting.

Standard H
The content and the level of the bachelor theses are in line with the level and the broadening of interests as set down in the intended learning outcomes. Graduates are admitted to the master's programmes of their choice, but at the moment UCT cannot yet demonstrate that these master's

programmes are very selective or prestigious. Currently, the success rate of LAS students is on par with those of other students at Tilburg University. For a small-scale and intensive programme with a selective admission procedure, the dropout rate is still relatively high and the study pace could be improved. The panel notes that the programme management is sufficiently self-critical on these issues and has developed adequate measures to improve these matters, such as the Resilience Project. The panel trusts UCT to continuously improve their dropout and success rates in the coming years.

Conclusion
The panel commends the programme for being a real add-on, accepting students who are academically not the strongest, transforming their lives, helping them to discover new avenues and enabling them to realise their full potential. The panel feels that UCT deserves credit for what they have achieved as a small college so far. The panel advises that UCT be re-granted approval for the Distinctive Feature and allowed the chance to demonstrate within a time period to be determined its added value and the effects of selective admission and intensified mentoring and monitoring. The panel advises UCT to formulate clear ambitions and parameters as a basis for an assessment of its success within a time period to be determined, such as the way students and alumni demonstrate these values in practice. The involvement of alumni and societal partners may be helpful in this process.

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 standard
Standard B: Relationship between the goals and content of the programme	Meets standard
Standard C: Structure and didactic concept	Meets standard
Standard D: Intake	Meets standard
Standard E: Quality of staff	Meets standard
Standard F: Number of staff	Meets standard
Standard G: Available facilities	Meets standard
Standard H: Level realised	Meets standard

General conclusion	Positive

The chair, Prof. dr. Th.L.M. Engelen, and the secretary, dr. M.J.H. van der Weiden, of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 5 March 2019

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

The bachelor's programme under review is offered by University College Tilburg (further: UCT). The bachelor's programme Liberal Arts and Sciences (further: LAS) welcomed its first students in September 2008 and made the transition to a University College in September 2016, with a new elective major in cognitive neuroscience and an optional residential setting. UCT is a relatively small college, with 296 students in 2017-2018. The annual intake is approximately 100 students. UCT is a joint initiative of the five schools of Tilburg University: the Tilburg School of Social and Behavioral Sciences, the Tilburg School of Economics and Management, the Tilburg Law School, the Tilburg School of Humanities and Digital Sciences and the Tilburg School of Catholic Theology. UCT resides within the Dante Building on the university campus.

The Tilburg School of Humanities and Digital Sciences (TSHD) hosts the organisation and administration of UCT. The head of the School is the dean. He is assisted by the vice-dean of research, the vice-dean of education and the managing director of the school. Together with a student advisory member, they make up the Faculty Board. The vice-dean of education also is the chair of the 'Facultair Onderwijsoverleg', which is the educational management team of TSHD and in which UCT is represented by its educational manager. The Board of Examiners of TSHD is responsible for all bachelor's and master's programmes offered by TSHD. On behalf of the LAS bachelor's programme, one member from the teaching staff has a seat in the Board of Examiners. All TSHD programmes have their own Education Committee. For LAS, the Education Committee consists of four members of the LAS teaching staff, representing the different schools, and four student-representatives, representing different years and majors.

The head of UCT is the dean, who is also one of the programme directors. She is assisted by the vice-dean, an educational manager and a policy advisor. Each of the five elective major programmes has a programme director. These directors are the link between the school concerned and UCT. Together with the admissions officer, alumni officer, academic advisor and a representative of the teaching staff, they make up the Core Staff. This group meets on a weekly basis to decide on short-term and long-term issues. The dean, programme directors, educational manager and a representative of the teaching staff are members of the Curriculum Team, which meets every four weeks and specifically addresses the quality assurance of the programme and long-term teaching issues.

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
Graduates of the LAS bachelor's programme of UCT have acquired both academic knowledge and skills as well as responsibility, intercultural and ethical awareness and social commitment. In the self-evaluation report, UCT describes that it aims to stimulate intellectual growth through both broad and deep learning. All students are introduced to the fundamentals of Business, Economics, Law, the Social Sciences, the Humanities and Cognitive Neuroscience. In-depth learning takes place in a chosen area of expertise, i.e. in one of the five elective majors:

1. Business and Management;
2. Humanities: European History and Culture;
3. Law in Europe;
4. Social Sciences;
5. Cognitive Neuroscience.

The selection of these five majors is in keeping with the university's focus on humanities and social sciences, expressed in its motto 'Understanding Society', while it also offers the wide range of sciences expected in a LAS programme, by including cognitive neuroscience as a more quantitative natural science.

Graduates also have acquired academic skills, which enable them to conduct (quantitative or qualitative) research. They are trained in communication skills, so that they can communicate the results of their research and are able to present and defend scientifically based viewpoints in an academic, respectful, clear and convincing manner. They have learned intercultural and effective cooperative skills in international and interdisciplinary teams. Finally, they have learned to demonstrate social commitment, responsibility and ethical awareness when they act upon the acquired knowledge and insights (see Appendix 2). The panel recognises that these intended learning outcomes are in line with the domain-specific framework and the Dublin descriptors at bachelor's level. They are also aligned with the essential learning outcomes as defined by the American Association of Colleges and Universities, a leading association concerned with the quality, vitality and standing of undergraduate liberal education. The intended learning outcomes, therefore, meet national and international requirements.

The panel appreciates the way UCT profiles itself by striving for socio-economic diversity of the student population and by redefining excellence. Tuition fees are kept low. Regarding excellence, the redefinition to ensure that personal development and progress are just as important as academic excellence, is well-chosen. The aim is not for students to obtain high grades in a permanent competition, but to be enabled and encouraged to reach their full academic and personal potential in interaction and collaboration with peers. Students will be supported in becoming an 'excellent' student in this sense, by acquiring tools to deal with failure and adversity through the Resilience Project. This innovative teaching project, for which UCT has received a Comenius Senior Fellow Grant in April 2018, aims to combat the stigma around failure within academia and society.

A further profiling characteristic is the relationship between structure and freedom of choice. UCT describes this feature as 'providing freedom without being radically open'. Broad fundamentals are offered in the first part of the programme, followed by five elective majors in which students are equipped with sufficient disciplinary knowledge to be admitted to a master's programme of their choice. Students can use their minor to integrate prerequisites of certain master's programmes into their study programme. The panel feels this set-up shows a thoughtful responsibility on the part of the educators and curriculum designers involved that education always involves some kind of 'shaping' and UCT has made a choice of this particular form according to their values and the expertise of their institution.

Considerations
The panel concludes that the intended learning outcomes meet the requirements of the discipline and correspond with the Dublin descriptors at bachelor's level. The panel feels that the intended learning outcomes are to be assessed as more than satisfactory for their clarity and the way in which they communicate the programme's aims. The interdisciplinary nature of the programme is evident, the programme offers an appropriate freedom of choice and the intended learning outcomes per major have been specified clearly. The panel especially appreciates the programme's inclusiveness and the redefinition of 'excellence'. The panel assesses this standard, therefore, as good.

Conclusion
Bachelor's programme Liberal Arts and Sciences: the panel assesses Standard 1 as 'good'.

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

Curriculum structure
UCT's LAS programme is a three-year full-time programme, taught in English. The first year is broad and consists of mandatory common core courses. In the second year, students opt for one of the five elective majors. The first semester of the third year is for the minor programme (30 EC). Students can use this for a further deepening of their knowledge in the field of their major or for the exploration of another disciplinary perspective, either at Tilburg University, elsewhere in the Netherlands or abroad. In the second semester of the third year, the students write their bachelor's thesis (18 EC), take the course 'Discovering Diversity' (6 EC) and select one of three Professional Practice electives (an internship, the Social Innovation Project or the course 'Current European Issues', 6 EC each) (for an overview of the curriculum see appendix 3).

Curriculum content
The common core courses in the first year introduce the students to the key concepts, theories and research methods of philosophy, history, business, economics, psychology, sociology, law and cognitive neuroscience. The interdisciplinary character of the programme manifests itself in the course content and/or by means of the team teaching or co-teaching method. The courses 'Imagining Justice: Introduction to Law and Humanities' and 'Individuals and Collectives: Introduction to Business and Management and Social Sciences' are team taught and combine elements of different academic disciplines in order to explore complex themes. Together with the course 'Mind and Brain: Introduction to Cognitive Neuroscience', students are introduced to the five elective majors. Team teaching means that two lecturers from different fields teach a course jointly. Co-teaching means that more than one lecturer is responsible for teaching the course, without being in class together: each is the lecturer in part of the classes. The panel considers both types of joint teaching as strong methods to convey the interdisciplinary element. The broad first year lays a good foundation for the rest of the programme.

The elective majors acquaint the students with the contents, theories and state-of-the-art research of the chosen field and its key sub-disciplines. The application of the specific methodology of a field is a focus point. Majors are not strictly monodisciplinary. Besides the mandatory courses for each major, students select one of five compulsory optional subjects. The list of optional courses is identical for each major, which ensures that students from different majors are in class together. Also, in each major, one or two courses are team taught by lecturers with a different disciplinary background.

The minor in the first half of the third year allows students the freedom to either broaden or deepen their knowledge. Approximately half of the students use this semester to go abroad. Exchange partners are selected by the International Office of the university. The panel appreciates that, in addition, the UCT Curriculum Team checks whether the course content offered by these partners is complementary to the LAS programme. In the second half of this year, students write their bachelor's thesis. They also take the course 'Discovering Diversity', which combines different disciplines in discussing diversity, its importance and social effect. The offer of three Professional Practice electives is a nice feature and allows students to practice their 21st century skills, explore the labour market and apply their academic knowledge and skills in (research) practice.

The panel is convinced that, through the web-based system GOAL, the educational manager is able to ensure that the course objectives of individual courses match with the intended learning outcomes of the programme. The panel advises to strengthen the link between the curriculum and the outside world, since currently this is only visible in the social innovation project, which can be chosen as an elective in the final semester.

The panel has studied the course descriptions in the self-evaluation report and a number of more detailed course materials during the site visit. The panel confirms that the level of courses is good. The panel found nicely balanced, broad ranging courses introducing students to relevant key themes. The reading lists, slides and documentation are very good. The selection of readings for each of the classes generally present multiple points of view. The course descriptions are detailed, but the panel would have preferred to see explicit references to Intended Learning Outcomes or any other course objectives. Weekly questions to guide difficult readings are a good way in the panel's view to guarantee productive class discussion.

Academic and 21st century skills are integrated in the curriculum and linked to the course content. Skills training includes academic writing, argumentation, presentation, information and literacy and methodology. To ensure that the complexity of the skills training increases during the programme, learning tracks have been defined and are monitored by the educational manager, together with the programme directors. Per 2017-2018, a new learning track has been added, i.e. labour market orientation. This relates to skills such as problem solving, team work, ICT skills, critical and creative thinking. Each major integrates at least two labour market oriented events, excursions and/or case studies. In the third year, this track ends with one of the Professional Practice courses. The panel agrees that these learning tracks are an important way to ensure the gradual development of skills over the years. Their role is explained clearly in the self-evaluation report, but less visible in the course descriptions. Since most lecturers are external staff members and come from different departments, the panel thinks it is important to make this more explicit and make all lecturers aware of the tracks and how their course contributes to them.

The labour market orientation track looks promising. The panel studied the Professional Practice Internship Manual and concludes that this internship for credit is well thought-through. The requirement that students keep a record of their experiences and are asked to critically examine them in the light of their LAS education, is positive. Although it is good that students are asked to show initiative in finding their own internship – and this sets them up to 'own' the experience in a more mature way – the panel wonders if there is some risk that the lack of support at the beginning of the process may put off some of the very students who might benefit most (e.g. students from less well-off backgrounds, minority ethnic groups etc.).

Didactic concept
Education at UCT is student-centered. Teaching methods in the common core courses are a combination of traditional lectures and small-scale classes (20-25 students), such as interactive seminars, workshops and tutorials. Elective courses in the second year are always organised for small groups (15-25 students). The small groups allow for interactive education, with a substantial input and involvement of both the student and the lecturer. The students confirmed in their meeting with the panel that the LAS programme has a different way of teaching and attitude of students than they experienced in other faculties, e.g. in their minor courses. Even the larger lectures during the first year are interactive, inviting students to participate actively. The alumni said that teachers are helpful to accommodate additional student requests, such as a mock exam.

The panel is enthusiastic about the team teaching approach. The students share this feeling. Introducing two different approaches on the same topic and lecturers challenging each other is seen as very valuable. This applies to the co-taught courses as well. The panel agrees with the students that it is not necessary to introduce team or co-teaching for all courses. Less explicit ways to make the courses interdisciplinary are useful too. The panel observed that lecturers include a range of didactic concepts in their teaching.

Student-centeredness is also visible in the flexibility of the programme. After the first year, by choosing their major and minor, students have the freedom to design their programme according to their interests, while preparing for a suitable master's programme.

Individual guidance

Individual guidance is provided by the academic advisor and the programme directors, e.g. in choosing majors or electives. The students told the panel that this works well. These staff members know the students, are in a good position to help them in making choices and are very helpful in giving suggestions, e.g. on how to proceed to a master's programme.

First-year students are invited by the academic advisor in the middle of the first semester for an individual meeting. The grades of the mid-term assessments are discussed and students are given advice on study planning and study methods. Before 1 March, students receive an indication of how they are performing and if they are expected to obtain a positive or a negative Binding Study Advice (BSA). Students with a negative pre-BSA are monitored and invited for another individual meeting.

Since 2017-2018, the curriculum also includes a three year mentorship programme, Pass UC Tilburg. Small groups of 15 to 20 students have their own mentor, a member of the LAS teaching staff. The mentorship programme intensifies the monitoring of students' progress and well-being and offers a support network. The recent evaluation of this programme showed some points of improvement, such as a better integration of the mentorship system in the courses. The sessions on personal development were separate, but will now be part of the workshop and lectures on failure within the courses, as part of the Resilience Project. The panel feels that the mentorship programme is a good addition and that its combination with the Resilience Project can make it even more worthwhile. The panel is also satisfied that students with more severe problems are referred to appropriate specialised advisors at the university.

Staff

UCT has a core staff of approximately seven lecturers, who teach in the LAS programme only. UCT hires additional lecturers from the five Schools that took the initiative to start the college (the Tilburg School of Social and Behavioral Sciences, the Tilburg School of Economics and Management, the Tilburg Law School, the Tilburg School of Humanities and Digital Sciences and the Tilburg School of Catholic Theology). In case of a vacancy for a course, UCT requests the appropriate department to select a suitable lecturer. This candidate is then interviewed by two members of the core staff, including the dean, to check whether the lecturer fits the programme and its educational vision. UCT takes the final decision about whom to hire and remunerates the department concerned for their lecturers' teaching efforts. The panel agrees that the combination of internal and external staff is positive. It allows UCT to attract active researchers from other departments, who can provide research-driven education within the LAS programme. It also creates flexibility, since different lecturers can be hired whenever the programme is changed.

Out of the 65 lecturers employed by UCT, 59 have finished their PhD and 3 are currently working on their PhD. The lecturers include 15 full professors. Most of them have international experience. About half of the teaching staff have obtained their University Teaching Qualification. The university goal is that all lecturers meet this requirement by 2020. UCT lecturers are hired on the basis of their teaching skills and enthusiasm for the LAS approach. They told the panel that they appreciate the students' broader perspective and active involvement in class. Course evaluations monitor the lecturers' performance. The educational manager and programme director discuss the outcomes with the individual lecturers on a yearly basis. The panel heard that, for some lecturers, the conversion from a focus on academic content to a didactic approach, can take a year of trial and error, but then turns them into dedicated supporters of the UCT teaching method. The panel advises to intensify the introduction for new lecturers and use such 'converts' when clarifying the UCT didactics to new candidates. The panel also recommends that a teaching and learning centre would be of particular use in order to provide advice about teaching methods and the format of a liberal arts and science syllabus to the external lecturers.

Throughout the year, teaching meetings are organised where lecturers come together and discuss the connections between their courses, new insights on teaching and changes in the curriculum. A lecturer guide and Blackboard community provide lecturers with all (practical) information about the

programme. The lecturers told the panel that, since the university is small, people know each other and share best practices in an informal manner easily. They have access to services at university level, such as on the use of media, digital tools and quality of assessment. The panel is convinced that the relatively small scale of the university and the informal atmosphere create a good environment for mutual exchange. With future growth of the programme, the scalability of this approach needs attention.

Considerations
The panel feels that UCT has developed a sound curriculum and that the level of the courses is good. The programme delivers on its promise of 'providing freedom without being radically open'. The learning tracks on skills and professional orientation are useful ways to ensure the integrated and gradual development of these elements throughout the programme. The panel thinks that the curriculum could be further improved when its connection with the outside community is strengthened. This is currently only part of an optional third-year project. In addition, the integration of the skills training in course syllabi should be made more explicit, so that all (external) lecturers are sufficiently aware of their contribution to this part of the curriculum. Finally, the inclusion of course objectives and their link with the programme's intended learning outcomes in the course descriptions would be helpful to students. This type of improvements will further strengthen the curriculum and the student learning environment.

The interdisciplinary character of the LAS programme is evident, both in the course content and in the innovative teaching approaches, such as team teaching and co-teaching. Lecturers are able to actively involve the students in their classes. Students are adequately guided in making their academic choices and their personal well-being is monitored in the mentorship programme. The panel appreciates the intention to link the mentorship programme with the Resilience Project.

The UCT programme is taught by well-qualified and motivated staff. Most lecturers are appointed as external staff members. This creates flexibility and allows UCT to draw from the university's wider resources. External staff members are introduced to the typical content and method expected from them, both before and at the beginning of their course. A more intensive introduction to UCT didactics and a more formalised exchange of teaching experience at UCT could be a useful addition, especially when the programme and number of staff members grow. The panel recommends that a teaching and learning centre would be useful to introduce external lecturers to the specific teaching approach in a LAS programme.

Conclusion
Bachelor's programme Liberal Arts and Sciences: the panel assesses Standard 2 as 'satisfactory'.

Standard 3: Student assessment
The programme has an adequate system of student assessment in place.

Findings
Assessment policy
Student assessment at UCT is based on the university assessment policy and an assessment cycle. Essential elements are a mechanism to ensure that all course objectives are assessed, that there is sufficient variation in assessment methods, that students are given adequate feedback and that the quality of assessments is monitored.

Lecturers are trained to accurately formulate course objectives and draft specification tables. These tables link the various components of the assessment to the course objectives and thus ensure that all course objectives are covered. In consultation with the educational manager and/or programme director of the major concerned, lecturers determine which assessment method is the most adequate way to test the course objectives and the specific skills taught in a course. The programme management aims to ensure that there is sufficient variation in assessment methods and monitors

the connection between the intended learning outcomes of the programme and the course objectives. The panel considers the online assessment matrix that is used to facilitate this, a strong point of the programme. The panel notes from studying the course syllabi that not all lecturers follow the advice to have at least two types of assessment per course or implement a system of continuous assessment. The panel advises to either adjust the advice or take a stronger stand, but at least to be explicit in what is required.

The pre-grading feedback project is innovative and positive. This type of feedback is given to students before they receive a grade, so they are given the opportunity to improve their work. It entails providing comments on the work so that it can be improved, but also more general elements such as providing clear instructions or informing students about the expected structure of an oral or a written assignments, diagnostic tests, sample exams and key answers. Best practices from this project have been gathered and instructions on pre-grading feedback are now included in the lecturer guide.

The quality of assessments is checked by the Assessment Committee on behalf of the Board of Examiners. Each semester, the Assessment Committee checks at least one course on its validity, reliability and transparency. The two academic staff members who constitute the Assessment Committee, are supported by an examination expert. A course is selected for scrutiny on the basis of course evaluations. If there are reasons to test multiple courses, the LAS Curriculum Team presents these to the Assessment Committee as well. The Committee gives extensive feedback to the lecturers concerned and reports its findings to the Board of Examiners. The panel considers this a good system of quality assurance.

Assessments
A variety of assessment methods is used to assess the learning outcomes, such as written exams, multiple choice tests, essays, (individual and group) presentations and a portfolio. During the site visit, the panel has studied a number of tests and assignments, including their assessment and feedback. The panel found the use of a diary in one course ('Visual Arts in the Public Sphere') a nice touch, that seems to work well, with good engagement from students and good discursive feedback given. In another course ('Diversity and Community'), discussion responses and a final paper are appropriate assessment methods. Also, in this course the significant mandatory reading assignments for each session and required responses serve as a kind of continuous assessment. Similarly, in the course 'Middle Ages: At the Theological-Political Crossroads', weekly questions to guide difficult readings are a good way to guarantee productive class discussion. The assessment consists of four separate assessments including participation on the one hand, and a final exam for the other 50%.

The thesis is the student's academic final test, the outcome of a relatively independent and labour-intensive project. The thesis can have a disciplinary or interdisciplinary character, but according to the lecturers with whom the panel met, most students write an interdisciplinary thesis. In view of the intended learning outcomes, the panel would expect that students are required to always write an interdisciplinary thesis. The students must select an appropriate topic, formulate a research question and write the thesis. The one-page proposal on the research question and method has to be approved, before a student is allowed to select a supervisor, but is not graded as part of the assessment. Students are supported by the programme director of their major in selecting a supervisor with suitable expertise. In order to avoid delays during this process, the programme has recently revised the thesis procedure, offering more monitoring in the preliminary stage and introducing a stricter set of deadlines. This is now implemented as part of the mentorship programme in 2018-2019.

The thesis is graded by the thesis supervisor and a second reader, on the basis of a grading form. Both graders are requested to fill out the form independently of one another, although some would prefer to do their grading on the basis of a discussion. Sometimes, graders come together after they have graded the thesis, to decide on the final feedback to be given to the student. The final grade is the average of the two outcomes. In case there is a large discrepancy (more than 1.5 points), a third

reader is appointed, who again independently assesses the thesis. The average of the three grades then constitutes the final grade. The panel considers the grading to be adequate, but the decision making process of the two examiners is not evident from the documentation and the possibility for examiners to add narrative feedback is hardly used. The panel advises to ask examiners to add a short (100-200 words) holistic feedback to their assessment. The panel also advises to add an oral defence as part of the thesis assessment.

Board of Examiners
The Board of Examiners of the School of Humanities and Digital Sciences is responsible for safeguarding the quality of assessments and providing assurance that the LAS programme learning outcomes are met. UCT has one representative on this Board. The Board meets twice per year. During the year, programme-specific questions are handled by the chair, secretary and programme representative, on the basis of standard procedures. This is meant to contribute to the efficiency of the Board's work. The panel is not convinced that the Board of Examiners is sufficiently involved in the LAS programme this way. Legal tasks are sufficiently exercised, but there is no leeway for initiatives to develop and innovate the quality assurance of assessment, in line with the needs of such a specific type of programme. The fact that LAS has its own Assessment Committee, is positive.

Considerations
The assessment system has a number of strong points, such as the use of specification tables, the pre-grading feedback and the work of the Assessment Committee. This ensures that the assessments are valid, reliable and transparent. The exams are well-designed, with sometimes innovative methods and generally extensive feedback.

The panel advises to be more explicit in the required types of (continuous) assessment, since the course syllabi show that not all lecturers use the variety of assessment methods that are mentioned in the assessment policy. For the thesis assessment, the Board of Examiners should clarify the grading process and the way the two graders arrive at the final grade. The panel advises to add a short summary paragraph with an explanation of the grade and narrative feedback, so that the student can see the rationale of the grade, and to add an oral defence as part of the procedure. Finally, the panel believes that it would be better for the programme to have its own Board of Examiners. The current arrangement, with only one representative in the Board and only two meetings per year, seems rather thin.

Conclusion
Bachelor's programme Liberal Arts and Sciences: the panel assesses Standard 3 as 'satisfactory'.

> **Standard 4: Achieved learning outcomes**
> The programme demonstrates that the intended learning outcomes are achieved.

Findings
The study success of students is measured in different ways. In line with UCT's definition of excellence, this should be visible in the personal and academic development of the freshmen compared to that of the graduates. So far, no adequate measure has been developed to demonstrate this growth. The panel heard during the site visit that both students and lecturers can see the growth achieved, and advises to try and develop a measure to show the value added[1].

More traditional ways to measure if graduates have achieved the intended learning outcomes are the quality of the bachelor's thesis and the performance of graduates in a master's programme. Prior to the site visit, the panel read a selection of fifteen theses and their assessment forms. It confirms that, with one exception, the theses show the intended bachelor level. The theses are generally well

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[1] For example by referring to the projects on Learning Gain in the UK as found in
https://webarchive.nationalarchives.gov.uk/20180319113650/http://www.hefce.ac.uk/lt/lg/

written, adequately researched and some are outstanding. The topics are interesting and the focus is narrow enough not to be overly general. All the theses fall into a category fulfilling the thesis requirements and sometimes surpass what could be expected for theses at bachelor's level. They are on par with disciplinary theses, which is considered a good thing by the panel due to the interdisciplinary nature of the programme, where students have had less training in a specific domain. The panel found the grading overall to be fair and consistent.

During the site visit, the panel met with a number of excellent alumni. The panel especially noted their open-mindedness and self-confidence. They had all been accepted in the master's programme of their choice and some had already continued their career after that. Looking back, they especially mentioned the thesis writing as very helpful in their master's programme. They also explicitly appreciate the way in which the programme contributed to their personal development, such as the international atmosphere and the incentives to contribute to social and political activities. They describe the LAS programme as a good basis to continue in the rest of their lives. At present, there is no structural alumni survey, alumni policy or alumni association. The panel thinks these would be valuable instruments to remain in touch with the alumni and learn from their experiences.

Considerations
The panel concludes on the basis of the theses and the meeting with alumni that graduates have attained the programme's intended learning outcomes. The theses are generally of high quality. Alumni find their way to the master's programmes of their choice easily. The panel advises to keep in touch with the alumni and use the data on their careers to demonstrate the value added by the LAS programme.

The panel commends the programme for being a real add-on, accepting not only academically strong students, transforming their lives, helping them to discover new avenues and enabling them to fulfil their full potential. The panel feels that UCT deserves credit for what they have achieved as a small college so far. It is important to safeguard the scalability of these achievements in the face of further growth.

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

GENERAL CONCLUSION

The intended learning outcomes show the appropriate level. The aim of inclusiveness and the redefinition of 'excellence' are strong points. The curriculum has a good balance between structure and flexibility and offers students the possibilities to attain their personal ambitions. The staff is well-qualified, motivated and committed to the students. The programme has an adequate system of student assessment and sufficient mechanisms to safeguard its quality. The theses and careers of the graduates persuasively show that they have achieved the intended learning outcomes.

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

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

Introduction
The bachelor's programme Liberal Arts and Sciences (LAS) at University College Tilburg (UCT) is a young programme. LAS welcomed its first students in September 2008 and made the transition to a University College in September 2016, with a new elective major in Cognitive Neuroscience and an optional residential setting. The annual intake is approximately 100 students. UCT is housed on two floors of the Dante Building. LAS students can make use of the residential accommodation reserved for UCT on one floor at Talent Square, but have no obligation to do so.

The panel assesses the standards for the distinctive feature of small-scale and intensive education, taking into account the advice and recommendations issued by the assessment panel in 2016, when the programme applied for the distinctive feature. At this moment, the programme is too young, however, to apply for the practice-based assessment (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
The intended learning outcomes are in line with the domain-specific framework of reference of Liberal Arts and Sciences and emphasise intellectual growth through broad and deep learning. Students are taught the fundamentals of a broad range of disciplines (business, economics, law, social sciences, humanities and cognitive neuroscience) and learn how these disciplines interact in understanding society. The intended learning outcomes explicitly mention the programme's intention to make the graduates capable of identifying, understanding and addressing the world's most pressing problems. In order to do that, students need to understand their local loyalties in a broader scheme and act upon the acquired knowledge and insights by demonstrating social commitment, responsibility and ethical awareness.

The international classroom is seen as the perfect setting for students to acquire and apply intercultural skills and to learn to cooperate effectively in international and interdisciplinary teams. UCT aims to promote diversity in its student population in terms of nationality, ethnicity, gender as well as cultural and socio-economic backgrounds. To achieve this, UCT has decided not to raise tuition fees, even though the programme is entitled to do so.

UCT has redefined 'excellence' to express its aim to enable and encourage students to reach their full academic and personal potential in interaction and collaboration with peers. An innovative teaching project, the Resilience Project, will offer students the tools to deal with failure and adversity so that any student is offered the chance of reaching their full potential and becoming an 'excellent' student in a wider sense than obtaining high grades.

Considerations
The panel considers the intended learning outcomes very appropriate and especially appreciates the inclusiveness of the programme and its redefinition of 'excellence'. The panel advises to include the social connection and social development more explicitly into the intended learning outcomes. This is in line with the 2016 panel's advice to express more clearly how the intended learning outcomes reflect the overall programme objectives.

Conclusion
Bachelor's programme Liberal Arts and Sciences: 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
Through the web-based system GOAL, the educational manager is able to ensure that the course objectives of individual courses match with the intended learning outcomes of the programme. Detailed course descriptions communicate to students what is expected in the various courses. These measures are adequate responses to the 2016 recommendation to register all educational activities in order to keep track of the actual efforts and contact hours. The panel feels that UCT has developed a sound curriculum and that the level of the courses is good. The programme delivers on its promise of 'providing freedom without being radically open'.

UCT encourages students to engage in extracurricular activities. UCT collaborates with Extra Muros, the study association of UCT. Extra Muros is invited regularly to the core staff's meetings to align plans and activities. A member of the teaching staff is the contact person for Extra Muros and forms the link between the study association and the programme management. Extra Muros organises both social and academic events. Examples of social events are the LAS Café, movie nights and creative workshops. Academic events include debates, study trips and workshops/trainings on e.g. intercultural communication and debating skills. Extra Muros also organises the Last Lecture series, in which a professor gives a lecture as if it were his/her last lecture and combines academic insights with a more personal approach.

UCT collaborates with Academic Forum, a university-wide organisation that organises symposia, debates and other events focusing on scientific, social and ideological issues and in which LAS-students are welcome to participate. In 2017-2018, UCT introduced the Academic Forum Certificate. Students obtain this when they have attended at least five selected Academic Forum events within one academic year. For each of these five events, the students have to write a short text on what they have learned from the event. Students told the panel that LAS students are intrinsically motivated to attend this kind of events and do not need the additional encouragement of a certificate. They do agree, however, that the certificate is helpful to inform future employers about their broad academic curiosity and interest in current themes.

The teaching staff of UCT and students of a course, regularly organise excursions that are closely related to the course content. Examples are a study trip to Aachen as the capital of Charlemagne's empire in the course 'European History: Politics and Culture', and a visit to De Pont in Tilburg as part of the course 'Visual Art in the Public Sphere' in the major Humanities. A lecturer has set up a book club for first year students and another lecturer has organised an evening dedicated to Halloween storytelling. Each major organises at least two labour market oriented events. The programme management sees to it that these activities are included in the Electronic Study Guide.

Considerations
The panel is impressed by the strong cooperation between the programme management and the study association in the organisation of extracurricular activities. This ensures that the extracurricular activities are inseparably connected to the content of the programme. With the broadening of the intended learning outcomes, more socially oriented activities will need to be brought in.

Conclusion
Bachelor's programme Liberal Arts and Sciences: 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

Classes in UCT are small, never more than 25 students. Large lectures in the common core courses in the first year are always accompanied by small-scale teaching forms, such as (interactive) seminars, workshops and tutorials for groups of 20-25 students, to apply, practice and discuss the study material as offered during the lectures. This is an evident improvement to the situation in 2016, when the first year courses mostly consisted of large lectures. The second year courses are tailor-made for the particular major and are offered to groups of 15-25 students. The small class-size encourages interactive education with a substantial input and involvement of both student and lecturer.

The mentorship programme contributes to the small-scale and intensive character of the programme. In their meeting with the panel, the students confirmed the interactive approach in their classes and the easy communication between students and staff. Students feel connected with the programme, their lecturers and each other, not only in classes but also in the extra-curricular activities. The community spirit between staff and students is clearly visible in the joint activities such as the LAS Café, where students interview a number of lecturers about their academic and personal ambitions, the Last Lecture series and the Book Club.

The team teaching and co-teaching are an integral part of the interdisciplinary approach. It helps students to get a picture of a topic from two different viewpoints. During the site visit, the panel saw an example of the team teaching approach and its classroom dynamics, and shares the enthusiasm of staff and students for this method.

Considerations

The panel recognises the small-scale and intensive character of the programme. Students and staff are closely involved with the teaching activities. Lecturers are not committed to a specific didactic approach, but use the method that is appropriate for their course. The small class size stimulates interactive classroom dynamics. The team teaching and co-teaching approach contribute to the interdisciplinary character of the programme. The panel concludes that UCT has created a strong learning community for its students.

Conclusion

Bachelor's programme Liberal Arts and Sciences: 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

With the start of the LAS programme as a small-scale and intensive programme in 2016, the admissions procedure has been adapted and become selective since 2017-2018. A prospective student sends in relevant grade lists, a motivation letter and an essay addressing a societal problem of their own choosing. All candidates who meet the diploma and English language requirements are invited for an individual intake interview (in person or via Skype) with the Admissions Committee to arrive at an optimal match between student and programme. The Committee consists of the academic advisor and either the Dean, the educational manager, one of the programme directors or core lecturers of the programme. Criteria in the interview are the candidate's motivation, intellectual

capacities, grades and other accomplishments in prior education, interest in interdisciplinarity, international orientation, involvement in extracurricular activities, attitude and communication skills required to function in an international classroom. Although estimated cognitive capacities and grades are taken into account during the admissions procedure, motivation and academic potential are the decisive criteria. The panel applauds this choice. It is in line with the redefined concept of 'excellence' of UCT. It contributes to the UCT aim to be an open UC that offers all students (not only excellent students with high grades) a chance to reach their full academic potential.

The panel heard during the site visit that the programme management considers the essay an essential part of the process: during the interview an academic discussion gives an insight in the candidates' analysis and allows the Committee to see their potential in how they react to questions and show their capabilities of reflection and argumentation. The programme regularly monitors if the selection criteria and procedure accurately predict study success, and found that the staff assessment with its focus on motivation instead of grades, is a good predictor. The panel feels that the admission procedure is an intensive and well-designed process. An essay is a potentially biased assessment method, since candidates from certain educational systems are at an advantage. The panel advises to carefully monitor this, and use the experiences of other LAS programmes to further improve the intake procedure, as was recommended by the 2016 panel. The current panel advises to use students in the admissions process, since they are well-placed to explain the characteristics of the programme.

Considerations
The panel concludes that the programme has a sound selection procedure in place, that is regularly evaluated and improved to increase its effectiveness. The selection procedure assures the proper level and best fit of students.

Conclusion
Bachelor's programme Liberal Arts and Sciences: 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
UCT staff consists of a limited number of core staff, who only work at UCT, and external staff who are brought in from other departments to teach courses. This system allows UCT to attract active researchers from other faculties, who can provide research-driven education and specialised knowledge within the LAS programme. Almost all lecturers who teach at UCT, have obtained a PhD in a relevant discipline. Most of them have international experience. About half of the teaching staff have obtained their University Teaching Qualification. The university goal is that all lecturers meet this requirement by 2020. The self-assessment report shows in one of the appendices that many lecturers have an international background or experience. In line with the international ambition of the programme and one of the 2016 committee's recommendations, the panel feels that this is an important aspect and advises to continue the systematic involvement of international staff.

UCT lecturers are hired on the basis of their teaching skills and enthusiasm for the LAS approach. They told the panel that they appreciate the students' broader perspective and active involvement in class. The panel heard that, for some lecturers, the conversion from a focus on academic content to a didactic approach, can take a year of trial and error, but then leads to a dedicated support of the UCT teaching method. The panel advises to intensify the introduction for new lecturers and use such 'converts' when clarifying the UCT didactics to new candidates.

Throughout the year, lecturers exchange ideas and experiences formally and informally. Teaching meetings are organised where lecturers come together and discuss the connections between their

courses, new insights on teaching and changes in the curriculum. The lecturers told the panel that, since the university is relatively small, people know each other and share best practices in an informal manner easily. The panel is convinced that the comparatively small scale of the university and the informal atmosphere create a good environment for mutual exchange. With future growth of the programme, the scalability of this approach needs attention.

The lecturers' contribution to team teaching and co-teaching is very helpful in demonstrating the interdisciplinary nature of the programme. Besides their quality in teaching, UCT lecturers are also involved in the UCT learning community. They work with students to organise events from lectures to study trips and a book club.

Considerations
The panel concludes that the lecturers have the required academic knowledge and didactic skills, and are very motivated to teach at UCT. They are dedicated and committed to their students. The panel advises to continue the efforts to ensure that all lecturers obtain the University Teaching Qualification and that international staff is involved, and to use 'converted' lecturers to explain the special didactics to new lecturers.

Conclusion
Bachelor's programme Liberal Arts and Sciences: 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
UCT aims to keep the ratio between students and teaching staff at a level that allows for small-scale and intensive teaching. The self-evaluation report mentions that, for the first year courses, the ratio is 26.2:1, for the second year 8.6:1 and for the third year 16.1:1. On the whole, this leads to a student-lecturer ratio of 18.5:1. A document with a detailed calculation and explanation of the student-lecturer ratio was available for the panel. The panel considers this an adequate response to the 2016 panel's request for a more accurate calculation.

Considerations
The panel concludes that the student-staff ratio of 18.5:1 enables a good execution of the curriculum and small-scale teaching.

Conclusion
Bachelor's programme Liberal Arts and Sciences: 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
Since the LAS programme has made the transition to a UC in September 2017, UCT is accommodated in the Dante Building of the university. The ground floor has been refurnished and all lectures now take place within the lecture rooms of the Dante Building. The members of the core staff have their offices on the first floor. The building also houses a common room for LAS students. This room serves as a meeting place for LAS students, as a space where films are projected and discussed, where students work together on group assignments, where information sessions about the programme are

organised, where celebrations are held and where course-related issues are discussed. The common room thus contributes to the community feeling. The students and alumni expressed a concern that their space should be more respected by students from other programmes. Since LAS is located on the ground floor and is attractively furnished, other students apparently like to use the facilities as well. The panel agrees that it is important for the LAS programme to have its own space and encourages the university to ensure this is respected.

UCT offers an optional residential setting. LAS students can make use of the accommodation of UCT at Talent Square, where one floor is reserved for LAS students, but are not obliged to do so.

Considerations
The panel concludes that the facilities in the Dante Building are sufficient and encourage both the learning community and the social community. It is important for the LAS programme to have its own space. The panel encourages the university to ensure this is respected.

Conclusion
Bachelor's programme Liberal Arts and Sciences: 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
The final level of the LAS programme is assessed on the basis of the bachelor thesis. The panel concludes on the basis of the thesis selection it studied prior to the site visit, that graduates have attained the programme's intended learning outcomes. The theses are generally of high quality. Students may write a monodisciplinary or interdisciplinary thesis. The panel feels that it would be in line with the intended learning outcomes to require all students to write an interdisciplinary thesis. The panel understands the need for flexibility in this matter with an eye on the enrolment in master's programmes, for which a disciplinary thesis is sometimes a requirement, but encourages the programme to think of ways to integrate an interdisciplinary element in the theses.

During the site visit, the panel met with a number of excellent alumni. They had all been accepted in the master's programme of their choice and some had already continued their career after that. At present, there is no structural alumni survey, alumni policy or alumni association. The panel thinks these would be valuable instruments to remain in touch with the alumni and learn from their experiences.

The self-evaluation report shows that the success rate of the first year over the last five cohorts is approximately 73%. The study pace is comparable to other programmes at the university: 56.5% graduated within three years and 76% within four years. In order to increase the number of students who graduate nominally (within three years), the programme management has revised the bachelor's thesis procedure, introduced the mentorship programme Pass UC Tilburg and starts the implementation of the Resilience Project in 2018-2019 that should address the current dropout rates, which are still relatively high. In addition, a third examination opportunity for the final course will be granted. The panel considers these measures to be useful and advises to monitor and evaluate the effects of the implementations closely.

In line with UCT's definition of excellence, the study success of students should not only be visible in thesis grades and a faster study pace, but especially in the personal and academic development of the first year students compared to that of the graduates. So far, no adequate measure has been

developed to demonstrate this growth and no clear assessment and/or target criteria have been formulated that match UCT's definition of excellence. The panel heard during the site visit that both students and lecturers can see the growth achieved, and advises to try and develop a measure to show the added value.

Considerations
At this moment, the programme is too young to apply for the practice-based assessment. The panel has, therefore, made a prospective assessment. These findings confirm the conclusions of the panel that initially assessed UCT's application and granted it the Distinctive Feature. The panel concludes that the content and the level of the bachelor theses are in line with the level and the broadening of interests as set down in the intended learning outcomes. Graduates are admitted to the master's programmes of their choice, but at the moment UCT cannot demonstrate that these master's programmes are very selective or prestigious. A solid alumni policy, including regular alumni surveys, could deliver the necessary data to demonstrate the programme's success in this respect.

Currently, the success rates of LAS students is on par with those of other students at Tilburg University. The dropout rates are relatively high and the study pace is not yet significantly better than in other programmes. The panel notes that the programme management is sufficiently self-critical on these issues and has developed adequate measures to improve this situation, such as the Resilience Project. The formulated plans for improvement show UCT's ambitions and self-awareness. They are the basis for the panel's trust in UCT's ability to address these matters in the coming years in order to improve their dropout and success rates respectively. The panel feels that UCT should also think about the way in which the programme can show its added value and how it can argue its case that success rates are to be interpreted differently when a different type of excellence is aimed for.

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

GENERAL CONCLUSION

The LAS programme has been granted the Distinctive Feature of Small-scale and Intensive Education in 2016. The panel concludes that the programme has shown that it meets the standards for the distinctive feature. The intended learning outcomes, programme and extracurricular activities, didactic approach, staff and facilities are in line with the requirements for small-scale teaching and support the development of a learning community.

UCT students do not (yet) perform better than other students and it is too early to decide whether the graduates are admitted to highly selective and prestigious master's programmes. The panel advises that UCT be re-granted the Distinctive Feature and allowed the chance to demonstrate within a time period to be determined its added valued and the effects of selective admission and intensified mentoring and monitoring. The panel strongly supports the way UCT has defined its added value and advises UCT to formulate clear ambitions and parameters as a basis for an assessment of its success within a time period to be determined, such as the way students and alumni demonstrate these values in practice. The involvement of alumni and societal partners may be helpful in this process.

Conclusion
The panel assesses the *bachelor's programme Liberal Arts and Sciences* 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
• Dean University College Groningen: prof. dr. Hans van Ees
• Dean University College Maastricht: prof dr. Matthieu Zegers
• Dean University College Roosevelt: prof. dr. Bert van den Brink
• Dean University College Tilburg: prof dr. Alkeline van Lenning
• Dean University College Twente: prof. dr. Jennifer Herek

- 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

Learning Outcomes: General qualifications of the Bachelor Liberal Arts and Sciences
Knowledge and Insight
The student is able to:
   1. describe key concepts, theories and research methods in the field of Business, Law, the Social Sciences, the Humanities and Cognitive Neuroscience.
   2. Identify societal issues and developments in an international and, more specifically, a European context.

Application of Knowledge and Insight
The student is able to:
   3. understand, analyze, evaluate and synthesize in-depth insights into the field of the chosen major.
   4. compare and discuss key concepts, theories and research methods in the field of Business, Law, Social Sciences, Humanities and Cognitive Neuroscience and apply the methodology of the own field of study.
   5. combine and integrate elements of different academic disciplines in order to explore complex theoretical and practical problems and to offer creative and innovative solutions.

Formation of judgment
The student is able to:
   6. critically asses basic paradigms in the field of Business, Law, the Social Sciences, the Humanities and Cognitive Neuroscience.
   7. critically assess the theoretical and practical adequacy of state-of-the-art research in the field of Business, Law, Social Sciences, Humanities and Cognitive Neuroscience.

Skills
The student is able to:
   8. use (digital) technologies for the search and analysis of information.
   9. formulate a research question and to collect, select, process, analyze, interpret and assess relevant data to answer the research question.
   10. communicate expertise in the field of study as well as conclusions based on scientific research accessibly and adequately in English, both orally and in writing, to an audience of specialists and nonspecialists.
   11. present and defend scientifically based viewpoints on relevant topics in an academic, respectful, clear and convincing manner and change the own viewpoint when new insights are acquired.
   12. communicate and cooperate efficiently and effectively in an (international and interdisciplinary) team.
   13. acquire and apply intercultural skills to perform and function adequately in an international environment.
   14. act upon the acquired knowledge and insights by demonstrating social commitment, responsibility and ethical awareness.

The Bachelor Liberal Arts and Sciences offers five specializations:
A. Humanities: European History and Culture
B. Social Sciences
C. Law in Europe
D. Business and Management
E. Cognitive Neuroscience

A. Specific qualifications major Humanities: European History and Culture

Knowledge and insight

After completing the major program Humanities: European Hi story and Culture, the student is able to:

1. explain the basic concepts, contents and theories of the Humanities and its key sub-disciplines (history, art history, literary studies, cultural studies, philosophy and religious studies);
2. explain state-of-the-art research methods, techniques, and theoretical frameworks used in these sub-disciplines;
3. explain the ways in which these sub-disciplines are different and/or complementary, and how they contribute to the academic exploration of the question of what it means to be human;

Application of knowledge and insight

After completing the major program Humanities: European History and Culture, the student is able to:

4. independently and critically apply and combine the various resources, concepts and research methods of the Humanities to historical, contemporary and emerging social, political, cultural, and/or religious phenomena;

Formation of Judgement

After completing the major program Humanities: European Hi story and Culture, the student is able to:

5. reflect and judge independently and critically on the quality and the applicability of the results of research for the further development of ideas and methods within the Humanities;
6. reflect and judge independently and critically on the role and value of the Humanities in their historical, political, social and cultural context.

Skills

After completing the major program Humanities: European Hi story and Culture, the student is able to:

7. locate, access, select and combine a wide variety of cultural sources (analog and digital, literary, audio-visual and electronic) that are relevant for the Humanities.
8. analyze, interpret and evaluate these sources using and combining a variety of theories and methods;
9. develop and expand independently and critically his or her knowledge of the Humanities, both on the substantial and on the methodological level.

B. Specific qualifications major Social Sciences

Knowledge and insight

After completing the major program Social Sciences, the student is able to:

1. explain and understand the basic concepts, contents and theories of the Social Sciences (Sociology and Social Psychology).
2. define current models in social psychology as they relate to cross-cultural differences.

Application of knowledge and insight

After completing the major program Social Sciences, the student is able to:

3. compare major theorists and theories in sociology and psychology.
4. use social scientific and philosophical concepts and theories in order to reflect on societal themes.
5. read, analyze and interpret major works in sociology, psychology and philosophical ethics.

6. use SPSS to write a syntax and is able to conduct statistical tests to compare groups with respect to a measurable characteristic.
7. construct statistical models to describe the relationship between two or more variables/concepts.

Formation of judgement
After completing the major program Social Sciences, the student is able to:
8. compare and contrast the various social-psychological and philosophic-ethical perspectives on historical and contemporary cases.
9. independently form opinions on issues in the subject field. Can critically self-reflect and reflect on subjects within and outside of Social Sciences.
10. evaluate research results in the field of Social Sciences.

Skills
After completing the major program Social Sciences, the student is able to:
11. to locate, access and select a wide variety of resources (analog and digital, literary, audio-visual and electronic) that are relevant for Social Sciences.
12. design, execute and report on supervised research in Social Sciences.
13. use the appropriate techniques to answer a research question in the field of Social Sciences.

C. Specific qualifications Major Law in Europe
Knowledge and insight
After completing the major program Law in Europe, the student is able to:
1. explain the basic concepts and contents of the different areas of both private and public law.
2. explain the basic concepts and contents of European and international law and identify the interaction between the national law, European and international law.
3. describe the key features of both the civil and the common law traditions and elaborate on how these legal traditions relate to each other.

Application of knowledge and insight
After completing the major Law in Europe, the student is able to:
4. independently and critically apply and combine the knowledge and insights into the field of law and the legal methodology when addressing legal problems and case studies.
5. approach legal problems from different disciplinary perspectives by situating the law in its historical, social and/or geographical context.

Formation of Judgement
After completing the major Law in Europe, the student is able to:
6. discuss European and international issues from a legal perspective and form a well-founded opinion on them.
7. critically assess the theoretical and methodological adequacy of research in the field of law.

Skills
After completing the major Law in Europe, the student is able to:
1. conduct a legal research by formulating a legal research question, collecting, analyzing and interpreting primary legal sources (statutes and case law) and jurisprudence and make a synthesis of the results and conclusions.

D. Specific qualifications major Business and Management

Knowledge and insight

After completing the major Business and Management, the student is able to:

1. explain and understand the basic concepts and theories in the four constituting pillars of the field of business: finance, accounting, marketing, and management.
2. identify societal issues and developments and explain the role of business in causing and solving these issues and developments.
3. evaluate and synthesize insights from the four constituting pillars of the field of business.

Application of knowledge and insight

After completing the major Business and Management, the student is able to:

4. understand and apply the research methods in the field of business when addressing specific business problems;
5. understand and apply standard econometric research methods to investigate phenomena in populations of organizations.
6. evaluate business problems from different disciplinary perspectives by situating organizations in their economic, social and/or market context.

Formation of Judgement

After completing the major Business and Management, the student is able to:

7. critically assess the theories in the four constituting pillars of the field of business.
8. critically assess the theoretical and methodological adequacy of research in the field of business.

Skills

After completing the major Business and Management, the student is able to:

9. analyze a business case in terms of management, marketing, accounting and finance theories, and derive propositions to address the case problem.
10. conduct a business research by formulating a research question, collecting, analyzing and interpreting relevant source material and synthesizing the results and conclusions.

E. Specific Qualifications major Cognitive Neuroscience

Knowledge of and Insight

After completing the major program Cognitive Neuroscience, the student is able to:

1. explain the basic concepts and theories insights in Cognitive Neuroscience, specifically Experimental Psychology; Biological Psychology; Clinical Neuropsychology and Computational Neuroscience.
2. potential applications of insights of Cognitive Neuroscience relevant for society.

Application of knowledge and insight

After completing the major program Cognitive Neuroscience, the student is able to:

3. analyze, interpret and formulate solutions for questions in the field of Cognitive Neuroscience at an academic level.
4. compare and contrast relevant theories and methods in the field of Cognitive Neuroscience.

Formation of judgement

After completing the major program Cognitive Neuroscience, the student is able to:

5. evaluate the validity and applicability of research by others in the field of Cognitive Neuroscience.
6. conduct and report on experimental research in line with the guidelines on research integrity.

Skills

After completing the major program Cognitive Neuroscience, the student is able to:

7. conduct research on a particular topic in the field of Cognitive Neuroscience by applying the stages of the empirical cycle: formulate a research question; deduce hypotheses from theories or existing research; testing hypotheses through experimentation; data analysis; and drawing inferences for new research.
8. design, program and conduct behavioral experiments on human subjects.
9. discuss prevalent theories and new insights in the field of Cognitive Neuroscience with peers of the same discipline.
10. evaluate the quality and rigor of research by others in the field of Cognitive Neuroscience.

APPENDIX 3: OVERVIEW OF THE CURRICULUM

Bachelor Liberal Arts and Sciences   2017-2018

Year 1 semester 1 – 30 ECTS, cohort 10

840060: European History: Politics and Culture 6
840083: Rhetoric, Culture and Democracy *in conjunction with Academic English* 6
800157: Wicked Problems Society, Culture and Economy 6
840052: Thinking about Science 6

One of five compulsory optional subjects:
840019: Consumerism 6
840107: Legal Fictions 6
840117: Religion and Economics 6
800228: War 6
840102: The Brain and the Movies 6

Year 1 semester 2 – 30 ECTS

840113: Mind and Brain: Introduction to Cognitive Neuroscience 6
840090: Introduction to Research Methods 6
840067: Researchers and their Fields 6
840114: Individuals and Collectives: Introduction to Business & Management and Social Sciences 6
840115: Imagining Justice: Introduction to Law and Humanities 6

Elective Major Social Sciences	Elective Major Law in Europe	Elective Major Humanities: European History and Culture	Elective Major Business and Management	Elective Major Cognitive Neuroscience
Year 2 semester 1 – 30 ECTS, cohort 9	Year 2 semester 1 – 30 ECTS, cohort 9	Year 2 semester 1 – 30 ECTS, cohort 9	Year 2 semester 1 – 30 ECTS, cohort 9	Year 2 semester 1 – 30 ECTS, cohort 9
840116: Statistics 2 for Social Sciences (Statistics 2) 6 424012: Social Psychology of Group Dynamics 6 840057: Evil 6 880047: Diversity and Community 6 One of five compulsory optional subjects: 840019: Consumerism 6 840107: Legal Fictions 6 840117: Religion and Economics 6 800228: War 6 840102: The Brain and the Movies 6	840032: Law in Society 6 840015: Understanding Law 6 840018: Comparative Political Institutions 6 840026: European Public Law and Public International Law 6 One of five compulsory optional subjects: 840019: Consumerism 6 840107: Legal Fictions 6 840117: Religion and Economics6 800228: War 6 840102: The Brain and the Movies 6	840093: Early Modern Age: Overseas Expansion and the Politics of Empire 6 840028: Historical Methodology 6 840057: Evil 6 840017: Homer's Army: The Legacy of an Unacknowledged Legislator 6 One of five compulsory optional subjects: 840019: Consumerism 6 840107: Legal Fictions 6 840117: Religion and Economics 6 800228: War 6 840102: The Brain and the Movies 6	840047: Strategy and Marketing 6 800546: Quantitative Methods for Business and Management 6 840024: Economic Agents & Markets 6 840027: Finance and Accounting 6 One of five compulsory optional subjects: 840019: Consumerism 6 840107: Legal Fictions6 840117: Religion and Economics 6 800228: War 6 840102: The Brain and the Movies 6	840103: Cognitive Psychology 6 840104: Brain and Behavior for LAS 6 840111: Psychology of Language for LAS 6 840105: Statistics for Cognitive Neuroscience 6 One of five compulsory optional subjects: 840019: Consumerism 6 840107: Legal Fictions6 840117: Religion and Economics 6 800228: War 6 840102: The Brain and the Movies 6
Year 2 semester 2 – 30 ECTS	Year 2 semester 2 – 30 ECTS	Year 2 semester 2 – 30 ECTS	Year 2 semester 2 – 30 ECTS	Year 2 semester 2 – 30 ECTS
800090: Learning Project: Values and Civil Society in Europe 12 840122: Introduction to Cultural Psychology 6 840039: People and Organizations 6	840049: The Civil and Common Law Traditions 6 610068: Nationality, Statelessness and Human Rights 6 840022: Criminal Law in Context 6 840025: European Labour Law and Social Policy 6	840072: Visual Art in the Public Sphere 6 990233: Digital Cultures, Digital Humanities 6 840037: Middle Ages: at the theological-political Crossroads 6 990209: Islam and the Making of Europe 6	840121: Statistics 2 for Business and Management 6 840051: The Making of Modern Macro Economics, 6 840035: Managerial Accounting 6 840096: Strategy and Organization in Context 6	840106: Brain Dysfunction 6 540033: Cognitive Neuropsychology 6 840108: Brain and Morality 6 840109: The Emotional Brain 6
840073: Minor 6	840073: Minor 6	840073: Minor 6	840073: Minor 6	840073: Minor 6

Year 3 semester 1 – 30 ECTS Cohort 8	Year 3 semester 1 – 30 ECTS Cohort 8	Year 3 semester 1 – 30 ECTS Cohort 8	Year 3 semester 1 – 30 ECTS Cohort 8	Year 3 semester 1 – 30 ECTS Cohort 8
840086: Visual Culture and the Body 6 840073: Minor 6 840073: Minor 6 840073: Minor 6	840070: Liability and the Internet 6 840073: Minor 6 840073: Minor 6 840073: Minor 6	840079: Perspectives on Europe 6 840073: Minor 6 840073: Minor 6 840073: Minor 6	840061: Investor Behavior and the History of Financial Markets 6 840073: Minor 6 840073: Minor 6 840073: Minor 6	840112: Cognitive Modeling for LAS 6 840073: Minor 6 840073: Minor 6 840073: Minor 6
One of five optional courses:	One of five optional courses:	One of five optional courses:	One of five optional courses:	One of five optional courses:
840073: Minor (elective) 6 840800: Social Psychology (Saylor Academy) 6 840801: Business Law and Ethics (Saylor Academy) 6 840803: Management Information Systems (Saylor Academy) 6 840802: Introduction to Theory of Literature (Yale University) 6	840073: Minor (elective) 6 840800: Social Psychology (Saylor Academy) 6 840801: Business Law and Ethics (Saylor Academy) 6 840803: Management Information Systems (Saylor Academy) 6 840802: Introduction to Theory of Literature (Yale University) 6	840073: Minor (elective) 6 840800: Social Psychology (Saylor Academy) 6 840801: Business Law and Ethics (Saylor Academy) 6 840803: Management Information Systems (Saylor Academy) 6 840802: Introduction to Theory of Literature (Yale University) 6	840073: Minor (elective) 6 840800: Social Psychology (Saylor Academy) 6 840801: Business Law and Ethics (Saylor Academy) 6 840803: Management Information Systems (Saylor Academy) 6 840802: Introduction to Theory of Literature (Yale University) 6	840073: Minor (elective) 6 840800: Social Psychology (Saylor Academy) 6 840801: Business Law and Ethics (Saylor Academy) 6 840803: Management Information Systems (Saylor Academy) 6 840802: Introduction to Theory of Literature (Yale University) 6
Year 3 semester 2 – 30 ECTS	**Year 3 semester 2 – 30 ECTS**	**Year 3 semester 2 – 30 ECTS**	**Year 3 semester 2 – 30 ECTS**	**Year 3 semester 2 – 30 ECTS**
840900: Bachelor thesis 18 840804: Discovering Diversity 6	840900: Bachelor thesis 18 840804: Discovering Diversity 6	840900: Bachelor thesis 18 840804: Discovering Diversity 6	840900: Bachelor thesis 18 840804: Discovering Diversity 6	840900: Bachelor thesis 18 840804: Discovering Diversity 6
One of three compulsory optional courses:	One of three compulsory optional courses:	One of three compulsory optional courses:	One of three compulsory optional courses:	One of three compulsory optional courses:
840054: Professional Practice: Current European Issues 6 800222: Professional Practice: Social Innovation Project 6 840805: Professional Practice: Internship 6	840054: Professional Practice: Current European Issues 6 800222: Professional Practice: Social Innovation Project 6 840805: Professional Practice: Internship 6	840054: Professional Practice: Current European Issues 6 800222: Professional Practice: Social Innovation Project 6 840805: Professional Practice: Internship 6	840054: Professional Practice: Current European Issues 6 800222: Professional Practice: Social Innovation Project 6 840805: Professional Practice: Internship 6	840054: Professional Practice: Current European Issues 6 800222: Professional Practice: Social Innovation Project 6 840805: Professional Practice: Internship 6

APPENDIX 4: PROGRAMME OF THE SITE VISIT

	Tuesday 4 December **travel/ UCTilburg**		**Wednesday 5 December** **UCTilburg**
8.30 - 12.30	*Travel Groningen – Tilburg*	8.30 - 8.45	*Arrival panel*
		8.45 - 9.00	*Internal panel meeting*
		9.00 - 10.15	*Tour + Treasure trove*
		10.15 - 10.30	*Break*
		10.30 - 11.15	*Students* *(including programme committee members)*
		11.15 - 12.00	*Teachers and tutors* *(including programme committee members)*
		12.00 - 13.30	*Lunch and panel meeting*
12.30 - 12.45	*Arrival panel/welcome*	13.30 - 14.00	*Programme management*
12. 45 - 14.15	*Lunch and panel meeting UCTilb*	14.00 - 14.15	*Presentation findings*
14.15 - 15.00	*Development dialogue*	14.15 - 14.30	*Goodbye and thank you*
15.00 - 15.45	*Programme management*		
15.45 - 16.00	*Break*		
16.00 - 16.30	*Board of Examiners*		
16.30 - 17.00	*Alumni*		
17.00 - 17.30	*Internal panel meeting*		

APPENDIX 5: THESES AND DOCUMENTS STUDIED BY THE PANEL

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

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

- Self-assessment report 2018
- Assessment report accreditation 2012 and decision NVAO
- Assessment report Distinctive Feature Small-scale and Intensive Education 2016 and decision NVAO
- Course materials:
    o Rhetoric, Culture and Democracy, in conjunction with Academic English (compulsory course in Year 1 Semester 1)
    o Diversity and Community (Compulsory course for Elective Major Social Sciences in Year 2 Semester 1)
    o Strategy and Marketing (Compulsory course for Elective Major Business and Management in Year 2 Semester 1)
    o Nationality, Statelessness and Human Rights ((Compulsory course for Elective Major Law in Europe in Year 2 Semester 2)
    o Visual Art in the Public Sphere (Compulsory course for Elective Major Humanities: European History and Culture in Year 2 Semester 2)
    o Middle Ages: at the Theological-political Crossroads (Compulsory course for Elective Major Humanities: European History and Culture in Year 2 Semester 2)
    o Brain Dysfunction(Compulsory course for Elective Major Cognitive Neuroscience in Year 2 Semester 2)
    o Visual Culture and the Body (Compulsory course for Elective Major Social Sciences in Year 3 Semester 1)
    o Professional Practice: Current European Issues (Compulsory Optional Course for all Majors in Year 3 Semester 2)
- Lecturer Guide
- Professional Practice: Internship Manual
- Testing Policy
- Computation of staff-student ratio