

## Besluit

**Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-bachelor Windesheim Honours College (nieuwe opleidingsnaam: Global Project and Change Management) van de Christelijke Hogeschool Windesheim en de toekenning van het bijzonder kenmerk 'Kleinschalig en intensief onderwijs' alsmede strekkende tot een positief advies aan de minister van Onderwijs, Cultuur en Wetenschap inzake het verlenen van toestemming tot het hanteren van selectie en collegegeldverhoging, en tevens strekkende tot instemming met de wijziging van de opleidingsnaam en de toevoeging aan de graad.**

**datum**  
30 september 2014

**onderwerp**

Besluit  
accreditatie hbo-bachelor  
Windesheim Honours College  
van de Christelijke Hogeschool  
Windesheim,  
toekenning van het bijzonder  
kenmerk 'Kleinschalig en  
intensief onderwijs',  
naamswijziging en wijziging  
toevoeging aan de graad  
(003076)  
**uw kenmerk**  
2014-1064

**Gegevens**

**Naam instelling** : Christelijke Hogeschool Windesheim  
**Naam opleiding** : hbo-bachelor  
Windesheim Honours College (240 ECTS) (nieuwe  
opleidingsnaam: Global Project and Change Management)  
**Datum aanvraag** : 6 juni 2014  
**Variant opleiding** : voltijd  
**Locatie opleiding** : Zwolle  
**Datum goedkeuren**  
panel : 24 maart 2014  
**Datum locatiebezoeken** : 24 en 25 maart 2014  
**Datum visitatierapport** : 15 mei 2014  
**Instellingstoets kwaliteitszorg** : Positief besluit onder voorwaarden d.d. 27 juni 2014

**ons kenmerk**

NVAO/20143415/AH

**bijlagen**

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**Beoordelingskaders**

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523) en voor het bijzonder kenmerk 'Kleinschalig en intensief onderwijs'.  
Artikel 7.3, lid 5, in verbinding met artikel 5a.2, lid 2a, onder b, van de WHW.  
Artikel 5a.2, lid 2a, onder a, van de WHW en de Regeling titulatuur hoger onderwijs.

**Bevindingen**

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding goed heeft bevonden en heeft geadviseerd tot toekenning van het bijzonder kenmerk 'Kleinschalig en intensief onderwijs'. De NVAO stelt vast dat het panel positief adviseert ten aanzien van het verzoek van de instelling tot wijziging van de opleidingsnaam en van de toevoeging aan de graad.

**Advies van het visitatiepanel ten aanzien van de accreditatie**

Samenvatting van de bevindingen en overwegingen van het panel. In de beoordeling is de naam van de opleiding gebruikt die gold voor de door de instelling aangevraagde naamswijziging.

**Inlichtingen**

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Pagina 2 van 10 Windesheim Honours College (WHC) is a broad international (honours) programme that prepares students for a position in the international professional field of project management. At the end of year 1 students choose one of the two professional fields: Public Health or Communication and Media. WHC focuses on talented and motivated students. The WHC programme is offered at Christelijke Hogeschool Windesheim in Zwolle. The overall judgement about WHC is good. The argumentation on which this judgement is based is given in this summary and in the audit report.

#### Intended learning outcomes - Excellent

The panel is impressed by the way WHC has used its strategy and goals as a starting point to compose the intended learning outcomes. The link between intended learning outcomes, the professional profile and developments in the international professional field are assured by: contacts with the work field (internships, electives, graduation projects, guest lecturers), participation in the International Project Management Association (IPMA) and other relevant platforms, and by input from the Advisory Board. The panel studied several matrices and considers the competences of WHC in line with the relevant frameworks (level and content). The panel highly values the effort of WHC to maximize the potential and personal qualities of the students by a special focus on selfreflection. The honours characteristics of the programme give an exceptional quality in the goals of WHC and maturity of its graduates. Furthermore this type of programme is unique in the Netherlands. There is no other hbo bachelor programme in project management like WHC. And also in this aspect WHC strives at a high level at the end of the second year (IPMA D). Regularly, students at the end of a specialized bachelor or master programme take this exam.

#### Teaching-learning environment - Good

The learning environment of WHC is challenging to students and fits the intended learning outcomes very well. During the study programme, students work at acquiring relevant knowledge, professional expertise and practical research skills. The structure of the courses in the programme is logical and coherent in its content. WHC is a four year programme. In years 1 and 2 students follow a fixed programme. At the end of each semester, students work on a project in which they have to apply the acquired knowledge and skills. During the projects at the end of year 2 students operate as an international and interdisciplinary project management team that has to write a project proposal for a real client. Year 3 consists of an internship and electives at Windesheim or at accredited other universities. Year 4 starts with electives and ends with internship 2 and the capstone (reflection assignment). Throughout the programme, students follow the mentoring programme. The panel highly values the career coaching at WHC.

The level of independence students show in the first internship is high, according to the panel. This internship demands greater independence of students than at regular hbo bachelor programmes. The panel recommends that WHC pays more attention to the focus in the research questions within the internships. The subjects of the projects are relevant, but the research questions could be more focussed.

In order to provide a small-scale and intensive educational setting, students have a steady number of contact hours of 20 hours per week. Next to the contact hours students work together in small projects and group assignments. The panel is impressed by the motivation of the students. They work on up-to-date and innovative projects. First year students are obliged to live in the students' residence. This enhances the close involvement between students and the formation of a learning community. Furthermore there is close involvement between lecturers and students in socially relevant extra-curricular activities. The panel is

Pagina 3 van 10 positive about the educational level of the lecturers: all lecturers hold a Master's degree and 36% hold a PhD. The percentage of international staff is 42%. All conditions necessary for attaining the final qualifications are present. Lectures, facilities and the study programme offer the student every chance of realizing the intended learning outcomes.

#### Assessment and achieved learning outcomes - Good

The variation in tests complies with the courses offered and the constructivistic learning strategy. Students are tested throughout the course, both with summative tests and with formative tests. WHC uses a variety of assessment methods, such as written exams, oral exams, (group) assignments and presentations. Criteria are clearly described in course manuals that students receive up front. WHC guarantees the quality of the tests very well. The panel is impressed with the way the examination board executes its tasks in cooperation with the assessment committee.

During the last semester of the study programme students work on a research project in an international internship. Furthermore students work on a capstone product to reflect on their personal and professional development. Students are able to give a clear image of their development in relation to the competences. This is a good basis for life long learning. The reports of the internship clearly represent the hbo-bachelor level. The panel concludes that the level realised is good. The products can be used in the professional field and address interesting problems in the global environment. Some students continue their studies at high standard institutions for further education (sometimes even an academic master course without a premaster). Some students find work as e.g. account managers. Even though the number of graduates is still small, the panel is convinced that students from this programme have all reached the final qualifications. They are well prepared for a 'learning' future.

#### **Advies van het panel ten aanzien van het Bijzonder kenmerk 'Kleinschalig en intensief onderwijs'**

The panel judges all standards of the NVAO-framework as satisfactory (scale satisfactory/unsatisfactory). Given the considerations and the conclusion per standard, the panel advises NVAO to decide positively regarding the distinctive quality feature small-scale and intensive education to Windesheim Honours College of Christelijke Hogeschool Windesheim.

De NVAO stelt vast dat is voldaan aan de standaarden van het beoordelingskader van het bijzonder kenmerk 'Kleinschalig en intensief onderwijs'. In bijlage 4 is het integrale advies van het panel bijgevoegd. In een op 17 juli 2014 ontvangen aanvulling op het beoordelingsrapport adviseert het panel de opleiding zes jaar na het verkrijgen van de toestemming van de minister van Onderwijs, Cultuur en Wetenschap voor het hanteren van selectie en een verhoogd wettelijk collegegeld, een toets aan de praktijk te laten uitvoeren, in de context van de eerstvolgende reguliere accreditatie.

#### **Advies van het panel ten aanzien van de naamswijziging**

WHC proposes to change the CROHO name 'Windesheim Honours College' to 'Global Project and Change Management'. The name Windesheim Honours College will remain as an institutional name, only the name of the programme will change. The new name is in line with the aims and content of the programme. Moreover, it provides a more clear insight into the profession of its graduates. The panel gives a positive advice about changing the name of the programme.

Pagina 4 van 10 **Advies van het panel ten aanzien van de wijziging van de toevoeging aan de graad**  
Furthermore WHC requested the panel to advise the NVAO about the title degree of the programme. In the cluster list of NVAO (January 2014) WHC is listed as a Bachelor of Arts. WHC proposes to change the title in Bachelor of Business Administration. The panel also gives a positive advice to change the title degree into Bachelor of Business Administration.

#### **Aanbevelingen**

De NVAO onderschrijft de aanbevelingen van het panel.

#### **Naamswijziging**

Op 6 juni 2014 heeft de instelling samen met de aanvraag om accreditatie de NVAO verzocht akkoord te gaan met de wijziging van de naam van de opleiding van Windesheim Honours College in: Global Project and Change Management.

De NVAO stemt in met de gevraagde naamswijziging op basis van de volgende onderbouwing:

- In het op 15 mei 2014 vastgestelde visitatierapport oordeelt het panel positief over de opleiding en de profilering gericht op het opzetten en managen van internationale projecten. Het panel adviseert positief over de naamswijziging omdat de voorgestelde naam in lijn ligt met het geambieerde profiel en beter inzicht verschaft in het beroep van de afgestudeerden.
- Er is geen sprake van een nieuwe opleiding. De opleiding die is beoordeeld, voldoet aan de in de naam vermelde profilering.

#### **Wijziging van de toevoeging aan de graad**

Op 6 juni 2014 heeft de instelling samen met de aanvraag om accreditatie de NVAO verzocht akkoord te gaan met de wijziging van de toevoeging aan de graad die verbonden is aan de opleiding hbo-bachelor Windesheim Honours College. De instelling wenst deze te wijzigen van "of Arts" in: "of Business Administration (BBA)".

De NVAO stemt in met de gevraagde wijziging van de toevoeging aan de graad op basis van de volgende onderbouwing:

- In het op 15 mei 2014 vastgestelde visitatierapport oordeelt het panel positief over de opleiding en de profilering gericht op het opzetten en managen van internationale projecten. Het panel adviseert positief over de wijziging van de toevoeging aan de graad omdat 1) het programma zich houdt aan de (internationale) standaard voor Bachelor of Business Administration; 2) de opleiding een bedrijfskundig gericht profiel heeft; 3) de internationale herkenbaarheid van de toevoeging aan de graad van belang is voor Nederlandse en internationale studenten.
- De opleiding is enig lid van een visitatiecluster. De wijziging van de toevoeging aan de graad heeft derhalve geen gevolgen voor de eenheid van de opleidingsspecifieke graden in het hoger beroepsonderwijs. Dit geldt tevens voor het Croho-onderdeel en subonderdeel waarin de opleiding is geregistreerd.

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Christelijke Hogeschool Windesheim te Zwolle in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 14 juli 2014 naar voren te brengen. Bij brief van 25 september 2014 heeft de instelling van de gelegenheid gebruik gemaakt om te reageren. Dit heeft geleid tot enkele aanpassingen.

De NVAO besluit accreditatie te verlenen aan de hbo-bachelor Windesheim Honours College (nieuwe opleidingsnaam: Global Project and Change Management) (240 ECTS; variant: voltijd; locatie: Zwolle) van de Christelijke Hogeschool Windesheim te Zwolle en het bijzonder kenmerk 'Kleinschalig en intensief onderwijs' toe te kennen aan de opleiding hbo-bachelor Windesheim Honours College (nieuwe opleidingsnaam: Global Project and Change Management) van de Christelijke Hogeschool Windesheim te Zwolle en positief advies uit te brengen aan de minister van Onderwijs, Cultuur en Wetenschap inzake het verlenen van toestemming tot het hanteren van selectie en collegegeldverhoging op grond van de artikelen 6.7, 6.7a, 6.7b en 6.7c van de Wet op het hoger onderwijs en wetenschappelijk onderzoek.

Tevens adviseert de NVAO de minister dat de opleiding bij de eerstvolgende accreditatie een toets aan de praktijk uitvoert en daarin aandacht besteedt aan het effect van selectie op uitval en rendement van de opleiding. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

De NVAO stemt in met het verzoek van de instelling tot het wijzigen van de opleidingsnaam in: Global Project and Change Management en van de toevoeging aan de aan de opleiding verbonden graad in: of Business Administration (aanduiding: BBA).

Dit besluit treedt in werking op 30 september 2014 en is van kracht tot en met 29 september 2018 (29 september 2020)<sup>1</sup>.

Den Haag, 30 september 2014

De NVAO  
Voor deze:



R.P. Zevenbergen  
(bestuurder)

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

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<sup>1</sup> Nadat de instelling een onvoorwaardelijk positief besluit instellingstoets kwaliteitszorg heeft gekregen, wordt de accreditatietermijn verlengd naar in totaal 6 jaren.

**Beoordeling ten behoeve van de accreditatie**

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

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

Onderwerp	Standaarden	Oordeel
<b>A Beoogde eindkwalificaties</b>	De beoogde eindkwalificaties zijn niet alleen gericht op het bereiken van een hoog niveau in de wetenschappelijke discipline en/of de beroepspraktijk, maar ook op verbreding: het opleiden van sociaalvaardige en initiatiefrijke academici en/of beroepsbeoefenaren met een brede belangstelling voor maatschappelijke ontwikkelingen en problemen in een multi- en/of interdisciplinaire context	V
<b>B Relatie tussen doelstellingen en inhoud programma</b>	De inhoud van het programma zorgt in een onlosmakelijke samenhang met relevante extracurriculaire activiteiten voor het niveau en de verbreding zoals geformuleerd in de beoogde eindkwalificaties	V
<b>C Vormgeving en didactisch concept</b>	Het opleidingsconcept is gericht op de vorming van een 'academic' en/of 'professional community'. Kernbegrippen zijn kleinschalig en intensief georganiseerd onderwijs, leidend tot een hoog aantal contacturen, een nauwe betrokkenheid tussen studenten en docenten en tussen studenten onderling en gemeenschappelijke relevante extracurriculaire activiteiten	V
<b>D Instroom</b>	De opleiding hanteert een adequate selectieprocedure gericht op de instroom van gemotiveerde en academisch en/of professioneel getalenteerde studenten	V
<b>E Kwaliteit personeel</b>	De docenten zijn van een goede inhoudelijke kwaliteit en voelen zich betrokken bij het bijzondere karakter van de opleiding	V
<b>F Kwantiteit personeel</b>	Er is voldoende personeel om kleinschalig en intensief onderwijs te kunnen verzorgen en individueel contact tussen docenten en studenten vorm te kunnen geven	V
<b>G Materiële voorzieningen</b>	De opleiding beschikt over een eigen infrastructuur met voorzieningen voor kleinschalig en intensief onderwijs en gemeenschappelijke extracurriculaire activiteiten	V
<b>H Gerealiseerd niveau</b>	De inhoud en het niveau van de eindwerkstukken zijn in lijn met het niveau en de verbreding zoals geformuleerd in de beoogde eindkwalificaties. Afgestudeerden worden toegelaten tot prestigieuze vervolgopleidingen en/of functies. De rendementen zijn substantieel hoger dan bij relevante andere opleidingen.	V
<b>Algemene conclusie</b>		<b>V</b>

**Tabel 1: Uitval uit het eerste jaar.**

<b>Cohort</b>	2009	2010	2011	2012
<b>Uitval</b>	29%	7%	19%	50%

**Tabel 2: Uitval uit de bachelor.**

<b>Cohort</b>	2009	2010	2011
<b>Uitval</b>	17%	36%	18%

**Tabel 3: Rendement.**

<b>Cohort</b>	2009	2010	2011
<b>Rendement</b>	42%	--	--

**Tabel 4: Docentkwaliteit.**

<b>Graad</b>	<b>Ma</b>	<b>PhD</b>
<b>Percentage</b>	100%	36%

**Tabel 5: Student-docentratio.**

<b>Ratio</b>	1:14
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**Tabel 6: Contacturen.**

<b>Studiejaar</b>	1	2	3	4
<b>Contacturen</b>	20	20	10*	10*

\* De instelling geeft aan dat studenten in deze fase ook *electives* aan andere instellingen doen. Zij hebben dus meer contacturen dan de opgegeven 10 in het programma.



- drs. D.W. Richters MBA, (voorzitter) is docent Organizational Behavior & Marketing en docent Research aan de Rotterdam Business School; daarnaast is hij docent Bedrijfseconomie, Marketing en Finance & Accounting aan de Hogeschool Rotterdam.
- drs. P.J. van Eijl, (lid) , Honorair onderzoeker aan de Universiteit Utrecht en zelfstandig senior adviseur Onderwijsadviespraktijk Talentontwikkeling te Utrecht;
- drs. R.J.A. Schoen, (lid) is oprichter en algemeen directeur van SPAN Consultants en gastdocent Internationale Communicatie aan de Haagse Hogeschool;
- drs. P.H.E.J. Gremmen, (lid) is project- en programmamanager bij de Haagse Hogeschool en bestuurslid van IPMA-Nederland, de brancheorganisatie voor projectmanagement;
- prof.dr. B.M. Mosselmans, (lid) is hoogleraar Economie en Filosofie en Dean van het Vesalius College van de Vrije Universiteit Brussel;
- J.D.H. Wilkinson, (student-lid) studeert in de opleiding Business Administration in Hospitality Management aan de Hotelschool Den Haag.

Het panel werd ondersteund door ing. I.J.M. de Jong, secretaris (gecertificeerd).



### 3 Distinctive quality feature ‘Small-scale and intensive education’

#### Standard A: Intended learning outcomes

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

#### Findings

The broader aim of WHC is recognisable in the following profile:

WHC aims to educate highly qualified professionals in project management, who are active across public and private domains, with a critical and reflective attitude, and a global perspective with a strong focus on intercultural diversity and sustainability.

WHC has developed seven intended learning outcomes based on the domain competences for Business Administration, 2004 (BBA). And reframed the BBA competences in order to fit the profile better. WHC added two global competences to emphasize the international and sustainability focus in the professional profile. In addition an honours competence is added to highlight the honours characteristics of WHC.

The panel is positive about the intended learning outcomes. They aim at achieving a high level in the discipline, for example by adding global and honours competences. The panel judges the intended learning outcomes of WHC as a substantive reinforcement of the domain competences (BBA). See annex 1 for an overview. In particular, intended learning outcome 4 characterises the broader aim of WHC:

*‘The graduate approaches professional organizational issues and dilemmas from a global perspective by translating these issues in terms of demands from people, planet and prosperity and consequences for the future in order to deal with professional and ethical dilemmas.’*

The panel discussed the broader aim of WHC with students, lecturers and the management. In all interviews the panel heard aspects of this broader aim. For example students mentioned the continuous attention for people, planet and profit during the programme. The interviews gave the panel a consistent view of the broader focus of WHC.

Because of the small number of alumni the opinion of the professional field is not yet substantial. But the first evaluations of the alumni so far fit the expectations and are promising for the future. The panel is definitely convinced that the aim to train socially skilled and initiative-rich professionals is met during the programme. WHC breaths social development and social progress. The panel was confirmed in his findings by the products of students and the content of the programme.

### *Considerations and conclusion*

The panel judges the intended learning outcomes of WHC as a substantive reinforcement of the domain competences (BBA). WHC used several relevant frameworks to compile a set of intended learning outcomes in order to realize the profile. This has led to a strong focus. The panel is impressed by the way WHC used the strategy and goals as a starting point to compose the intended learning outcomes. WHC chose a deliberate strategy that is also performed as such. The strategy is clearly a starting point for further development of WHC. The broader aim of WHC is clear because of the continuous attention for people, planet and profit during the programme. The interviews gave the panel a consistent view of the broader focus of WHC. The panel highly values the effort of WHC to maximize the potential and personal qualities of the students. The honours characteristics of the programme give an exceptional quality in the goals of WHC. In addition the panel is convinced that the broader aim of WHC is recognised by students and lecturers. The panel expects that the developments regarding the new curriculum will lead to a further increase of the aimed level. The panel judges this standard as **satisfactory**.

### **Standard B: Relationship between the goals and the content of the programme**

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

### *Findings*

Each intended learning outcome is elaborated into indicators and described at four levels of competence: basic, advanced 1, advanced 2 and bachelor level. The levels correspond mostly with the years of the programme. WHC made a clear overview of the levels of competences and the outline of the programme. The panel values the way WHC has made an explicit elaboration of the intended learning outcomes.

WHC organizes several extra-curricular activities such as Dutch and Spanish language courses, conversation cafés and a speaker's corner. Students also organize activities, for example a debate on Media and diversity. The panel studied an overview of extra-curricular activities and states that students and lecturers visit relevant meetings and activities. This is also clear from the interviews with students and lecturers. Some mentioned examples are: Connect2Uganda, master class Sustainable solutions on National sustainability day and World forum for democracy in Strasbourg.

The ambitions of WHC are projected very well in the projects of the students. Globalization and sustainability are part of various projects. This coincides with the broader view that WHC aims at for the students. Because of the small number of students at WHC so far, the outcome of extra curricular activities is still limited. Nonetheless the panel established that the necessary conditions for extracurricular activities are available.

### *Considerations and conclusion*

During the programme there are frequent extra-curricular activities for students. These activities are organised by WHC or by the students themselves. The ambitions of the programme fit well with the character of the activities. Globalization and sustainability are part of various projects. This coincides with the broader view that WHC aims at for the students.

Students are motivated and challenged to participate in these activities. Lecturers play an inspiring and motivating role. The results are not yet spectacular because of the relatively small number of students. The panel is convinced that with the (expected) growth of the number of students these extra-curricular activities will become more diverse. The panel judges this standard as **satisfactory**.

### **Standard C: Structure and didactic concept**

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

### *Findings*

The educational concept of WHC is based on the approach to honours in an HBO context. The concept consists of three components: 1) WHC focuses on talented and motivated students. These students need to be challenged to develop personal leadership through individual profiling. 2) The 'college concept'. First year students are obliged to live in the students' residence. This enhances the close involvement between students and the formation of a learning community. Furthermore there is close involvement between lecturers and students in socially relevant extra-curricular activities. 3) The teaching strategies. The strategies are translated into different learning activities in courses and projects. For example there is a high level of interaction in in-class assignments, discussions, presentations and group assignments. Another example is the high level of professionalism in simulations, real-life clients and visiting conferences. The panel visited several lessons and project groups during the audit visit. The panel is impressed with the motivation of the students. They work on up-to-date and innovative projects. To the panel it is completely clear that students and lecturers together form a professional community.

In order to provide a small-scale and intensive educational setting, students have a steady number of contact hours of 20 hours per week. The maximum number of students during contact hours is 21. Next to the contact hours students work together in small projects and group assignments.

During the electives or internships, students keep in touch through social media. Alumni mentioned that they have close contact with the other students, and also with the lecturers. The learning community is not restricted to students from a certain year, but consists of students from different year groups. Peers from higher years help younger students. Students are well aware of each other's projects.

The community is still rather limited because of the small number of students. The panel has high hopes of the learning community when the number of students increases.

#### *Considerations and conclusion*

The panel is convinced that the students and the lecturers form a close learning community. From the interviews, the activity schedule and the classroom visits it is apparent that WHC enhances and stimulates the learning community. The students keep in close contact with each other, especially because first year students live on the campus. Here the basis is laid for the rest of their study career. Students (and lecturers) use social media to keep in touch with each other, therefore time and place are no obstacle for a close learning community. The panel judges this standard as **satisfactory**.

#### **Standard D: Intake**

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

#### *Findings*

WHC has a clear admissions procedure that is laid down in the *Admissions Handbook*. A distinction is made between entry requirements and additional admissions criteria. The admissions criteria are related to the character of the programme and reflect the type of student WHC is looking for.

Through the admissions procedure WHC establishes whether students have the cognitive abilities to finish the programme. Additional characteristics are: intrinsic motivation, eager, engaged and want to make a difference in the world, thrive when challenged, willing to collaborate, show adaptability and persistence.

In order to find out if prospective students possess these abilities and characteristics, students write a letter of motivation, provide a professional and academic recommendation and if a student is admissible, WHC invites the student for an interview. After the interview the applicant receives a letter with the outcome of the procedure.

The management mentioned to the panel that the students who dropped out, where the students they gave a negative advise at admission. Because WHC legally cannot refuse students, the students had to be allowed to start the programme. WHC is very well up to date regarding the reasons why students drop out. The reason students drop out varies from wrong expectations in relation to the specialization to the accommodation. The panel is confident that in the future the dropout rate will be lower, due to better information beforehand.

### *Considerations and conclusion*

The panel has established that WHC has a thorough procedure for selecting and admitting students. WHC has formulated clear requirements for the profile of future students: eagerness, engagement, wanting to make a difference in the world, thrive when challenged, willing to collaborate, show adaptability and perseverance. Whether students are professionally talented should appear from a motivation all students have to write, and from professional and academic recommendations. The panel judges this standard as **satisfactory**.

### **Standard E: Quality of Staff**

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

### *Findings*

The teaching staff consists of 15 lecturers. WHC provided the panel an overview of the teaching staff. The overview shows that all lecturers hold a Masters degree and 36% hold a PhD. The panel is positive about the educational level of the lecturers. Furthermore the lecturers have a relevant background in the professional field.

The panel spoke with lecturers who are highly motivated and very committed. This observation was underpinned by the classroom visits the panel made during the audit. Several lecturers were trained in the special honours character of WHC, for example: Excellent learning through teaching excellence (Roosevelt Academy). From the interviews the panel learned that the lecturers meet each other frequently to discuss the programme and the teaching methods, as well as the specific characteristics of WHC (didactics).

According to the lecturers they have plenty of opportunities to develop themselves. Students are very positive about the lecturers. In interviews students mention that lecturers are experts in their discipline, provide relevant feedback and are inspiring and motivating. The Nationale Studentenenquete (NSE) also shows that students are positive about the lecturers. Especially the accessibility of lecturers outside contact hours and the quality of feedback is highly appreciated by students.

### *Considerations and conclusion*

The panel concludes that staff of WHC is well trained, content wise and didactically. The lecturers inspire and motivate students as the panel has learned from interviews and classroom visits. Several lecturers were additionally trained in excellent learning. Furthermore lecturers mentioned the meetings that are organised to discuss educational issues and the opportunities for developing themselves. The panel judges this standard as **satisfactory**.

## Standard F: Number of staff

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

### *Findings*

In order to provide a small-scale and intensive educational setting, students have a steady number of contact hours of 20 hours per week. The maximum number of students during contact hours is 21. Next to the contact hours, students work together in small projects and group assignments under supervision of a lecturer. The programme also makes use of guest lecturers in various courses.

The total lecturer-student ratio is 1:14. From the interviews it became clear that students and alumni appreciate the fact that lecturers can easily be approached with questions and problems. Lecturers always respond quickly. The accessibility of lecturers outside contact hours scores 89 out of 100 in Nationale studentenenquete (NSE).

Although the lecturers are highly motivated, they are also constantly accessible for students. Therefore the panel would like to recommend the management to pay close attention to the workload of the lecturers. From the interview with the management the panel learned that it has a clear overview of commitment and hours of lecturers that are needed. The management acts accordingly.

### *Considerations and conclusion*

The panel concludes that enough lecturers work at WHC to be able to provide for this kind of small-scale and intensive form of education. The management has a clear overview of the hours needed for lecturers and acts accordingly. WHC also employs guest lecturers. The lecturer-student ratio is in line with the character of the courses. Students appreciate the fact that lecturers are open to questions from students. The panel judges this standard as **satisfactory**.

## Standard G: Available facilities

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

### *Findings*

WHC has its own facilities within the D-building on the Windesheim campus. WHC has four classrooms, a common room, an International Project Management Bureau, the dean's office and two lecturers' rooms. The computer facilities are located at the entrance to the College.

A number of panel members has inspected the facilities and confirms that they are adequate for the education offered.



There are enough classrooms and meeting rooms available for students and lecturers as well as enough digital facilities. These facilities also make it possible for students and lecturers to keep in touch when they are outside WHC.

Students have complained about the availability of English literature at the media centre of Windesheim. The panel discussed this with the chair of the Executive Board and with effect of April 2014 all students have access to academic journals through Sciencedirect, Springerlink and Wiley Journals. The panel is positive about this development.

During the first year, it is mandatory for students to stay at the student's residence. This residence is located at a five-minute bike distance from the College and is situated in a former home for elderly. In the interview with the panel the students mentioned that the student's accommodation needs improvement. The management told the panel these comments from students have already led to actions: in 2014 new student's accommodation will be completed.

#### *Considerations and conclusion*

The panel concludes that all facilities that are needed to execute the courses are available. WHC has its own department on the Windesheim campus. There is enough accommodation for students and lecturers available. Through the digital facilities students can work and be supervised independently of time and place. The learning community is clearly formed during the first year of study due to the fact that all students live at the student residence. The students' complaint about the student residence has been dealt with by the management. New accommodation will be completed in the coming year. The panel judges this standard as **satisfactory**.

#### **Standard H: Level achieved**

*The content and the level of the final projects are in line with the level and the broadening of interests as set down in the intended learning outcomes.*

*Graduates are admitted to prestigious postgraduate programmes and/or jobs.*

*The success rates are substantially higher than those of other relevant programmes.*

#### *Findings*

The panel is positive about the graduation products (internship 2 and the capstone). The products clearly represent the hbo-bachelor level. Students address interesting aspects and problems in the professional field in the internships. They refer to aspects in a global perspective with a strong focus on intercultural diversity and sustainability (people, planet, profit). For example: social health problems among family members of heavy alcohol using persons in Nalaikh (Mongolia), or communicating development cooperation with middle-income countries to different audiences. The panel clearly recognizes the critical and reflective attitude of students in the capstone products of students.

An overview of the first five graduates shows that four graduates are doing a master at a research university. For example a Master in Global Health at Maastricht University, a Master in Applied Communication Science at Wageningen UR or a Master in Political Communication at Cardiff University. The students that study at a Dutch research university were admitted without a premaster. The panel is impressed with the graduates and their follow-up after their studies at WHC. One of the graduates is currently working as an account manager in Frankfurt. In the interview graduates mention that they feel well prepared for the professional field and the study programmes they are in now.

The number of graduates is still limited. So far the success rates in 8 semesters is 45.5% and in 10 semesters the success rate is 72.7%. This is high in comparison to other degree programmes of Windesheim (around 55% within 10 semesters).

#### *Considerations and conclusion*

The panel is positive about the graduation products; they clearly represent the hbo-bachelor level. Furthermore the panel recognizes the broadening of interests in the products. Students pay attention to people, planet and profit. The intended learning outcomes are met by the graduates. Students are admitted to research universities without a premaster. The basis for the success rate is still limited due to the small number of graduates. The rates so far are promising and the panel is confident that this trend will continue. The panel judges this standard as **satisfactory**.

## 4 Final judgement

### *Assessments of the standards*

The audit team comes to the following judgements with regard to the standards:

<b>Standard</b>	<b>Assessment</b>
<i>1 Intended learning outcomes</i>	Excellent
<i>2 Teaching-learning environment</i>	Good
<i>3 Assessment and achieved learning outcomes</i>	Good
<b>Distinctive quality feature small-scale and intensive education</b>	
<i>Standard A: Intended learning outcomes</i>	Satisfactory
<i>Standard B: Relationship between the goals and the content of the programme</i>	Satisfactory
<i>Standard C: Structure and didactic concept</i>	Satisfactory
<i>Standard D: Intake</i>	Satisfactory
<i>Standard E: Quality of Staff</i>	Satisfactory
<i>Standard F: Number of staff</i>	Satisfactory
<i>Standard G: Available facilities</i>	Satisfactory
<i>Standard H: Level achieved</i>	Satisfactory

### **Limited assessment**

#### *Considerations and conclusion*

The panel judged the Intended learning outcomes as *excellent*. The teaching-learning environment and the Assessment and achieved learning outcomes are judged as *good*. Consistent with the regulations of the NVAO the audit panel assesses the quality of the hbo-bachelor study programme WHC of Christelijke Hogeschool Windesheim as **good**.

### **Distinctive quality feature small-scale and intensive education**

#### *Considerations and conclusion*

The panel judged all standards of the NVAO-framework as satisfactory (scale satisfactory/unsatisfactory). Given the considerations and the conclusion per standard, the panel advises NVAO to take a **positive** decision regarding the distinctive quality feature small-scale and intensive education to WHC of Christelijke Hogeschool Windesheim.

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Distinctive feature

Dear mr Van Uden,

March 2014 the NQA panel visited Windesheim Honours College (WHC). May 2014 WHC received the audit report. The report includes the judgement on the distinctive quality feature Small-scale and Intensive education. The panel advised NVAO to decide positively regarding the distinctive quality feature.

In addition to the audit report of May 2014, the panel would like to add the following:

*The panel advises that WHC carries out the statutory practice based assessment after six years as described in the framework for the distinctive feature. This review will be able to bring to light the effect of selection on the dropout and completion rates. The panel advises that the practice based assessment should be carried out in the context of the next regular review for reaccreditation.*

Kind regards,

Panel chairman

Mr drs. D.W. Richters MBA

Panel secretary

Ms ing. I.J.M. de Jong