



B Philosophy, Politics and Economics
Vrije Universiteit Amsterdam

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Summary: Limited programme assessment

Standard 1. Intended learning outcomes

The panel applauds the VU Philosophy, Politics and Economics bachelor's programme for its multi- and interdisciplinary approach, aiming at equivalence between the disciplines of philosophy, politics, and economics and at achieving a critical and analytical mindset with which its graduates can approach real problems. The intended learning outcomes clearly reflect this profile and match the Dublin descriptors for bachelor's programmes, demonstrating an academic bachelor's level. The panel supports the programme's plan to supplement its Advisory Board with PPE alumni, to further optimise the programme's link with the professional field.

Standard 2. Teaching-learning environment

The panel considers the curriculum of PPE to be well-designed, gradually building up towards the exit qualifications and offering plenty of room for students to adapt the programme to their needs and wishes. Strong and distinctive characteristics are the balance between the three disciplines, the internship or foreign exchange, and the four-week integrative PiP courses. The curriculum offers disciplinary, multidisciplinary, and interdisciplinary elements and makes a good connection to real-world and professional practice. The teaching methods are varied and fitting for an intensive, small-scale programme. The PPE community of students and lecturers, with its extracurricular events and its own, flexible facilities on the 'fourth floor', creates a vibrant atmosphere and contributes greatly to the programme's quality. The programme managed to keep this community intact as far as possible during Covid-19, and made great efforts to continue ensuring student well-being.

The programme is intensive, but feasible. Students experience the methods courses in year 1 as the most difficult element, also depending on their prior education and background. The programme works hard to inform incoming students of the level that is expected here and offers a summer school, test, and tutoring sessions to assist students here. The panel recommends providing students with examples of the content and tests in these courses, and with clear information on all the help available to them. It recommends maintaining the current maths level and not lowering standards here. The programme has mentoring and tutoring systems in place as well as dedicated coordinators and a larger learning community to provide students with guidance. The panel learnt that students experience this structure as fragmented and sometimes unclear. It therefore advises to further formalise the support structure, making clear to students who they can turn to, what they can expect from the guidance structures, and where and how they can voice complaints. The programme should also communicate clearly to students what is done with their feedback on courses and their suggestions for improvement.

The panel applauds the quality and quantity of the teaching staff in the programme. The seminar instructors, who combine small-scale group teaching with interdisciplinary PhD research, are an asset to the programme since they play a crucial role in community-building. The panel recommends looking into possibilities to expand their number. It also recommends creating an induction procedure to provide all new staff members with insight into PPE's setup, goals, and practices, the procedures in place, and the place of their own course or courses within the larger whole of PPE.

Standard 3. Student assessment

The panel is positive about the system of assessment that is in place in PPE. Assessment is varied and fitting, with attention paid to interdisciplinary elements characteristic of PPE. Thesis, exchange, and internship assessment are well-organised and the Examination Board, with its PPE Chamber, adequately fulfils its legal requirements in safeguarding the quality of assessment in PPE. The panel recommends promoting collaboration between staff from different sections when constructing exams to stimulate varied input beyond that of direct colleagues. It also advises stimulating extensive feedback on the final thesis

assessment forms. Finally, the panel advises the PPE Chamber to play an active role in creating one shared PPE assessment culture.

Standard 4. Achieved learning outcomes

The panel is impressed with the high level of the PPE bachelor's theses, which are original and clearly interdisciplinary. It finds that the programme's alumni perform well after graduation, entering into competitive master's programmes or directly into the professional field. PPE alumni have landed relevant and high-level jobs such as policy researcher or diplomat in training, and feel well-prepared by the programme, particularly through the internship and/or stay abroad as well as the interdisciplinary components of PPE.

Score table

The panel assesses the programme as follows:

Bachelor's programme Philosophy, Politics and Economics

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard
General conclusion	positive

Summary: Distinctive Feature Small-scale and Intensive Education

Standard A. Intended learning outcomes

The panel finds that PPE clearly surpasses the average intended bachelor's level through its multi- and interdisciplinary approach and its aim to educate potential leaders who can help solve the emerging problems of the 21st century. The programme's intended learning outcomes reflect these high ambitions, both with regard to knowledge and understanding and with regard to the development of personal attitudes and skills.

Standard B. Curriculum – contents

The panel praises the manner in which curricular and extracurricular activities, organised by both students and staff, interact. The extracurricular programme is clearly sufficient and builds on the courses and provides additional broadening and development of skills and attitudes, while also providing input and inspiration for further development of the course programme. The panel considers the content of the curriculum and the extracurricular activities to match the ambitious intended level and learning outcomes of PPE.

Standard C. Curriculum - learning environment

The panel appreciates the varied, hands-on, intensive and activating teaching methods in PPE, which contribute to a connected learning community and ensure that the students prepare and participate actively in the courses and activities. The programme is set up in such a way that nominal study progress can be achieved through intensive and active learning, stimulated and supported by the learning community of teachers and peers from within the own cohort. The panel considers the community of students and teachers to be effective and working.

Standard D. Intake

The panel considers the selection procedure to be sound, thorough, and suitable for a programme with a small-scale and intensive educational concept. It concludes that the programme does very well in selecting motivated and talented students based on the high level of the final projects.

Standard E. Staff

The panel considers programme staff to have the quality and quantity needed for offering a small-scale and intensive programme. The student-staff ratio is clearly sufficient. New staff members are thoroughly, yet informally prepared for their tasks, and could benefit from a more formalised induction procedure to quickly help them get acquainted with PPE's setup, goals, and practices, the procedures in place, and the place of their own course or courses within the larger whole of PPE. There is enough room for individual guidance and counselling of students, also outside the educational context. The panel recommends further formalising the support structure, making clear to students who they can turn to, what they can expect from the guidance structures, and where and how they can voice complaints. The programme should also communicate clearly to students what is done with their feedback on courses and their suggestions for improvement.

Standard F. Facilities

The panel considers the infrastructure and facilities of the J.S. Mill College adequate and appropriate, matching the needs of a small-scale and intensive programme and providing space for both educational and extracurricular elements of the PPE programme. The fourth floor of the VU building functions as a vibrant meeting ground for the PPE community.

Standard G. Achieved learning outcomes

The panel concludes that graduates of the VU PPE programme clearly demonstrate that they have achieved the above-average level stipulated in the intended learning outcomes. This is evident from the impressive quality of their theses, their study success and their success in entering high-level master's programmes and/or jobs. The programme's success rates clearly meet expectations and exceed those of many other relevant programmes with the distinctive feature.

Score table

Standard A: Intended learning outcomes	meets the standard
Standard B: Curriculum – contents	meets the standard
Standard C: Curriculum - learning environment	meets the standard
Standard D: Intake	meets the standard
Standard E: Staff	meets the standard
Standard F: Facilities	meets the standard
Standard G: Achieved learning outcomes	meets the standard
General conclusion	positive

Prof. Joshua Preiss, chair
Date: 23 May 2022

Dr. Fiona Schouten, secretary

Introduction

Procedure

Assessment

On 22 and 23 March 2022, the bachelor's programme Philosophy, Politics and Economics of the Vrije Universiteit Amsterdam (VU Amsterdam) was assessed by an independent peer review panel as part of the cluster assessment Philosophy, Politics and Economics. The assessment cluster consisted of three programmes, offered by the Vrije Universiteit Amsterdam, University of Groningen and Utrecht University. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (September 2018). It also followed the NVAO Criteria Pertaining to Distinctive Feature of "Small-scale And Intensive Education" (January 2018).

Quality assurance agency Academion coordinated the assessment upon request of the cluster Philosophy, Politics and Economics after taking over from Qanu per August 2021. Fiona Schouten acted as coordinator and secretary, and Peter Hildering acted as secretary in the assessment for the site visit to Utrecht University. They have been certified and registered by the NVAO.

Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster. On 12 January 2022, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on his role in the site visit according to the Panel chair profile (NVAO 2016). On 21 January 2022, a panel member and the two secretaries were trained by the NVAO in the assessment of the Distinctive Feature of Small-Scale and Intensive Education.

The programme composed a site visit schedule in consultation with the coordinator (see appendix 3). The programme selected representative partners for the various interviews. It also determined that the development dialogue would be made part of the site visit. A separate development report was made based on this dialogue.

The programme provided the coordinator with a list of graduates over the period 2017-2021. In consultation with the coordinator, the panel chair selected 15 theses. He took the diversity of final grades and examiners into account, as well as the various tracks. Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. It also provided the panel with the self-evaluation report and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the secretary. The secretary collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary meeting, the panel discussed the initial findings on the self-evaluation report and the theses, as well as the division of tasks during the site visit. The panel was also informed on the assessment frameworks, the working method and the planning of the site visits and reports.

Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. Three students and one staff member requested a consultation. The panel used the final part of the

site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

Report

The secretary wrote a draft report based on the panel's findings and submitted it for peer assessment within Academion. Subsequently, the secretary sent the report to the panel for feedback. After processing this feedback, the secretary sent the draft report to the J.S. Mill College and the Faculty of Humanities, in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalised the report, and the coordinator sent it to the J.S. Mill College and the Vrije Universiteit Amsterdam.

Panel

The following panel members were involved in the cluster assessment:

- Prof. L. (Luc) Bovens, professor in Philosophy at the London School of Economics and Political Science (UK) and the University of North Carolina (United States) [chair site visit University of Groningen];
- Prof. J. (Joshua) Preiss, Professor of Philosophy at Minnesota State University (United States) [chair site visits Utrecht University and Vrije Universiteit Amsterdam];
- Prof. dr. J. (Jutta) Bolt, professor in Global Economic History at the University of Groningen;
- C.C. (Coen) Brummer MA MSc, director of the Mr. Hans van Mierlo Foundation, a think tank affiliated with the Dutch political party Democrats 66;
- Prof. dr. D. (Dirk) De Bièvre, professor in International Politics at Antwerp University (Belgium);
- Prof. dr. M.O. (Madeleine) Hosli, professor of International Relations at Leiden University;
- C. (Carsten) Jung MSc., senior economist at the IPPR's Centre for Economic Justice in London (United Kingdom);
- Prof. R. (Roberto) Veneziani, professor in Economics at Queen Mary University of London (United Kingdom);
- N. (Natalia) Jagolski, bachelor's student Philosophy, Politics and Economics at Utrecht University [student member];
- C.H. (Clara) van Vliet BA, bachelor's student Economics and Business Economics at the University of Amsterdam [student member].

The panel assessing the bachelor's programme Philosophy, Politics and Economics of the Vrije Universiteit Amsterdam consisted of the following members:

- Prof. J. (Joshua) Preiss, professor of Philosophy at Minnesota State University (United States) [chair];
- C.C. (Coen) Brummer MA MSc, director of the Mr. Hans van Mierlo Foundation, a think tank affiliated with the Dutch political party Democrats 66;
- Prof. dr. D. (Dirk) De Bièvre, professor in International Politics at Antwerp University (Belgium);
- Prof. dr. M.O. (Madeleine) Hosli, professor of International Relations at Leiden University;
- Prof. R. (Roberto) Veneziani, professor in Economics at Queen Mary University of London (United Kingdom);
- N. (Natalia) Jagolski, bachelor's student Philosophy, Politics and Economics at Utrecht University [student member].

Information on the programme

Name of the institution:	Vrije Universiteit Amsterdam
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	Philosophy, Politics and Economics
CROHO number:	54999
Level:	Bachelor
Orientation:	Academic
Number of credits:	180 EC
Specialisations or tracks:	Philosophy Political Science Economics
Location:	Amsterdam
Educational minor:	Not applicable
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	29-09-2021, extended to 01-07-2022 (art 18.32ab)

Description of the limited programme assessment

Organisation

The Philosophy, Politics, and Economics (PPE) bachelor's programme is a collaboration between three faculties of VU Amsterdam: the Faculty of Humanities (FGW), the Faculty of Social Sciences (FSW) and the School of Business and Economics (SBE). The Faculty of Humanities acts as the coordinating faculty. The programme is organised in the J.S. Mill College, which has its own accommodations at the university. The Board of the College consists of the Deans of the three Faculties, with the Dean of the Faculty of Humanities acting as the chair. The College has a Management Team that is composed of the Dean and three PPE Heads of Study. The Dean is supported by three PPE coordinators for the practical coordination of the programme.

Standard 1. Intended learning outcomes

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

Findings

Profile

The VU PPE programme is one of the few bachelor's programmes in Europe to combine the complementary domains of philosophy, politics, and economics, in line with the academic tradition in PPE originating in the United Kingdom and the US. The programme aims at both multi- and interdisciplinarity. Distinguishing features are the programme's focus on analytic and formal skills and the fact that students specialise in two of the three PPE disciplines in the second year of the programme. The VU PPE programme aims to address important questions with a global as well as a local scope, for instance about the relationship between globalisation and social justice, the economic and political feasibility of implementing environmental policies, or the causes of economic downturns and the responsibilities of professionals. Its goal is to provide students with the multidisciplinary and interdisciplinary knowledge and skills needed to address such questions.

The panel studied this profile and discussed it with students, alumni, staff and programme management during the site visit to Amsterdam. The teaching staff and programme management told the panel that the three disciplines are seen as equivalent and that the programme aims to provide students with analytical tools from the three domains in order to be able to address real problems. The panel appreciates this view on the relation between the three disciplines. It applauds the fact that political science and economics are on a par with philosophy, which is not always easy to achieve in PPE programmes. Students and alumni the panel talked with recognise this balance, as well as the interdisciplinary and multidisciplinary components in the programme. They are positive about the attention paid to critical and analytical thinking and the connection with real-world issues.

PPE makes use of an Advisory Board to guarantee that the programme and the profile of its graduates meet the requirements of the labour market. This Advisory Board is currently composed of high-profile representatives of prominent employers. The programme is planning to supplement it with PPE alumni. The panel considers this a good way for students to learn first-hand about the experiences of recent graduates, so that the programme can achieve an optimal link with the working field.

Intended learning outcomes

The VU PPE programme has a set of intended learning outcomes (ILOs, see appendix 1) that reflect the Dublin descriptors for bachelor's programmes and that are partly shared, and partly separate for each of the programme's specialization tracks (Philosophy, Politics, or Economics). The panel found that the ILOs

demonstrate an academic bachelor's level. It considers the ILOs to be detailed and extensive, making clear what level of skills and knowledge is expected of students in each of the disciplines. The panel appreciates that the learning outcomes under 'C', 'Making judgements', clearly reflect the interdisciplinary, analytical attitude required of the students when approaching real-world problems.

Considerations

The panel applauds the VU PPE bachelor's programme for its multi- and interdisciplinary approach, aiming at equivalence between the disciplines of philosophy, politics, and economics and at achieving a critical and analytical mindset with which its graduates can approach real problems. The intended learning outcomes clearly reflect this profile and match the Dublin descriptors for bachelor's programmes, demonstrating an academic bachelor's level. The panel supports the programme's plan to supplement its Advisory Board with PPE alumni, to further optimise the programme's link with the professional field.

Conclusion

The panel concludes that the programme meets standard 1.

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

The curriculum of PPE (see appendix 2 for an overview) aims to have students acquire systematic knowledge of the three disciplinary perspectives united within the programme, as well as the ability to apply these perspectives in combination. In the design of the curriculum, these two objectives are reflected in the distinction between disciplinary and integrative courses. In the first year, all students follow six eight-week disciplinary courses (two for each discipline) and four four-week integrative courses. In the two integrative 'PPE in Practice' (PiP) courses, the various PPE disciplines are applied to a policy issue. In addition, two integrative methods courses prepare the necessary methodological groundwork for disciplinary and interdisciplinary courses later in the programme. 'Methods of PPE I' teaches basic methods in mathematics, logic and decision theory, and 'Methods of PPE II' provides an introduction to statistical methods. All courses are 6 EC.

At the beginning of the second year, each student chooses two out of three disciplinary tracks (24 EC each). Students follow the two compulsory courses belonging to the tracks they select (Philosophy, Politics, or Economics). They also follow four courses from the set of PPE-exclusive electives that are offered within the two tracks. All students take the integrative 'PPE in Practice' courses. The courses are scheduled in such a way that students wishing to do so can follow three tracks, thus taking an additional course load of 24 EC.

In the first semester of the third year, each student opts for either a study abroad or an internship (30 EC). During the study abroad, students have the opportunity to take specialisation courses within their chosen tracks. Depending on the university they select, however, they can also opt for integrative courses. The sixth semester consists of two 6 EC integrative courses (PPE in Practice V and either Methods II or Policy Lab), the thesis tutorial (6 EC) and the writing of an individual Bachelor's thesis (12 EC).

The panel appreciates PPE's clear structure. The curriculum is cumulative, gradually building up over the three years. It manages a good and equal balance between the three disciplines. The choice between tracks in the second year is appreciated by students and provides focus, without abandoning the multi- and interdisciplinary approach.

The panel learnt from students and alumni that they considered the content and placement of the PiP courses (five in total) to be one of the programme's strongest features. Each semester contains two eight-week periods, during which students acquire disciplinary knowledge and the ability to apply this to multi- and interdisciplinary perspectives. The four-week periods (except for those in the exchange/internship and thesis period) are dedicated to PPE in Practice. Students told the panel that these brief and intensive interdisciplinary PiP courses, during which students from all tracks come back together to collaborate on real-world problems and cases, are both a welcome interruption and a creative intermezzo where they achieve additional depth, encounter new perspectives, and collaborate with their peers. The PiP courses are taught by PPE core staff. They incorporate guest lecturers from various disciplines as well as training in linguistic and communication skills, and require students to explore issues, for instance regarding 'Science for Sustainability', from an interdisciplinary perspective and write policy briefs in small groups of four students. The panel applauds the interdisciplinary PiP courses, which contribute greatly to both the academic and the professional orientation of PPE and its students.

Another distinguishing feature of PPE at the VU is the fifth semester, dedicated to the internship or studying abroad. PPE students who go abroad choose between 21 designated partner universities and are either offered a coherent set of courses based on their disciplinary specialisations, or get to compose their own course programme upon approval by the Examination Board. The internship takes place at an approved institution or company and is required to have a research component in order to ensure it is performed at the adequate level. The student, academic supervisor, internship coordinator and mentor from the internship company sign a contract detailing what is expected of all parties. Students and alumni unanimously praised the option for exchange or internship and considered this period valuable and even transformative for their learning trajectories and career paths.

The panel learnt from students, alumni, the programme and the faculty management that students are less enthusiastic about the methodological courses in the first year. Methods of PPE I teaches basic methods in mathematics, and Methods of PPE II provides an introduction to statistical methods. Students struggle particularly with the second course (see also 'Feasibility and guidance'). The panel considers these courses valuable in the context of a PPE degree, reinforcing the position of especially economics in the programme. It appreciates the fact that mathematical skills and methods occupy a prominent position in the shared first year, ensuring that even the students who drop the Economics track in the second and third years have basic knowledge of and experience with these methods. Alumni confirmed the value of the maths courses by stating that they considered their understanding of statistics and math to be very useful in their professional careers or master's degrees, and did not regret taking the courses. The panel considers the math courses to contribute to the balance between disciplines that is a distinguishing characteristic of the programme. It urges PPE to continue offering the current level of mathematics.

In the student chapter and during the site visit, students and alumni pointed out to the panel that they considered the content of the curriculum, particularly in the disciplinary courses, to be predominantly focused on a Western and male-based canon. The programme recognises these concerns, agrees that they deserve attention and makes efforts to create a more diverse and inclusive curriculum, for instance through consciously including literature by non-male and/or non-Western scholars. Students themselves address diversity in the extracurricular programme (see below), where they debate this issue and welcome guest speakers representing different perspectives. The panel agrees that diversity needs to be addressed and incorporated into the programme, but also expresses its appreciation for the work that has already been done to accommodate this adaptation of programme content.

According to the panel, the programme offers the students much space to shape their own learning trajectories through electives, internship/exchange, specialisations, and the thesis. Students looking for an additional challenge can participate in either the PPE honours programme or an honours programme in one

of the related faculties. The faculty programmes require students to follow 30 EC extra in courses, while the PPE honours programme involves following all three of the specialisation tracks and completing a 6 EC research internship under the supervision of a PPE core staff member. On average, 10 students per year follow the PPE honours programme and around 20 participate in the faculties.

Teaching methods

As an intensive and small-scale programme, PPE provides students with intensive teaching. It offers students 16 contact hours per week, aside from which students work together (and/or with staff) on projects and extracurricular activities (see below). Teaching methods in PPE include lectures, seminars and projects. Many of the courses offer both lectures and seminars. The lectures are taught by senior staff and focus on the transmission of knowledge. Whenever possible, students are activated during the lectures. The primary focus of the seminars is providing a deeper understanding of the material in smaller groups of around 20 students each. These seminars are led by junior staff members, usually PhD students, and are largely problem-oriented. A seminar can take the shape of an active learning group, where students discuss existing theories and materials and apply them to topical issues. It can also take the shape of a workshop, which is a typical teaching method for PiP and the Policy Lab and includes individual or group assignments that students work on over a longer period of time, and that require students to venture outside of the traditional classroom and interact with practitioners. Finally, a seminar can be a maths lab, where students work through problem sets in groups with seminar leaders. The maths labs are used in methods and economics courses.

The panel is pleased with the aptly chosen and varied, hands-on working methods in PPE. It finds the form of lectures combined with seminars a good and effective choice: it learnt from the students that they highly appreciate the fact that they get to work with senior and core staff in the lectures, while working intensely with peers and junior staff members in the 'safe space' of the seminars. Within the various seminars, a large number of didactic tools and methods are used, such as case studies, group discussions, group projects, surveys and games.

Extracurricular activities and facilities

PPE offers students a learning community where they collaborate closely with the programme's staff members and among themselves. The J.S. Mill College has an extracurricular programme aimed at developing personal attitudes and skills. Each Wednesday afternoon in periods 1, 2, 4, and 5, an extracurricular activity takes place. These activities are either organised by the staff or by the students. PPE study association KallioPPE organises PPE in Person, aimed at students' personal development, with recent topics including racism, identity politics, leadership and mental health. It also organises PPE Encounters, where people are invited who fulfil prominent roles in society, such as business leaders, politicians, or activists. Staff-organised meetings tend to highlight a typical PPE topic and often involve external academics or experts. Some sessions are organised in collaboration with the Career Services team from the School of Business and Economics and the Faculty of Humanities. Apart from these weekly sessions, PPE organises conferences and the J.S. Mill Lecture. Students are encouraged to develop further initiatives and can apply for funding from the PPE Incubator Fund for activities such as a Model United Nations or a TED event.

The panel is positive about the many extracurricular events organised by students and staff. It recognises these events as conducive to creating an environment where PPE students and staff work together to create a shared learning community. The panel applauds the PPE in Person and PPE Encounters initiatives, which it considers a valuable contribution to the programme that is fully in line with its aims.

PPE's learning community is reinforced by the facilities offered to PPE students. In the initial assessment, the PPE programme did not yet have a suitable location. This problem has since been solved, as the J.S. Mill College now has its own accommodations on the fourth floor of the Main Building on the VU campus. These include lecture and seminar rooms, staff and support offices, flexible office space for students and staff to meet up and work together, and the KallioPPE board room. During the site visit, the panel was able to

appreciate the PPE facilities directly. It found the facilities clearly up to standard and adequate for the programme's goals. The flexibility of many of the spaces allows PPE staff and students to adapt them to their particular need. Academic support is close at hand, and the PhD students teaching the seminars also have working space on the fourth floor, so that they are easy to approach for students. Senior staff members have their offices at the respective faculties but regularly meet up in the PPE area for teaching classes or for the extracurricular programme. The panel learnt from students and alumni that they feel at home on, and proud of, 'their' fourth floor.

Language of instruction

The language of instruction in PPE is English. The panel considers this a logical choice due to the programme's international scope: both the academic and the working field are highly international. The panel also agrees with the English programme title, which reflects the specific academic PPE tradition. An added benefit of the choice for English in the programme is that it allows PPE to recruit international staff members and attract non-Dutch students, thus creating a 'mixed classroom' which contributes to the quality of education. Staff and students draw on a variety of political and institutional structures in their home countries and approach the topics and real-world issues from different cultural perspectives. This breadth of perspectives enriches the seminars and projects that students and staff collaborate in.

The programme is working on formalising quality procedures with regard to monitoring the level of English of the teaching staff. Currently, 20% of staff members have obtained an English-language qualification, which is expected to rise in the coming years. However, the panel learnt from students and alumni that the level of English in PPE is considered fine and clearly sufficient for offering the programme in English. It concludes that PPE staff is well equipped to offer an English-language master's programme.

Covid-19 impact

Naturally, the impact of the Covid-19 pandemic on a small-scale and intensive programme such as PPE was considerable. During the lockdown periods, all foreign exchanges and many internships were cancelled. An alternative course programme (minor/electives) was provided to avoid study delays. Courses needed to be redesigned for online learning or hybrid education, although classroom teaching was organised where possible. The extracurricular programme was continued online. The panel appreciates these measures and praises the programme for working hard to keep the programme going in these circumstances. Positive developments have been the boost in online teaching methods, and the possibility to include guest speakers from far away in both the curriculum itself and in the extracurricular activities.

A point of attention during the pandemic has been student well-being. This was monitored and boosted by the academic advisor, who was accessible three days a week to help students with curricular and personal issues. Sessions were well attended, and students at risk of incurring study delays were invited actively. If necessary, the academic advisor could call in the help of student psychologists. The seminar teachers organised tutoring sessions, and the student association organised extracurricular and social activities with the support of the J.S. Mill College. In spite of these efforts, the PPE students and alumni that the panel met with regretted the difficulty of maintaining a vibrant learning community, especially since teaching staff members also experienced stress and often stayed away from the fourth floor for health and safety reasons related to covid. The panel concludes that the programme put a lot of effort into monitoring and ensuring the well-being of its students (and staff), and that it was successful enough given the circumstances. It is pleased that the current situation allows the PPE community to meet up as before.

Feasibility and guidance

PPE is an intensive bachelor's programme that requires active involvement and participation from its students. The programme therefore selects students not only based on their CV, grade point average and English and mathematics proficiency, but also based on motivation. Prospective students complete a written assessment where they are asked about their academic interest in the PPE programme, international

orientation, societal engagement, intellectual ambitions and personal development. Typically, the programme receives 200-250 applications and admits around 100 students per year, aiming for a 50-50 balance of Dutch and international students. Judging by the high level of the final projects (see standard 4), the panel concludes that the programme does very well in selecting students.

Various guidance structures are in place for the students. A central figure is the PPE academic advisor, who invites students for an introductory interview at the start of the programme and is available for further help and dealing with practical problems. The advisor also monitors individual study progress and is proactive when students are seen to be at risk of study delay. The academic advisor is much appreciated by students at PPE, the panel learnt.

The advisor organises a system of tutoring and mentoring. Seminar instructors (PhD students, see also 'Teaching staff') fulfil a tutoring role, helping students both individually as well as in group meetings with problems related to studying or specific courses. Second- and third-year students act as mentors to first-year students, helping them settle in and in some cases offering additional help with certain courses. Beyond these structures, students have access to the core staff members of PPE through the informal, close-knit learning community, and are offered help in planning internship and thesis by the dedicated coordinators in the programme. In the thesis trajectory, they meet regularly with their supervisors and are aided through the tutorial, where they discuss their progress in groups of four peers and the supervisor they share.

Students are positive about the thesis and internship trajectories and the way these are organised. They appreciate the clear design of the curriculum and the information they are given about choosing tracks and courses. Nevertheless, the panel understood that students feel the guidance structures leave room for improvement. The structure and amount of guidance provided can differ greatly between individual tutors and mentors. Some students mentioned they felt very supported and guided by their tutors or mentors, while others had only met them once. Similarly, students know who to turn to when they need help with planning an internship, but don't have a clear idea where go with a more overarching question or if they want to raise an issue or a complaint. Students usually know they are represented by the programme committee, but lack a clear idea of the way the procedures work.

All in all, the panel gained the impression that student support is slightly fragmented and that it is rooted in the open and informal culture of the PPE community. While this works well on a day-to-day basis, it can turn out to be insufficient when problems arise. The panel therefore recommends further formalising the support structure, making clear to students who they can turn to, what they can expect from the guidance structures (such as the programme committee and the study adviser), and where and how they can voice complaints. The programme should also communicate clearly to students what is done with their feedback on courses and their suggestions for improvement.

Students consider the programme challenging, but feasible. Around 82% graduate within three years. Students experience the first year, and especially the methods courses, as difficult and occasionally stressful. This is illustrated by the dropout rate of around 13-25% in year 1, though this rate is still significantly lower than that of regular bachelor's programmes at the VU. The Methods of PPE II course, which deals with statistics, is considered the major stumbling block. Depending on the students' nationality and educational background, they can end up struggling here. The panel learnt that the programme works hard to make clear to students what to expect and to help them through. In the enrolment process, the programme communicates to students what level of proficiency in mathematics is expected for successfully following the programme, and offers them a maths test and an optional summer school before the start of the programme. During the methods courses, tutoring sessions are organised by junior staff and by students from years 2 and 3 for those who need extra help. The panel appreciates the work that is put into this by the PPE community, and, as mentioned before (see 'Curriculum'), it does not recommend lowering the maths

level. It advises providing incoming students with examples of the work and the tests in the methods courses, alongside clear information on the help they can expect.

Teaching staff

The teaching staff of PPE consists of the Management Team, coordinators, lecturers and seminar instructors. Each staff member holds an appointment in one of the three participating faculties. The Dean holds a 0.4 FTE appointment in the J.S. Mill college, the Heads of Study are appointed for 0.1 FTE each, and the coordinators for 0.4 FTE. Management and coordinators are appointed for a period of three years. The panel applauds the clear structure, which was adapted based on the previous initial programme accreditation. The programme is now run by a Management Team in which all faculties are represented in the Heads of Studies, and has coordinators with clear responsibilities, representing the three disciplines and coordinating the thesis trajectory, internships and honours trajectories, or international exchanges. The programme also has dedicated support staff, including the academic advisor and a marketing and events coordinator. The panel found that this organisational structure works well in practice.

The lecturers are appointed for the PPE courses on a yearly base. Each faculty provides roughly one third of the staff, and the staff teaching in the programme is composed so that one third are professors, one third associate professors, and one third are assistant professors. The seminar instructors are appointed for a period of six years and divide their time equally between teaching, under the supervision of senior lecturers, and PhD research. Their PhD projects are interdisciplinary PPE projects, which are conducted in the Graduate Schools of the participating faculties. The seminar instructors work closely with the students and are specific to the PPE programme. As such, they fulfil an important function within PPE through creating consistency and an additional line of communication between students and staff. The panel learnt from students that they highly appreciate the role and presence of the seminar instructors. The programme makes sure the instructors are able to complete their PhDs, for instance by always assigning them to the same courses so they establish a teaching routine.

According to the panel, the staff teaching in PPE is of sufficient quantity, with a staff-to-student ratio of 1:21, and of excellent quality. The panel compliments the programme for the diverse and international composition of the staff. The backgrounds of staff members are varied and interdisciplinary. Staff members have strong research profiles, and clearly represent the three disciplines. All lecturers hold a PhD.

The staff are also didactically qualified, as 81% of senior staff members have gained a UTQ (BKO) qualification and this rate about to go up to 89%. Six lecturers have obtained the senior qualification (SKO), and two staff members have completed an Educational Leadership course, which the panel considers very positive. For junior lecturers, a special BKO programme has been designed recently and the programme plans to enrol its seminar instructors.

The panel was impressed with the specific and central role of the seminar instructors. It concludes that the programme strongly relies on them, and that they are of vital importance to the PPE community. It suggests looking into ways to further increase their number, for instance through additional funding. From new and junior staff members, the panel learnt that their introduction to PPE can be quite intense. Whereas previously, all staff members were involved in creating PPE together, new hires are now required to participate in a highly specific programme that is already up and running. The panel understood that whereas usually, the coordinators and Heads of Study of the various departments provide new hires with sufficient help in getting settled, the programme would clearly benefit from a more formal induction procedure for all new staff members teaching in PPE. Through this induction procedure, they should gain insight into PPE's setup, goals, and practices, the procedures in place, and the place of their own course or courses within the larger whole of PPE.

Considerations

The panel considers the curriculum of PPE to be well-designed, gradually building up towards the exit qualifications and offering plenty of room for students to adapt the programme to their needs and wishes. Strong and distinctive characteristics are the balance between the three disciplines, the internship or foreign exchange, and the four-week integrative PiP courses. The curriculum offers disciplinary, multidisciplinary, and interdisciplinary elements and makes a good connection to real-world and professional practice. The teaching methods are varied and fitting for an intensive, small-scale programme. The PPE community of students and lecturers, with its extracurricular events and its own, flexible facilities on the ‘fourth floor’, creates a vibrant atmosphere and contributes greatly to the programme’s quality. The programme managed to keep this community intact as far as possible during Covid-19, and made great efforts to continue ensuring student well-being.

The programme is intensive, but feasible. Students experience the methods courses in year 1 as the most difficult element, also depending on their prior education and background. The programme works hard to inform incoming students of the level that is expected here and offers a summer school, test, and tutoring sessions to assist students here. The panel recommends providing students with examples of the content and tests in these courses, and with clear information on all the help available to them. It recommends maintaining the current maths level and not lowering standards here. The programme has mentoring and tutoring systems in place as well as dedicated coordinators and a larger learning community to provide students with guidance. The panel learnt that students experience this structure as fragmented and sometimes unclear. It therefore advises to further formalise the support structure, making clear to students who they can turn to, what they can expect from the guidance structures, and where and how they can voice complaints. The programme should also communicate clearly to students what is done with their feedback on courses and their suggestions for improvement.

The panel applauds the quality and quantity of the teaching staff in the programme. The seminar instructors, who combine small-scale group teaching with interdisciplinary PhD research, are an asset to the programme since they play a crucial role in community-building. The panel recommends looking into possibilities to expand their number. It also recommends creating an induction procedure to provide all new staff members with insight into PPE’s setup, goals, and practices, the procedures in place, and the place of their own course or courses within the larger whole of PPE.

Conclusion

The panel concludes that that the programme meets standard 2.

Standard 3. Student assessment

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

Findings

Course assessment

Student assessment in PPE follows the VU Amsterdam policy and the university’s quality assurance manual. The assessment methods correspond with PPE’s educational methods, intended learning outcomes, and course objectives, and aim to motivate students and support their learning. The programme makes use of a variety of assessment forms, including group assignments and peer review, in-class discussions, papers, presentations, policy papers, etc. At least two separate assessments are organised for each course, and the programme ensures there is always an individual assessment next to group work. In seminar assignments, participation is usually assessed with a pass/fail score. Students are informed of the assessment types and what is expected of them; they are told how the various grades are weighed within a course and provided with rubrics and assessment models. All exams are subject to the four-eyes principle, meaning that their composition is peer reviewed by at least one other staff member.

The development of interdisciplinary skills and attitudes is an important part of PPE, especially in the PiP courses, the Policy Lab, and the thesis. Interdisciplinarity is therefore an explicit assessment criterion in these components. Assessment of interdisciplinarity explicitly covers students' choice for a topic at the intersection of multiple disciplines, as well as the manner in which they combine and integrate findings and methods from the various disciplines.

The panel considers assessment within PPE sufficiently varied, activating, and fitting for the programme. It appreciates the clear guidelines and regulations, the attention paid to the testing of interdisciplinary skills, and the use of the four-eyes principle for test construction. The panel learnt during the site visit that an examiner constructing a test is free to choose a colleague for the four-eyes check. Understandably, this often leads to colleagues from the same section checking each other's work. The panel recommends promoting collaboration between staff from different sections: examiners could benefit from more varied input when constructing their tests.

Foreign exchange, internship, and thesis assessment

In their fifth semester, students can choose between a period abroad or an internship (30 EC). If they opt for studying at a partner institution abroad, the courses they follow are assessed at the partner institution. In the PPE programme, the courses are then graded as pass/fail. The panel appreciates the way assessment is handled for the foreign exchange: students follow courses at a partner institution that has been specifically selected by the programme, thus guaranteeing the courses have the right level, and comparability issues surrounding grade translation are avoided through the pass/fail approach.

Students are informed of procedures surrounding internship assessment by the PPE internship coordinator. They are appointed an internship mentor at the internship organisation and an academic supervisor at the VU. Midway through the internship, the student, mentor and academic supervisor have a formative meeting in which they discuss the progress report filled out by the student. At the end of the internship, summative assessment takes the form of an internship report (50%) and a research paper (50%). The academic supervisor and the PPE internship coordinator each grade the internship report and research paper independently through an assessment form. Input from the mentor can be taken into account for the grading of the internship component, but not for the research paper. If the two assessors disagree, the PPE Dean acts as a third assessor. The panel is pleased with the clear and thorough manner in which the internship is assessed, and learnt from students that they are also positive about this process.

When PPE students start working on their bachelor's thesis, they enter a thesis trajectory consisting of the thesis tutorial (6 EC) and the thesis itself (12 EC). The tutorial is aimed at formulating a proposal and gaining an overview of the literature. Students participate in small tutorial groups with their thesis supervisor and engage in peer feedback. The thesis tutorial is assessed through a literature review (80%), a thesis proposal (pass/fail), tutorial participation (20%) and a presentation (pass/fail). Students and staff are informed of the procedures concerning the tutorial in an extensive PPE Tutorial and Thesis Manual, which includes an assessment form and rubric for the literature review.

After completing the tutorial, students move on to the actual writing of their thesis. The thesis is assessed by the supervisor and a second assessor, who often represents a discipline other than that of the first assessor. The two assessors complete a thesis assessment form independently. The resulting grade is the average of the two assessments. If the difference between the two is more than 1.0 point, a third assessor is appointed by the PPE thesis coordinator. The final thesis grade will then be the average of the three grades.

The panel considers the procedures and guidelines for the thesis to be well-designed. The assessment forms and rubrics are sufficiently detailed, match the specific nature of PPE, and contain clear criteria and descriptions. The panel looked at the completed assessment forms for 15 theses it selected. These forms

demonstrated that some assessors provided extensive final feedback, but others provided only very succinct substantiation of the scores. The panel learnt that students receive much feedback on their work during the intensive thesis trajectory, so that the need to provide this in the final assessment form is not always apparent to student or supervisor. Nevertheless, the panel urges the programme to stimulate providing students with extensive written final feedback, not only as part of the supervision process but also as part of the final assessment.

Covid-19 impact

Covid-19 had a clear impact on PPE assessment. For most courses, it was possible to replace written examinations with take-home exams and written assignments. Since economics and methods courses do not lend themselves as easily to these forms of assessment, several exams were postponed until online proctoring tools became available in June 2020. The use of proctoring tools resulted in an increase of possible fraud cases, adding to the workload of staff and Examination Board. Some internships and all foreign exchanges were replaced with an alternative programme, including exams. The panel applauds these efforts.

Examination Board

The Examination Board of the Faculty of Humanities at the VU is responsible for guaranteeing the quality of assessment in PPE. This Board has appointed a PPE Chamber tasked with safeguarding assessment quality in the programme. The PPE Chamber consists of three members: one from each faculty participating in PPE. The PPE Chamber takes decisions concerning student requests based on the Teaching and Examination regulations, in addition to appointing examiners and checking the quality of assessments and assessment plans.

On behalf of the Examination Board, the PPE Chamber looks at an annual selection of exams and theses in order to ensure they meet the quality requirements. Each year, six assessment files and six theses are evaluated. The PPE Chamber provides feedback to the examiners in question and advises the Dean of the J.S. Mill college if it finds that action is required based on its findings. The PPE Chamber also provides advice on the programme's assessment plan, thesis regulations and manuals, and assessment forms, and brings up suggestions for improvement with the programme management, for instance concerning the distribution of second thesis assessors.

The panel appreciates the systematic and adequate working method of the Examination Board and the PPE Chamber. It concludes that the Board fulfils the legal requirements in guaranteeing quality of assessment and that the PPE Chamber plays a crucial role given the specific interdisciplinary nature of the programme and its organisation between faculties. The panel does recommend the PPE Chamber to take up a more proactive role in stimulating the creation of a shared PPE culture of assessment. The PPE examiners come from three faculties, so that finding a common ground in grading and assessment practices requires continuous attention. The panel noticed some differences on the thesis assessment forms that point in this direction and found that the Examination Board recognised this and had raised the issue with programme management previously. The PPE Chamber could consider organising calibration activities between PPE examiners beyond their own faculties.

Considerations

The panel is positive about the system of assessment that is in place in PPE. Assessment is varied and fitting, with attention paid to interdisciplinary elements characteristic of PPE. Thesis, exchange, and internship assessment are well-organised and the Examination Board, with its PPE Chamber, adequately fulfils its legal requirements in safeguarding the quality of assessment in PPE. The panel recommends promoting collaboration between staff from different sections when constructing exams to stimulate varied input beyond that of direct colleagues. It also advises stimulating extensive feedback on the final thesis

assessment forms. Finally, the panel advises the PPE Chamber to play an active role in creating one shared PPE assessment culture.

Conclusion

The panel concludes that that the programme meets standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel read a selection of 15 recent theses by PPE graduates. It is impressed with the high level achieved in these bachelor's theses, which it found to be original and clearly interdisciplinary. It noticed that even the lesser theses combine and interpret existing literature in an original manner, while the best theses constructed analytical and methodological models of their own. The panel applauds the programme for achieving this result in a bachelor's programme.

Alumni of the programme are successful both when being admitted to relevant (often competitive) national and international master's programmes and when entering the professional field, either directly after leaving the programme or upon completing a master's degree. Graduates of the PPE programme have become policy researchers, diplomats in training, economic researchers, or PhD candidates. The panel learnt from its discussion with PPE alumni that they are in high demand due to their critical and analytical skills, and they make the transition to the professional field easily. They feel well prepared for their careers and consider their experiences during the internship and/or stay abroad, as well as the skills and knowledge acquired in the interdisciplinary components of PPE, of great value when entering the labour market. The programme is planning to invest in creating an alumni network, which the panel considers highly recommendable.

Considerations

The panel is impressed with the high level of the PPE bachelor's theses, which are original and clearly interdisciplinary. It finds that the programme's alumni perform well after graduation, entering into competitive master's programmes or directly into the professional field. PPE alumni have landed relevant and high-level jobs such as policy researcher or diplomat in training, and feel well-prepared by the programme, particularly through the internship and/or stay abroad as well as the interdisciplinary components of PPE.

Conclusion

The panel concludes that that the programme meets standard 4.

General conclusion

The panel's assessment of the bachelor's programme Philosophy, Politics and Economics is positive.

Development points

1. Invest in creating an alumni network and include alumni in the Advisory board, as planned.
2. Inform students on what is expected of them concerning maths and statistics through providing them with examples. Do not lower the level of the methods courses.
3. Formalise guidance and complaints procedures and inform students clearly about them.
4. Create a formalised induction procedure for newly hired staff members.
5. Look into the possibility of hiring more seminar instructors.

6. Encourage the Examination Board to play an active role in creating one shared PPE assessment culture, which includes calibration activities and the application of the four-eyes principle between disciplines and departments.
7. Ensure that all thesis assessors include extensive feedback on the thesis forms.

Description of the practice-based assessment for the Distinctive Feature Small-scale and Intensive Education

Introduction

The VU PPE bachelor's programme was initially awarded the Distinctive Feature Small-scale and Intensive Education in 2015. The current panel performed a practice-based assessment in combination with the limited programme assessment to verify whether the distinctive, small-scale and intensive character of the bachelor's programme could be reaffirmed. One panel member and the secretary were specifically trained by the NVAO for this purpose. The previous panel recommended addressing the following questions in the practice-based assessment:

- Does the programme have a sufficient extra-curricular programme in place?
- Is there an effective and working community of students and teachers?
- Are appropriate housing facilities in use?
- Is the student staff ratio sufficient?
- Does the success rate meet expectations?

These questions are addressed in standards B, C, F, E, and G, respectively.

Standard A. Intended learning outcomes

The objectives and intended learning outcomes are aimed at achieving an above-average level in one or more academic disciplines and/or professional practices in the domain concerned. In addition, the programme focuses on the broadening and development of related personal attitudes and skills.

Findings

The VU PPE programme provides its students with the multidisciplinary and interdisciplinary knowledge and skills needed to connect the three disciplines of philosophy, politics, and economics in a structural manner. The programme aims for its students to be potential leaders who can help solve the emerging problems of the 21st century. It aims to equip students for careers as lobbyists and politicians, as well as for third-sector careers with NGOs and think tanks. Its key features of an interdisciplinary perspective, collaboration in an international and multicultural environment and a focus on personal development in order to allow students to develop a modern leadership style. The programme emphasises the development of skills in settings that extend beyond the classroom and encourages students to go beyond academic theory by exploring how the insights that they have obtained can be applied.

The panel concludes that the programme is clearly aiming at an above-average level within the PPE domain. The students are to acquire a solid knowledge base in each of the disciplines and learn to approach real-world problems from a broad multi- and interdisciplinary perspective. They are required to think analytically and critically in doing so, combining perspectives and reflecting on methodology and ethical aspects. The panel considers the programme's intended learning outcomes (see appendix 1) to reflect these high ambitions, both with regard to knowledge and understanding and with regard to personal attitudes and skills.

Considerations

The panel finds that PPE clearly surpasses the average intended bachelor's level through its multi- and interdisciplinary approach and its aim to educate potential leaders who can help solve the emerging problems of the 21st century. The programme's intended learning outcomes reflect these high ambitions, both with regard to knowledge and understanding and with regard to the development of personal attitudes and skills.

Conclusion

The panel concludes that that the programme meets standard A.

Standard B. Curriculum - contents

The curriculum and the extracurricular activities are inextricably bound. Their contents tie in with the intended level and the broadening as formulated in the intended learning outcomes. Students and staff share responsibility for the organisation of the extracurricular activities.

Findings

The PPE curriculum contains disciplinary, multidisciplinary, and interdisciplinary elements, balancing the three disciplines of philosophy, politics, and economics well and gradually building up towards attainment of the intended learning outcomes and the ambitious intended level. PPE offers students plenty of opportunities to adapt the programme to their needs and wishes. Positive features are the internship or foreign exchange and the four-week integrative courses, most notably the PPE in Practice courses. The curriculum connects explicitly to real-world issues and professional practice, and offers honours trajectories as additional challenges to ambitious students.

The curriculum is complemented by frequent extracurricular activities, which both connect to and enhance the course work. The extracurricular programme especially aims at broadening and developing personal attitudes and skills. Each Wednesday afternoon in periods 1, 2, 4, and 5, an extracurricular activity takes place. These activities are either organised by the staff or by the students. PPE has a dedicated activity coordinator and collaborates closely with study association KallioPPE to shape these events. KallioPPE organises PPE in Person, aimed at students' personal development, with recent topics including racism, identity politics, leadership and mental health. It also organises PPE Encounters, where people are invited who fulfil prominent roles in society, such as business leaders, politicians, or activists. Staff-organised meetings tend to highlight a typical PPE topic and often involve external academics or experts. Some sessions are organised in collaboration with the Career Services team from the School of Business and Economics and the Faculty of Humanities. Apart from the weekly sessions, PPE organises conferences and the J.S. Mill Lecture. Students are encouraged to develop further initiatives and can apply for funding from the PPE Incubator Fund for activities such as a Model United Nations or a TED event.

The panel is positive about the way curriculum and extracurricular activities are bound inextricably, and considers the extracurricular programme an excellent opportunity to further develop the skills described in the intended learning outcomes of the programme. The extracurricular activities build on, or broaden, the content of the regular courses and contribute to the development of critical reflection and skills. The panel applauds the PPE in Person and PPE Encounters initiatives, which it considers valuable contributions to the programme that are fully in line with its aims.

The panel finds that the fruitful interaction between curricular and extracurricular elements works well in two directions: while the extracurricular activities draw on the courses, the curriculum in turn also benefits from the extracurricular parts. The extracurricular events allow students to address certain topics which they would like to see reflected more in the regular curriculum, such as diversity issues. The awareness they raise in these events and activities is communicated to the participating staff members and the programme management, and inspires them to adjust the regular courses in these respects. In other words, the curricular and extracurricular programme build on and enhance each other.

Considerations

The panel praises the manner in which curricular and extracurricular activities, organised by both students and staff, interact. The extracurricular programme is clearly sufficient and builds on the courses and provides

additional broadening and development of skills and attitudes, while also providing input and inspiration for further development of the course programme. The panel considers the content of the curriculum and the extracurricular activities to match the ambitious intended level and learning outcomes of PPE.

Conclusion

The panel concludes that that the programme meets standard B.

Standard C. Curriculum - learning environment

The teaching concept is based on a challenging learning environment, education substantiated in a small-scale and intensive manner, and a learning community of students and staff. The small-scale and intense nature of the education is demonstrated by the level of participation and preparation that is expected from students. The curriculum is structured in such a manner as to ensure nominal study progress by the students, including extracurricular activities.

Findings

As an intensive and small-scale programme, PPE seeks to offer students a challenging learning environment where students and staff form a close-knit learning community. It offers students 16 contact hours per week, aside from which students (and/or staff) work together on projects and extracurricular activities. The programme's teaching concept focuses on seeking connections between students and staff through activating teaching methods. These include lectures, seminars and projects. The lectures are taught by senior staff and focus on the transmission of knowledge. Whenever possible, students are activated during the lectures. The primary focus of the seminars is providing a deeper understanding of the material in smaller groups of around 20 students each. These seminars are led by junior staff members, usually PhD students, and are largely problem-oriented. A seminar can take the shape of an active learning group, where students discuss existing theories and materials and apply them to topical issues. It can also take the shape of a workshop, which is a typical teaching method for PiP and the Policy Lab and includes individual or group assignments that students work on over a longer period of time, and that require students to venture outside of the traditional classroom and interact with practitioners. Finally, a seminar can be a maths lab, where students work through problem sets in groups with seminar leaders. The maths labs are used in methods and economics courses. These working methods are complemented by the extracurricular programme, which students partly design and where they come together and collaborate with their teachers.

The panel is pleased with the varied, hands-on and activating teaching methods in PPE, which ensure that the students prepare and participate actively in the courses and activities and connect with the learning community. During the site visit, it learnt that this functions very well in practice. Students told the panel that they experience the small-scale setup, the frequent collaboration with peers and the close contact with (senior and junior) teachers as inspiring and challenging. They especially praised the intensive interdisciplinary PiP courses taught by core staff, which they consider a challenging and creative intermezzo where they achieve additional depth, encounter new perspectives, and collaborate with their peers. Students also enjoy the opportunities offered them by the extracurricular activities and the fact that these enable them to encounter and work with PPE staff.

The programme is designed so that students can graduate nominally, combining the curriculum with extracurricular activities. This demands thorough preparation for courses and active in-class participation. In seminars, participation is usually assessed (pass/fail) to stimulate this further. Students receive additional motivation to complete the programme on time through frequently reuniting as a cohort (in the integrative courses). For particularly challenging elements, such as the Methods courses and during the preparation of the thesis, intensive and small-scale tutoring sessions are offered. The panel appreciates the careful structuring of the curriculum.

Considerations

The panel appreciates the varied, hands-on, intensive and activating teaching methods in PPE, which contribute to a connected learning community and ensure that the students prepare and participate actively in the courses and activities. The programme is set up in such a way that nominal study progress can be achieved through intensive and active learning, stimulated and supported by the learning community of teachers and peers from within the own cohort. The panel considers the community of students and teachers to be effective and working.

Conclusion

The panel concludes that that the programme meets standard C.

Standard D. Intake

The programme has a sound selection procedure in place, aimed at admitting motivated and academically and/or professionally talented students, in which the criteria include suitability for and interest in the small-scale and intensive educational concept, in combination with extracurricular activities.

Findings

PPE selects students not only based on their CV, grade point average and English and mathematics proficiency, but also based on motivation for its specific small-scale and intensive learning concept (including extracurricular elements). In order to assess this, prospective students are required to complete a written assessment where they are asked about their academic interest in the PPE programme, international orientation, societal engagement, intellectual ambitions and personal development. Typically, the programme receives 200-250 applications and admits around 100 students per year, aiming for a 50-50 balance of Dutch and international students. Written applications are assessed by an admissions committee, and a selection can be made if necessary. In case of doubt, online interviews are held with applicants.

Judging by the high level of the final projects (see standard 4), the panel concludes that the programme does very well in selecting motivated and talented students. It finds the selection procedure sound, thorough, and suitable for the aims of the programme.

Considerations

The panel considers the selection procedure to be sound, thorough, and suitable for a programme with a small-scale and intensive educational concept. It concludes that the programme does very well in selecting motivated and talented students based on the high level of the final projects.

Conclusion

The panel concludes that that the programme meets standard D.

Standard E. Staff

The number of staff is sufficient in terms of providing small-scale and intensive education, substantiating close contact between staff and students, and providing individual counselling to students outside the educational context. The staff demonstrably command the specific expertise and skills required to achieve the objectives of small-scale and intensive education. The programme actively monitors that teachers hold the required qualifications and, if necessary, ensures that teachers are trained in these aspects.

Findings

The teaching staff of PPE consists of the Management Team, coordinators, lecturers and seminar instructors. Each staff member holds an appointment in one of the three participating faculties. Every faculty provides

roughly one-third of the staff, and the staff teaching in the programme is composed so that one-third are professors, one-third associate professors, and one-third assistant professors. The seminar instructors are appointed for a period of six years and divide their time equally between PhD research and teaching, under the supervision of senior lecturers. The seminar instructors work closely with the students and are specific to the PPE programme. As such, they fulfil an important function within PPE through creating consistency and an additional line of communication between students and staff. The panel learnt from students that they highly appreciate the role and presence of the seminar instructors.

According to the panel, with a staff-to-student ratio of 1 to 21, the staff teaching in PPE is clearly sufficient to teach this small-scale and intensive programme. It is positive about the varied background of the staff, who are evenly distributed among faculties. The panel found that the programme strongly relies on the seminar instructors, who are of vital importance in creating a strong PPE community. It is very positive about their role and position. Though their number is clearly sufficient, the panel still suggests looking into ways to further increase their number, for instance through additional funding, since they have such a positive impact on the PPE community.

The panel considers staff quality excellent. Staff members have strong research profiles and are didactically qualified. Staff members teaching in PPE receive extra hours for the small-scale and intensive teaching and are made aware of the special nature of the courses and the need for small-scale, intensive teaching, for instance through the handbook they receive. Students reported to the panel that the staff is keenly aware of the particularities and demands that come with teaching in PPE. The panel learnt nonetheless that new and junior staff members can experience their introduction to PPE as quite intense. Although they are given introductory documentation and receive guidance from the Head of Study from their department, a more formal induction procedure for all new staff members teaching in PPE could help them getting acquainted quickly with PPE's setup, goals, and practices, the procedures in place, and the place of their own course or courses within the larger whole of PPE.

The support staff in PPE is well positioned to provide guidance and counselling. PPE's academic advisor is a central figure who invites students for an introductory interview at the start of the programme and is available for further help and dealing with practical problems, also outside the educational context. The advisor also monitors individual study progress and is proactive when students are seen to be at risk of study delay. The academic advisor is much appreciated by students at PPE, the panel learnt. The advisor organises a system of tutoring and mentoring. Seminar instructors fulfil a tutoring role, helping students both individually as well as in group meetings with problems related to studying or specific courses. Second- and third-year students act as mentors to first-year students, helping them settle in and in some cases offering additional help with certain courses. Beyond these structures, students have access to the core staff members of PPE through the informal, close-knit learning community, and are offered help in planning internship, exchange and thesis by the dedicated coordinators in the programmes. In the thesis trajectory, they meet regularly with their supervisors and are aided by the tutorial, where they discuss their progress in groups of around four peers and the supervisor they share.

The panel appreciates the support structure in place, but gained the impression that student support is slightly fragmented and unclear to students. The panel therefore recommends further formalising the support structure, making clear to students who they can turn to, what they can expect from the guidance structures, and where and how they can voice complaints. The programme should also communicate clearly to students what is done with their feedback on courses and their suggestions for improvement.

Considerations

The panel considers programme staff to have the quality and quantity needed for offering a small-scale and intensive programme. The student-staff ratio is clearly sufficient. New staff members are thoroughly, yet informally prepared for their tasks, and could benefit from a more formalised induction procedure to quickly

help them get acquainted with PPE's setup, goals, and practices, the procedures in place, and the place of their own course or courses within the larger whole of PPE. There is enough room for individual guidance and counselling of students, also outside the educational context. The panel recommends further formalising the support structure, making clear to students who they can turn to, what they can expect from the guidance structures, and where and how they can voice complaints. The programme should also communicate clearly to students what is done with their feedback on courses and their suggestions for improvement.

Conclusion

The panel concludes that that the programme meets standard E.

Standard F. Facilities

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

Findings

In the initial assessment, the PPE programme did not yet have a suitable location. This problem has since been solved, as the J.S. Mill College has its own accommodations on the fourth floor of the Main Building on the VU campus. These include lecture and seminar rooms, staff and support offices, flexible office space for students and staff to meet up and work together, and the KallioPPE study association's board room. During the site visit, the panel was able to appreciate the PPE facilities directly. It found the facilities appropriate, clearly up to standard and adequate for the goals of the programme. The flexibility of many of the spaces allows PPE staff and students to adapt them to their particular needs, both for the educational programme and for extracurricular events.

PPE's fourth floor functions as a vibrant meeting ground for the PPE community. Academic support is close at hand, and the PhD students teaching the seminars also have working space on the fourth floor, so that they are easy to approach for students. Senior staff members have their offices at the respective faculties but regularly meet up in the PPE area, for teaching classes or for the extracurricular programme. The panel learnt from students and alumni that they feel at home on, and proud of, 'their' fourth floor.

Considerations

The panel considers the infrastructure and facilities of the J.S. Mill College adequate and appropriate, matching the needs of a small-scale and intensive programme and providing space for both educational and extracurricular elements of the PPE programme. The fourth floor of the VU building functions as a vibrant meeting ground for the PPE community.

Conclusion

The panel concludes that that the programme meets standard F.

Standard G. Achieved learning outcomes

The content and the level of the tests and final projects are in line with the level and the broadening as set down in the intended learning outcomes. Graduates are admitted to demanding postgraduate programmes and/or jobs. The success rates are substantially higher than those of other relevant programmes that do not carry the distinctive feature, and are at least on a par with other relevant programmes that have been granted this distinctive feature.

Findings

The panel ascertained that student assessment in PPE matches the objectives of the programme, and that particular attention is paid to the assessment of interdisciplinary skills and attitudes in the PiP course assessments, the Political Science Project, and the thesis. The panel read a selection of bachelor's theses and concludes that the level achieved here is not only impressive, but also clearly higher than that of regular bachelor's (and even master's) theses. The graduates demonstrate analytical as well as multi- and interdisciplinary skills and originality of thought. Students and alumni the panel met with demonstrated a critical and analytical attitude and a broadened outlook on the academic disciplines joined in PPE and their application to real-world problems.

The success rate of PPE students is significantly higher than that of other bachelor's programmes. Of the most recent cohort, 82% graduated nominally, in spite of the Covid-19 pandemic. Of previous cohorts, 96% and 78% graduated in three years. This success rate meets expectations: it is higher than that of most other relevant programmes that have been granted the distinctive feature, where the nominal success rates vary between 57% and 84%.¹ The panel applauds this result, and encourages the programme to investigate how the success rate could be raised still further in future.

Graduates of the VU PPE programme are admitted to demanding postgraduate programmes, for instance at the Universities of Cambridge and Oxford, the London School of Economics, and Tsinghua University in Beijing. They also easily make the transition to the professional field, in some cases getting recruited during the internship and/or directly after their graduation. The panel learnt from its discussions with students and alumni that they are aware of being educated as the potential leaders of the future. They find that the programme prepares them well for such a role and see themselves as analytical problem-solvers, but they also critically reflect on the ethical and personal meaning of such leadership, challenging normative systems and societal structures. The panel compliments the programme with educating such independent and analytical thinkers.

Considerations

The panel concludes that graduates of the VU PPE programme clearly demonstrate that they have achieved the above-average level stipulated in the intended learning outcomes. This is evident from the impressive quality of their theses, their study success and their success in entering high-level master's programmes and/or jobs. The programme's success rates clearly meet expectations and exceed those of many other relevant programmes with the distinctive feature.

Conclusion

The panel concludes that that the programme meets standard G.

General conclusion

Based on the practice-based assessment of the VU bachelor's programme Philosophy, Politics and Economics, the panel advises **positively** on the extension of the distinct feature for small-scale and intensive education.

¹ https://www.nvao.net/files/attachments/.4798/NVAO_Thematische_analyse_BKKI_2012_2020.pdf, page 18.

Appendix 1. Intended learning outcomes

A Knowledge and understanding

PPE graduates will have basic knowledge and understanding of

1. Key concepts, theories, and methods of each PPE discipline.
2. Methods and approaches combining the PPE-disciplines.

PPE graduates who complete the Philosophy track specialization will possess

3. Knowledge of central concepts, theories, and methods within Philosophy, in particular in ethics, political philosophy and philosophy of science.
4. An understanding of the history of ideas, and the relation of these ideas to contemporary issues.

PPE graduates who complete the Political Science track specialization will possess

5. Knowledge and understanding of central concepts, approaches, and methods (especially comparative ones) in Political Science.
6. Knowledge of the interaction between political institutions and public policy at both national and international levels.

PPE graduates who complete the Economics track specialization will possess

7. Knowledge and understanding of the conceptual and methodological principles of economics as well as of contemporary theories and developments in micro- and macro-economics.
8. The knowledge and understanding of tools and methods needed in the economic modelling of theoretical and empirical issues (both at a micro- and macro-level).

B Applying knowledge and understanding

PPE graduates will have the ability to

1. Apply established (disciplinary and interdisciplinary) approaches within Philosophy, Political Science, and Economics to the analysis of complex societal questions and to make a contribution to their possible solution.
2. Develop and apply different ways of integrating theories and/or methods within PPE.
3. Apply formal tools and methods of logic, statistics, and decision theory (including game theory and social choice).

PPE graduates who complete the Philosophy track specialization will possess

4. The ability to determine and assess the epistemological and normative presuppositions of theories and approaches in Political Science and Economics.

PPE graduates who complete the Political Science track specialization will possess

5. The ability to apply theories and approaches from political science to the analysis of important societal questions.

PPE graduates who complete the Economics track specialization will possess

6. The ability to apply economic theories and approaches to the analysis of important societal questions and to make both qualitative and quantitative judgements.

C Making judgements

PPE graduates will have the ability to

1. Gather relevant data and organize and present them systematically, with an awareness of the methodological and ethical issues that are involved.
2. Assess which theory, method, or combination thereof is most suitable for the analysis of a particular issue.

3. Provide policy recommendations encompassing economic, political and moral considerations.
4. Reflect upon the professional responsibility of researchers and practitioners, and incorporate these reflections into the analysis of societal questions.

D Communication

PPE graduates will have the ability to

1. Systematically and coherently present their work in verbal, written, and graphical forms to an expert and non-expert public.
2. Communicate with researchers and practitioners from different backgrounds.

E Learning skills

PPE graduates will have developed the 21st century skills that enable them to

1. Think analytically and critically.
2. Be flexible, take initiative and function as a team player.

Appendix 2. Programme curriculum

ANNUAL PLAN BACHELOR PHILOSOPHY, POLITICS & ECONOMICS: TRACKS PHILOSOPHY & ECONOMICS 2021-2022																																											
WEEK	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
YEAR 1	Period 1																										Period 5		Period 6														
	W_JSM_101 [6 EC] Ethics																										W_JSM_111 [6 EC] Foundations of Macroeconomics		W_JSM_110 [6 EC] PPE in Practice II: From Theory to Practice														
	W_JSM_102 [6 EC] Methods of PPE I																										W_JSM_107 [6 EC] Methods of PPE II																
	W_JSM_108 [6 EC] Foundations of Microeconomics																										W_JSM_106 [6 EC] History of Philosophy																
	W_JSM_104 [6 EC] Political Science: State, Power, Conflict																										W_JSM_105 [6 EC] PPE in Practice I: Wellbeing, Politics and Markets																
	W_JSM_201 [6 EC] Philosophy of Science																										W_JSM_204 [6 EC] Political Philosophy		W_JSM_208 [6 EC] PPE in Practice IV: Connected World														
YEAR 2	Period 1																										Period 5		Period 6														
	W_JSM_203 [6 EC] Micro-economics and Methods																										W_JSM_206 [6 EC] Macro-economics and Policy																
	W_JSM_202 [6 EC] Political Philosophy																										W_JSM_207 [6 EC] PPE in Practice III: Governance for Society																
	W_JSM_205 [6 EC] Elective [6 EC]*																										W_JSM_302 [6 EC] PPE in Practice V: Advanced Topics		W_JSM_304 [6 EC] Tutorial														
	W_JSM_204 [6 EC] Elective [6 EC]*																										W_JSM_303 [6 EC] Policy Lab		W_JSM_SCR [12 EC] Thesis														
	W_JSM_206 [6 EC] Elective [6 EC]*																										W_JSM_305 [6 EC] Methods of PPE III																
YEAR 3	Period 1																										Period 5		Period 6														
	W_JSM_301 [30 EC] Study Abroad																										W_JSM_304 [6 EC] Tutorial		W_JSM_304 [6 EC] Tutorial														
	W_JSM_STA [30 EC] Internship																										W_JSM_303 [6 EC] Policy Lab		W_JSM_SCR [12 EC] Thesis														
	W_JSM_302 [6 EC] PPE in Practice V: Advanced Topics																										W_JSM_305 [6 EC] Methods of PPE III																
	W_JSM_303 [6 EC] Policy Lab																										W_JSM_305 [6 EC] Methods of PPE III																
	W_JSM_305 [6 EC] Methods of PPE III																																										

*A student attends four courses from the set of electives that are offered within the two chosen tracks. The only requirement is to choose at least one elective in each of the two main chosen disciplines.

- Electives Philosophy
 - W_JSM_209 Ethics II: Autonomy, Freedom and Responsibility
 - W_JSM_210 Epistemology
 - W_JSM_211 History of Philosophy II
 - W_JSM_212 Political Philosophy II: Global Justice
- Electives Economics
 - W_JSM_217 Behavioural Economics
 - W_JSM_218 Institutional Economics
 - W_JSM_219 International Trade and Development
 - W_JSM_220 Public Economics

■ COURSE ■ FREE CHOICE OF MODULES ■ MINOR ■ EXAMINATION WEEK ■ VACATION ■ Additional: in week 18 no education

ANNUAL PLAN BACHELOR PHILOSOPHY, POLITICS & ECONOMICS: TRACKS PHILOSOPHY & POLITICAL SCIENCE 2021-2022

WEEK	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
YEAR 1	Period 1																																										
	W_JSM_101 [6 EC] Ethics		W_JSM_102 [6 EC] Methods of PPE I		W_JSM_108 [6 EC] Foundations of Microeconomics		W_JSM_104 [6 EC] Political Science: State, Power, Conflict		W_JSM_105 [6 EC] PPE in Practice I: Wellbeing Politics and Markets		W_JSM_105 [6 EC] History of Philosophy		W_JSM_107 [6 EC] Methods of PPE II		W_JSM_111 [6 EC] Foundations of Macroeconomics		W_JSM_109 [6 EC] Comparative Politics		W_JSM_110 [6 EC] PPE in Practice II: From Theory to Practice		Period 6																						
YEAR 2	Period 1																																										
	W_JSM_201 [6 EC] Philosophy of Science		W_JSM_202 [6 EC] Political Institutions		W_JSM_204 [6 EC] Political Philosophy		W_JSM_205 [6 EC] Global Governance and International Relations		W_JSM_207 [6 EC] PPE in Practice III: Governance for Society		Elective [6 EC]*		Elective [6 EC]*		Elective [6 EC]*		Elective [6 EC]*		W_JSM_208 [6 EC] PPE in Practice IV: Connected World		Period 6																						
YEAR 3	Period 1																																										
	W_JSM_301 [30 EC] Study Abroad		W_JSM_302 [6 EC] PPE in Practice V: Advanced Topics Tutorial		W_JSM_303 [6 EC] Policy Lab		W_JSM_305 [6 EC] Methods of PPE III		W_JSM_304 [6 EC] Thesis		W_JSM_304 [6 EC] Thesis		W_JSM_304 [6 EC] Thesis		W_JSM_304 [6 EC] Thesis		W_JSM_304 [6 EC] Thesis		W_JSM_304 [6 EC] Thesis		Period 6																						

***A student attends four courses from the set of electives that are offered within the two chosen tracks. The only requirement is to choose at least one elective in each of the two main chosen disciplines.**

- | | |
|---|---|
| <p><i>Electives Philosophy</i></p> <ul style="list-style-type: none"> W_JSM_209 Ethics II: Autonomy, Freedom and Responsibility W_JSM_210 Epistemology W_JSM_211 History of Philosophy II W_JSM_212 Political Philosophy II: Global Justice | <p><i>Electives Political Science</i></p> <ul style="list-style-type: none"> W_JSM_213 Comparative Politics II: Political Communication W_JSM_214 Global Political Economy W_JSM_216 The European Union: Institutions, Politics and Policy W_JSM_222 International Security |
|---|---|

COURSE
 FREE CHOICE OF MODULES
 MINOR
 EXAMINATION WEEK
 VACATION
 Additional: in week 18 no education

We reserve the right to make changes to this annual plan

ANNUAL PLAN BACHELOR PHILOSOPHY, POLITICS & ECONOMICS: TRACKS POLITICAL SCIENCE & ECONOMICS 2021-2022

WEEK	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26																
YEAR 1	Period 1																										Period 2						Period 3						Period 4						Period 5						Period 6								
	W_JSM_101 [6 EC] Ethics						W_JSM_102 [6 EC] Methods of PPE I						W_JSM_103 [6 EC] Foundations of Microeconomics						W_JSM_104 [6 EC] Political Science: State, Power, Conflict						W_JSM_105 [6 EC] PPE in Practice I: Wellbeing, Politics and Markets						W_JSM_106 [6 EC] History of Philosophy						W_JSM_107 [6 EC] Methods of PPE II						W_JSM_108 [6 EC] Foundations of Macroeconomics						W_JSM_109 [6 EC] Comparative Politics						W_JSM_110 [6 EC] PPE in Practice III: From Theory to Practice				
YEAR 2	Period 1																										Period 2						Period 3						Period 4						Period 5						Period 6								
	W_JSM_202 [6 EC] Political Institutions						W_JSM_203 [6 EC] Micro-economics and Methods						W_JSM_204 [6 EC] Global Governance and International Relations						W_JSM_205 [6 EC] Microeconomics and Policy						W_JSM_206 [6 EC] PPE in Practice II: Governance for Society						Elective [6 EC]*						Elective [6 EC]*						Elective [6 EC]*						W_JSM_208 [6 EC] PPE in Practice IV: Connected World										
YEAR 3	Period 1																										Period 2						Period 3						Period 4						Period 5						Period 6								
	W_JSM_301 [30 EC] Study Abroad or W_JSM_37A [30 EC] Internship or Minor/Electives [30EC]						W_JSM_302 [6 EC] PPE in Practice V: Advanced Topics						W_JSM_303 [6 EC] Policy Lab or W_JSM_305 [6 EC] Methods of PPE III						W_JSM_304 [6 EC] Tutorial						W_JSM_305 [6 EC] Thesis						W_JSM_306 [6 EC] Thesis						W_JSM_307 [6 EC] Thesis																						

*A student attends four courses from the set of electives that are offered within the two chosen tracks. The only requirement is to choose at least one elective in each of the two main chosen disciplines.

Electives Political Science

W_JSM_213 Comparative Politics II: Political Communication
 W_JSM_214 Global Political Economy
 W_JSM_216 The European Union: Institutions, Politics and Policy
 W_JSM_222 International Security

Electives Economics

W_JSM_217 Behavioural Economics
 W_JSM_218 Institutional Economics
 W_JSM_219 International Trade and Development
 W_JSM_220 Public Economics

COURSE
 FREE CHOICE OF MODULES
 MINOR
 EXAMINATION WEEK
 VACATION
 Additional: no education in week 18

We reserve the right to make changes to this annual plan

Appendix 3. Programme of the site visit

Tuesday 22 March 2022	
13.30 - 14.00	Welcome
14.00 - 15.30	Preliminary discussion panel & consultation hour
15.30 - 16.00	Interview Board of PPE
16.00 - 16.45	Interview programme management
16.45 - 17.00	Break
17.00 - 17.30	Interview Alumni

Wednesday 23 March 2022	
09.00 - 09.30	Preliminary discussion panel
09.30 - 10.15	Interview students
10.15 - 11.00	Interview teaching staff
11.00 - 11.30	Break & internal discussion panel
11.30 - 12.15	Interview Board of Examiners
12.15 - 12.45	Tour of the facilities
12.45 - 13.45	Lunch break
13.45 - 14.15	Final interview programme and faculty management
14.15 - 15.45	Preparation of preliminary findings and oral report (internal panel meeting)
15.45 - 16.15	Oral report preliminary findings
16.15 - 17.00	Development dialogue

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses of the bachelor's programme Philosophy, Politics and Economics. Information on the theses is available from Academion upon request. The panel also studied other materials, which included:

- Self-evaluation report
- Teaching and Examination Regulations
- Overview of staff
- Factsheet: PPE
- Factsheet: Comparison with related programmes
- Regulations of the John Stuart Mill College
- PPE handbook
- Assessment plan
- PPE Thesis Manual
- PPE Internship Manual
- PPE international exchanges
- Honours programme
- Extracurricular events
- Data on quality of inflow PPE students
- Full programme overview
- Study Guide
- Canvas site for the PPE community (including access to courses)
- Impressions of student life at the J.S. Mill College
- Recent evaluation results of Methods of PPE II and Political Science: State, Power, Conflict