

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-bachelor Liberal Arts and Sciences (joint degree) van de Vrije Universiteit Amsterdam en Universiteit van Amsterdam (Amsterdam University College) en de toekenning van het bijzonder kenmerk 'Kleinschalig en Intensief Onderwijs'

	Gegevens	
datum	27 januari 2014	Naam instelling : Vrije Universiteit Amsterdam en Universiteit van Amsterdam (Amsterdam University College)
onderwerp	Besluit	Naam opleiding : wo-bachelor (joint degree) Liberal Arts and Sciences(180 ECTS)
accreditatie wo-bachelor	Liberal Arts and Sciences (joint degree) van de Vrije Universiteit Amsterdam en Uiversiteit van Amsterdam en toekenning van het bijzonder kenmerk 'Kleinschalig en intensief onderwijs' (002033)	Datum aanvraag : 29 augustus 2013
ons kenmerk	NVAO/20140218/LL	Variant opleiding : voltijd
bijlage	3	Tracks/specialisaties : Sciences, Social Sciences, Humanities
		Locatie opleiding : Amsterdam
		Datum goedkeuren panel : 13 mei 2013
		Datum locatiebezoeken : 14 en 15 mei 2013
		Datum visitatierapport : 12 augustus 2013
		Instellingstoets kwaliteitszorg : ja positief besluit van 10 juni 2013 (Universiteit van Amsterdam) aangemeld en geaccepteerd voor het invoeringsregime van de instellingstoets als bedoeld in artikel 18.32 b en c van de WHW (Vrije Universiteit Amsterdam)

Beoordelingskader

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

Beoordelingskader Bijzonder kenmerk 'Kleinschalig en Intensief Onderwijs' van de NVAO (Stcrt. 201, nr.4962)

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'.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel (hierna: the committee).

Pagina 2 van 8 This report presents the findings, considerations and conclusions of the committee that assessed the bachelor's programme Liberal Arts and Sciences (LAS) offered at Amsterdam University College (AUC). The committee concludes that the programme not only fulfills the criteria for generic quality that are a condition for re-accreditation but even surpasses these generic quality standards across the entire spectrum of the programme.

Standard 1: Intended learning outcomes

The committee assesses Standard 1 as 'good'. It bases this positive appreciation on the consideration that the intended learning outcomes are fully in line with the national domainspecific requirements regarding LAS and reflect a programme at bachelor's level and of clear academic orientation. Moreover, the committee considers the learning outcomes to do justice to the ambitious objectives and specific profile of AUC: they focus on sciences, on mono-, multi- and interdisciplinary knowledge and skills, and on both breadth and depth of knowledge.

The programme features many different learning outcomes, including elements of personal and social responsibility, intellectual integrity and creativity, and the appreciation of cultural differences. In this sense, the learning outcomes are a translation of AUC's mission – 'Excellence and Diversity in a Global City'. According to the committee, AUC managed to design a programme that aims to bring students to excellence, adopting different approaches, ideas and values in the multi-cultural and global setting of the city of Amsterdam.

Standard 2: Teaching-learning environment

The committee assesses Standard 2 as 'good'. It bases this positive appreciation on a series of considerations which all confirm that AUC has established a programme which is properly managed and adequately functioning in all dimensions related to the teaching-learning environment.

The committee is positively surprised by the sheer variety of courses, which all together form a coherent curriculum. The degree requirements ensure that students graduate with academic skills, a grounding in (at least) one of the disciplines and a broad, interdisciplinary orientation. These requirements nevertheless leave sufficient freedom to put together a programme which is tailored to the needs and interests of the individual student whilst maintaining a group feeling among students.

The curriculum in general and the individual courses in particular form an adequate translation of the intended learning outcomes of the programme. According to the committee, individual course materials show the position of a given course within the overall structure of the curriculum. The students' involvement in community projects or internships off campus demonstrate that intended learning outcomes with regard to civic engagement and social responsibility are properly addressed in the curriculum. The way internationalisation is operationalised in AUC and in the programme ensures that students eventually meet the intended learning outcomes regarding global engagement and responsibility.

The committee is impressed by the depth and breadth of AUC's programme specific Quality Assurance (QA) system. AUC's management is clearly in control of developments, as different internal and external bodies such as students, teachers, alumni or survey companies provide timely information and advice on how to improve the programme. While

Pagina 3 van 8 the committee notes that procedures and structures are well in place, students should be convinced that yearly curriculum surveys have a distinctive added value in addition to the individual course evaluations. AUC may also consider alternative ways of administrating the survey to increase the response rates. Moreover, AUC should further clarify among its internal and external stakeholders the respective roles and responsibilities bodies such as the College Council/Board of Studies or the Heads of Studies have in the overall cycle of QA.

The committee appreciates the rationale behind faculty recruitment at AUC. Courses are taught by either AUC core faculty or external faculty from VU and UvA, which in turn creates ownership among these staff from the founding universities. The committee is satisfied with the attention the AUC pays to the development of a high quality staff policy and encourages the institution to continue along the path set out in the development plan and the BKO-note. AUC sets high standards when recruiting personnel and this bears fruit: it does not come as a surprise for the committee that in student evaluations, faculty score well on academic expertise, accessibility and commitment to students. In its 2012 report, the NVAO reported in the section on staff quality a discrepancy in commitment between core faculty and external faculty from VU or UvA. The committee considers it a strong point that now, all faculty are appreciated by students, whether they come from UvA/VU or are directly linked to AUC. It is obvious that AUC makes a sufficient number of faculty and tutors available to implement the curriculum along the lines of small-scale and intensive education.

The committee appreciates that a lot of effort has gone into establishing a tutoring system in which individual tutors play an important role in assisting students to plan and realise their study programme. Overall students and alumni are satisfied with their tutors, although the quality and intensity of the tutoring services provided seem to differ per individual tutor. An individual assessment of tutors by students may further develop pathways for improvement, where needed.

According to the committee, the selection procedure is both clear to the applicants and effective with regard to the (quality of) students that hitherto have enrolled. The committee thinks highly of AUC's ambition to generate diversity among its students and about the policies it is currently implementing to address diversity issues.

The committee considers the programme to be feasible. Students strive for excellence and like to be challenged, even if this requires them to work harder. The commission was happy to hear that students like the particular organisation of the semester: regular courses last sixteen weeks, and a final four-week period can be used for intensive projects or internships.

Finally, the committee was impressed by the design and functionality of the new AUC building, which contributes to building and maintaining an academic community. The residential character of the programme, which is key to the learning and living experience at AUC, further strengthens the students' feeling of belonging to this academic community.

The committee assesses Standard 3 as 'good'. It bases this positive appreciation on the consideration that AUC has developed and continues to fine-tune an adequate assessment policy, that the theses are of good quality and that students who graduated have indeed achieved all intended learning outcomes.

The committee is positive about the assessment policy of AUC, which is rooted in the system of the UvA and translated for the purposes of the programme in diverse sets of assessments with motivated feedback. The committee noticed that students tend to get high marks, especially with regard to thesis assessments, and expressed its concern that such scores may lead to grade inflation. The theses which the committee reviewed were overall of good quality but had been scored mainly on the basis of assessment and feedback by the thesis supervisor. The committee was satisfied to learn that, in the meantime, AUC has taken steps to increase the role of the second reader in the assessment process. The committee nevertheless suggests that AUC continues to monitor the marks it is giving to both course and thesis assessments. Furthermore, the procedures to detect and deal with fraud are adequate and clearly spelled out. The committee, however, encourages AUC to also systematically register cases of plagiarism that are judged to be unintentional.

The committee is convinced that students who graduate have achieved all the intended learning outcomes. After studying a selection of Capstone theses, the committee was surprised by the number of mono-disciplinary theses it found. The committee acknowledges – and supports – the explicit provision in the programme for students to produce monodisciplinary theses in order to be able to enter specialist master's programmes afterwards. Even so, it thinks that most theses would allow for a multidisciplinary or interdisciplinary component without compromising their value from a disciplinary point of view. This consideration, however, has not negatively influenced the committee's overall conclusion that all students are exposed to interdisciplinary education and research, and that interdisciplinarity is indeed a key feature of the curriculum on which all students are assessed.

Finally, the committee is impressed by the maturity of the alumni it encountered and the opportunities that lay ahead of LAS graduates after their studies at AUC.

Bijzonder kenmerk 'Kleinschalig en Intensief Onderwijs'

Het panel verklaart tevens dat het, in aanvulling op het visitatierapport van 12 augustus 2013, heeft geverifieerd dat de grondslag voor het toekennen van het bijzonder kenmerk 'Kleinschalig en Intensief Onderwijs', dat aan het Amsterdam University College was toegekend op 12 juni 2012, nog steeds aanwezig is.

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Vrije Universiteit Amsterdam en Universiteit van Amsterdam (Amsterdam University College) te Amsterdam in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 10 december 2013 naar voren te brengen. Bij e-mail van 16 december 2013 heeft het college van bestuur ingestemd met het voornemen tot besluit.

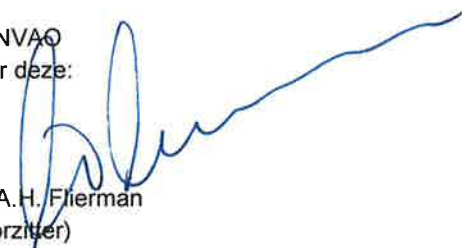
De NVAO besluit accreditatie te verlenen aan de wo-bachelor Liberal Arts and Sciences (joint degree) (180 ECTS; variant: voltijd; locatie: Amsterdam) van de Vrije Universiteit Amsterdam en Universiteit van Amsterdam (Amsterdam University College) te Amsterdam. De opleiding kent de volgende afstudeerrichtingen: Science, Social Sciences, Humanities. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

Op grond van het aan haar uitgebrachte advies besluit de NVAO tevens de geldigheidsduur van het bijzonder kenmerk 'Kleinschalig en Intensief Onderwijs' toegekend aan deze opleiding te verlengen tot en met 26 januari 2018 (2020).

Dit besluit treedt in werking op 27 januari 2014 en is van kracht tot en met 26 januari 2018 (2020)¹.

Den Haag, 27 januari 2014

De NVAO
Voor deze:


Dr. A.H. Flierman
(voorzitter)

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

¹ Gelet op het bepaalde in artikel 18.32c, derde lid, van de Wet op het hoger onderwijs en wetenschappelijk onderzoek (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek) bedraagt de geldigheidsduur van de accreditatietermijn van de opleiding maximaal vier jaar zolang de instelling, of in het geval van een joint degree een van de aanbiedende instellingen, nog niet beschikt over een positieve instellingstoets kwaliteitszorg. Zodra de instellingstoets is verkregen, wordt de accreditatietermijn verlengd naar zes jaar.

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

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E).

Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Tabel 1: Uitval na 1, 2, en 3 jaar.

Cohort	2009	2010	2011	2012
Uitval na 1jr	17%	10%	11%	2%*
Uitval na 2jr	2%	4%	2%	
Uitval na 3jr	1%	0%		

* uitval na eerste semester

Tabel 2: Rendement (vwo-instroom).

Cohort	2006	2007	2008	2009
Rendement na 3 jaar	nvt	nvt	nvt	75%
Rendement na 4 jaar	nvt	nvt	nvt	
Rendement na 5 jaar	nvt	nvt		
Rendement na 6 ⁽⁺⁾ jaar	nvt			

Tabel 3: Rendement (totale instroom).

Cohort	2006	2007	2008	2009
Rendement na 3 jaar	nvt	nvt	nvt	75%
Rendement na 4 jaar	nvt	nvt	nvt	
Rendement na 5 jaar	nvt	nvt		
Rendement na 6 ⁽⁺⁾ jaar	nvt			

Tabel 4: Docentkwaliteit.

Graad	Ma	PhD	BKO
Percentage	14.36%	85.14%	15%

Tabel 5: Student-docentratio.

Ratio	1:14
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Tabel 6: Contacturen.

Studiejaar	1	2	3
Contacturen	13	12.5	13

- Prof. dr. D. Breimer, (voorzitter), Hoogleraar Farmacologie aan de Universiteit Leiden en oud-Rector Magnificus van deze universiteit;
- Prof. dr. J.P. De Greve, (lid), Hoogleraar Astrofysica aan de Vrije Universiteit Brussel;
- Prof. dr. L. Kaufman, (lid), Hoogleraar Biological Sciences aan de University of Illinois at Chicago;
- Prof. dr. S. Abraham, (lid), Hoogleraar Political Sciences aan de Bratislava International School of Liberal Arts;
- R. Zwetsloot, (student-lid), studeert aan University College Roosevelt in Middelburg.

Het panel werd ondersteund door M.J.A. Delmartino MA, secretaris (gecertificeerd).