

wo-bachelor
Security Studies
Leiden University

3rd January 2017

NVAO limited initial accreditation

Panel report

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1 Executive summary

The Bachelor of Security Studies (BaSS) is an interdisciplinary, research-led English-taught programme in the field of security studies, organised by the Institute of Security and Global Affairs (ISGA) at the Faculty of Governance and Global Affairs (FGGA) in The Hague.

Students will gain academic, professional and research skills that enable them to work as independent security professionals in the public and private sector. The programme focuses on both security and safety issues and takes a multi-level and multi-actor perspective. Graduates will be eligible to various master's programmes at Leiden University or elsewhere. The panel is convinced that BaSS has chosen a useful approach in combining safety and security. Faced with the current developments in the academic field of security studies and in society, graduates with interdisciplinary knowledge and skills will have added value when they are confronted with threats and crises. The learning objectives are of the appropriate academic bachelor level and clearly describe what is expected from graduates in terms of knowledge, skills and attitude. The safety aspect is in the panel's view too implicit in the learning objectives, but the panel was informed that this was an unintentional oversight. The programme management assured the panel that the integration of safety and security will be made more explicit in the learning objectives. In the design stage of BaSS, the programme staff has consulted representatives mainly from the academic and professional field of security. The panel advises establishing a structural advisory body to keep in touch with the needs of the broader professional field. The panel concludes that the intended learning outcomes meet the standard.

The proposed BaSS curriculum is well-structured and coherent. The programme comprises 180 EC (three years) and contains an academic core, a learning path with a focus on academic and professional skills and elective space. Students conclude the programme with an integrated group project and individual thesis. BaSS teaches students to look at society through a safety and security lens in order to signal, understand and analyse current and (near-)future security risks, and to determine strategies and approaches to mitigate these risks. The programme uses a three-phase approach in all courses: Explore-Understand-Do. This approach and the Skills Lab are innovative and interesting methods to teach students to analyse problems in an interdisciplinary and integrated manner. The panel encourages the staff to elaborate this in greater detail to ensure that it works out as imagined. The matching procedure as part of the admission and enrolment process is obligatory for Dutch students. Since it is such a useful reflection tool, the panel believes it should be advised to international students as well. For Dutch students, a test of English is not legally required, but a check on their English proficiency is advisable, so that any deficiencies in that area can be remedied before the start of the programme. The facilities and services for students are good. The core lecturers who are currently available for the programme, are well-qualified and enthusiastic to start the BaSS programme. Their expertise is reflected in the course syllabi and reading materials, but it is clear from studying the materials that the focus is almost completely on security. The panel has ascertained in its meeting with the programme management that the integration of safety and security is an essential element of the programme's profile and will be made more explicit in the intended learning objectives. The present staff is not sufficient to implement the proper balance between security and safety, since their expertise is mainly in the domain of security. Collaboration with the Delft University of Technology cannot compensate this sufficiently. The panel

considers it necessary to appoint additional staff to cover safety. The programme management informed the panel that they agree on this point and that, in fact, steps are already taken to this effect. The panel adds that this appointment should be substantial enough to ensure the balance between security and safety, both in quantity and quality. The panel thinks at least two full-time equivalents are required. One of the appointments should be a full-time position at the level of an associate professorship. The new staff would be able to bring in relevant and up to date literature on safety, which the panel found lacking at the moment. Summing up, the panel assesses the teaching-learning environment as positive in all respects, except the insufficient staff in the domain of safety. The programme, therefore, partially meets the standard.

The system of assessment for BaSS is based on the policy of Leiden University and the Faculty Assessment Plan of FGGA. The basic quality principles of assessment are that assessment is valid, reliable and transparent, and that there is an aligned set of learning outcomes, educational methods and assessment. The assessment rules are set out in the Course and Examination Regulations (*Onderwijs- en Examenregelingen, OER*). A variety of assessment methods will be employed both within and across courses. Formative assessment will be especially apparent in the Skills Lab. During the site visit the panel has studied a number of examinations including assessment criteria and found them to be of the right level. The panel notes that the assessment of the students' interdisciplinary competences in the thesis may require additional expertise from supervisors and examiners. It is advisable to consider how an independent thesis assessment can best be organised. The Board of Examiners is well-prepared for its task and has developed clear ideas about how they can promote and ensure that the BaSS teaching team will implement high-quality assessments. The assessment system meets the standard.

The Board of Leiden University guarantees that students who enrol in the BaSS programme are able to complete the entire curriculum and makes sufficient financial provisions available for this purpose. The budget shows that a break-even point is expected to be reached in the fifth year. The graduation guarantee and financial provisions meet the standard.

Given these considerations, the panel advises NVAO to take a conditionally positive decision regarding the quality of the proposed programme wo-bachelor Security Studies at Leiden University. The panel has formulated the following condition:

- appoint a sufficient number of staff with a strong background in safety. One of the appointments should be a full-time position at the level of an associate professorship.

The Hague, 3rd January 2017

On behalf of the Initial Accreditation panel convened to assess the wo-bachelor Security Studies at Leiden University,

Prof. dr. Josse Van Steenberge
(chair)

Dr. Marianne van der Weiden
(secretary)

2 Introduction

2.1 The procedure

NVAO received a request for an initial accreditation procedure including programme documents regarding a proposed wo-bachelor Security Studies. The request was received on 7 July 2016 from Leiden University.

An initial accreditation procedure is required when a recognised institution wants to offer a programme and award a recognised bachelor or master's degree. To a certain extent, initial accreditation demands a different approach to the accreditation procedure for programmes already being offered. Initial accreditation is in fact an *ex ante* assessment of a programme, and a programme becomes subject to the normal accreditation procedures once initial accreditation has been granted.

NVAO convened an international panel of experts. The panel consisted of:

- Prof. dr. Josse Van Steenberge (chair), professor (emeritus) of Law at Antwerp University, Belgium;
- Prof. dr. Ira Helsloot, Professor in the Governance of Safety and Security, Radboud University, Nijmegen;
- Mr. Rob Duiven, Head Natural, Technological and Societal Threat Analysis Department, National Coordinator for Security and Counterterrorism (NCTV) ;
- Ed Mallens BSc, BBa, CRM, CEO at SEAR BV;
- Nienke Bach Kolling BSc (student-member), master student Educational Science & Technology at the University of Twente and bachelor student in the teacher training programme at Saxion University of Applied Sciences.

On behalf of the NVAO, drs. Ed Lansink, policy advisor was responsible for the process coordination and dr. Marianne van der Weiden acted as the panel's secretary.

Details of the panel members' expertise are given in Annex 1 (Composition of the panel). All panel members and the secretary signed a statement of independence and confidentiality.

The panel based its assessment on the standards and criteria described in the NVAO Initial Accreditation Framework (Stcrt. 2014, nr 36791).

The panel members studied the programme documents regarding the proposed programme (see Annex 3: Documents reviewed). Their first impressions were sent to the panel's secretary and the NVAO process coordinator, in order to detect the items to be clarified during the site visit. The panel discussed the first impressions in a preparatory meeting on 2 November 2016. The site visit took place on 9 December 2016 at Leiden University The Hague (Annex 2: Schedule of the site visit). The panel formulated its preliminary assessments per standard immediately after the site visit. These are based on the findings of the site visit, and building on the assessment of the programme documents.

2.2 Panel report

Based on the preliminary assessments at the end of the site visit the secretary wrote the panel report. For each standard the panel presents an outline of its findings, considerations and a conclusion. The findings are the facts as found by the panel in the programme documents and during the site visit. The panel's considerations are based on the panel's evaluations regarding these findings and their relative importance. The panel's concluding assessment is based on the considerations presented in this report. The panel concludes the report with a table containing an overview of its assessments per standard.

The secretary sent a draft version of the report to the panel members for their comments. The chair approved the final version of the report. The programme management received the report for a check on factual inaccuracies on 21st December 2016 and reacted on 2nd January 2017. This led to a limited number of factual corrections, after which the report was formally finalised by the chair. The panel declares that this advice was drawn up independently. It was submitted to NVAO on 3rd January 2017.

3 Description of the programme

3.1 General

Country	: The Netherlands
Institution	: Leiden University
Programme	: Security Studies
Level	: bachelor
Orientation	: academic (wo)
Specialisation	: n.a.
Modes of study	: full time
Degree	: Bachelor of Science (BSc)
Location(s)	: The Hague
Study Load (EC)	: 180 EC
Field of Study	: cross-sectoral

3.2 Profile of the institution

Leiden University is a research university, founded in 1575, offering approximately fifty academic bachelor's and a hundred academic master's programmes to 25,800 students. The university employs over 5,500 staff members and is organised in seven faculties, six of which are based in Leiden. The seventh, Faculty of Governance and Global Affairs, is located in The Hague.

3.3 Profile of the programme

The academic bachelor's programme Security Studies (BaSS) is an interdisciplinary, research-led, English-taught programme in the field of security studies, organised by the Institute of Security and Global Affairs at the Faculty of Governance and Global Affairs in The Hague. Students will gain academic, professional and research skills that enable them to work as independent security professionals in the public and private sector. The programme focuses on both security and safety issues and takes a multi-level and multi-actor perspective.

	1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
Year 1	Introduction into Security & Safety (10 EC) Lab 1 (5 EC)	Case Study: Syria & Iraq (Security) (10 EC) Lab 2 (5 EC)	Case Study: Fukushima (Safety) (10 EC) Lab 3 (5 EC)	Research Methods 1 (5 EC) Integrated Project 1 (10 EC)
Year 2	Vital Interests (10 EC) Research Methods 2 (5 EC)	Terrorism & Counterterrorism (10 EC) Law & Security (5 EC)	Cyber Threats & Risk Management (10 EC) Economics of Security (5 EC)	War & Peace Building (10 EC) Governance of Security (5 EC)
Year 3	Internship, electives, minor, study abroad		Research Methods 3 (5 EC) Integrated Project 2 (10 EC)	Thesis (15 EC)

4 Assessment per standard

This chapter presents the evaluation by the assessment panel of the standards. The panel has reproduced the criteria for each standard. For each standard the panel presents (1) a brief outline of its findings based on the programme documents and on documents provided by the institution and the site visit, (2) the considerations the panel has taken into account and (3) the conclusion of the panel.

4.1 Intended learning outcomes: Standard 1

The intended learning outcomes of the programme have been made concrete with regard to content, level and orientation; they meet international requirements.

Outline of findings

The Bachelor of Security Studies (BaSS) is an interdisciplinary, research-led English-taught programme in the field of security studies. The aim of BaSS is to provide students with multi- and interdisciplinary knowledge, skills and understanding in the field of security studies and to teach them to apply these to complex 21st century security challenges and related (counter) strategies and responses. These challenges will be studied from a global and multi-actor perspective. Students will gain academic, professional and research skills that enable them to work as independent security professionals in the public and private sector. Graduates will be eligible to various master's programmes at Leiden University or elsewhere.

In order to define the domain-specific reference framework, the programme staff has studied comparable programmes nationally and internationally. On the basis of that benchmark exercise, the programme staff defined the BaSS profile. Specific characteristics are (1) an integrative approach to safety and security (described as accidental vs. intentional), (2) a multi-level view (from local to global) and (3) a multi-actor view (above and beyond the traditional state). The panel appreciates that the benchmark was done seriously and comprehensively. Similarly, representatives from academia and professional practice were consulted about the appropriate profile of the programme. In the interview reports the panel reads that, originally, the programme's focus was mainly on security and that the safety perspective was strengthened as a result of a number of interviews. The panel agrees that nowadays security and safety can hardly be separated: the ways to guarantee security and safety and to design appropriate responses to deal with crises and threats are strongly interwoven, both academically and in society. The programme, therefore, rightfully addresses the synergy of both.

The panel has looked into the intended learning outcomes to see if they reflect the programme's profile. The intended learning outcomes are described in terms of the Dublin descriptors. The panel considers them to be of the appropriate academic bachelor level. The intended theoretical and critical level is clearly described. The panel was surprised, however, that they seem to focus entirely on security. The word 'safety' is only mentioned once. During the site visit, the panel discussed this omission with the programme board and teaching staff and concludes that the combination of security and safety is so self-evident to them that they failed to make this sufficiently explicit to outsiders. They told the panel that all references to 'security' should be read as 'safety and security'. Confronted with the

confusion caused by the current wording, the programme management assured the panel that the learning objectives will be reformulated and will refer to both safety and security. The panel indeed finds this necessary and emphasises that a correct and comprehensive formulation is essential to inform potential students about what to expect from BaSS. Moreover, the panel feels that the programme management's assurance is in line with the general description of the intended mission of the programme, as stated in the application file.

The panel met a number of representatives from relevant public and private organisations. Although most of them were more interested in security than in safety issues, they all emphasised the need for a broad approach. They were especially enthusiastic about the interdisciplinary nature of the programme, because they need graduates who are able to look at safety and security from different angles. They expect that BaSS graduates will be able to combine and use the input of monodisciplinary employees and sections, who are usually not inclined to look beyond their own area. The panel recommends the establishment of a structural advisory body with members from organisations that are likely to employ graduates, to keep in touch with their needs. This body should be a representative reflection of the work field, including safety.

BaSS graduates can enter the labour market, but most are expected to continue their studies at master level. They are given guaranteed entrance to the Leiden master programme Crisis and Security Management. Given the broad scope of the programme, alumni are expected to have a good position in the selection procedure in many of the related (selective) master programmes both within and external to Leiden University. Students can use the elective space in the third bachelor year to prepare for a specific master programme. The panel notes that the master programme Crisis and Security Management in its current form contains a fair number of introductory courses. The programme staff indicated that, upon the start of BaSS, the contents of the master programme will be adjusted to avoid undue overlap.

Considerations

The panel is convinced that BaSS has chosen a useful approach in combining safety and security, the multi-level and the multi-actor view. Faced with the current developments in the academic field of security studies and in society, graduates with the intended interdisciplinary knowledge and skills are very valuable when they are confronted with threats and crises. The learning objectives are of the appropriate academic bachelor level and clearly describe what is expected from graduates in terms of knowledge, skills and attitude. The safety aspect was in the panel's view left too implicit in these learning objectives, but during the site visit the panel was informed that this was an unintentional oversight. The programme management has assured the panel that the integration of safety and security will be made more explicit in the learning objectives.

In the design stage of BaSS, the programme staff has consulted representatives from the academic and professional field. The representatives whom the panel met during the site visit, had not been involved in the development of the programme. The panel advises setting up a structural advisory body to keep in touch with the needs of the professional organisations.

The panel concludes that the intended learning outcomes of the programme have been made concrete with regard to content, level and orientation; they meet international requirements.

The registration in the CROHO-section 'Multisectoral' (in Dutch: "Sectoroverstijgend"), as proposed in the application file, is regarded by the panel to be fitting, in view of the nature of the programme.

Conclusion

Meets the standard.

4.2 Teaching-learning environment: Standard 2

The curriculum, staff and programme-specific services and facilities enable incoming students to achieve the intended learning outcomes.

Outline of findings

Structure and contents of the programme

The programme comprises 180 EC (three years) and contains an academic core, a learning path with a focus on academic and professional skills and elective space. Students conclude the programme with an integrated group project and individual thesis. The academic year consists of two semesters with two blocks of eight weeks each and "co-curricular activities" for four weeks in January and June.

The compulsory academic core consists of a variety of multi- and interdisciplinary courses, three research methodology courses, two integrated projects and the thesis. The programme teaches students to connect and integrate perspectives of the various disciplines, such as law, economics and governance. In the first year students are presented with a general introduction into the concept and meaning of safety and security in society and two case studies, one on security (Syria and Iraq) and one on safety (Fukushima). In the second year the focus is on contemporary security challenges and their counterstrategies. They will gain insights into how different disciplines approach these issues and will elaborate on (academic) dilemmas, such as prevention vs. repression or intelligence vs. privacy. To provide students with a solid basis in academic and professional skills, a Skills Lab will be organised in the first three blocks of the first year. The Lab is connected to the concurrently scheduled courses and will include tutorial guidance. The elective space (30 EC) in the third year offers students the opportunity to enrich their study programme according to individual needs and interests. This space can also be used to prepare for possible entry requirements of a specific master's programme, for a minor, an internship or studying abroad. The integrated projects in the first and third year give students the chance to apply the acquired knowledge and academic and professional skills. In the first year the case is a hypothetical multi/interdisciplinary field study provided by the lecturer, in the third year the real-life case is provided by a professional (organisation) and guided by a lecturer and tutor. The panel finds the programme structure to be well thought-out. It clearly reflects the intended profile and the aim to teach students to work in an interdisciplinary manner. The inclusion of the Skills Lab is a good choice. The panel has studied the course syllabi and study materials. They are up to date and comprehensive as

far as security is concerned, but there is much less material on safety and the integration of safety and security. The panel believes this balance must be improved.

In addition to the regular curriculum, students can take courses to enhance their proficiency in the Dutch or English language or to eliminate any deficiencies in statistics or mathematics. These courses are offered in January and June. Students can also attend one of the summer schools in The Hague or elsewhere. Throughout the year, BaSS will organise masterclasses, guest lectures, seminars and study visits. These initiatives aim to share state-of-the-art knowledge, stimulate an active and collaborative learning community and strengthen the relationship with the professional field. The panel appreciates these co-curricular activities.

Didactical approach

BaSS teaches students to look at society through a safety and security lense in order to signal, understand and analyse current and (near-)future security risks, and to determine strategies and approaches to mitigate these risks. The programme uses a three-phase approach in all courses: Explore-Understand-Do. First, students acquire basic knowledge and understanding of the historical, political, and cultural relevance of specific challenges, and learn about definitions, theories and key concepts relating to safety, security and risk. Next, students are exposed to various disciplinary lenses and perspectives on the same challenge. They learn to see that different disciplines ask different questions and focus on different elements of the same security challenge. Students will acquire the skill to break down complexities into a set of distinct, yet interrelated problems. Finally, students will synthesise the disciplinary knowledge: pointing out interlinkages between concepts, theories, ideas and insights from these disciplinary perspectives and merge these into an interdisciplinary, inclusive and extensive blend. They will learn how to address security challenges and work on finding governance responses, strategies and practices that can be used to mitigate risks and threats to acceptable levels. The panel appreciates this method to teach an interdisciplinary approach.

The panel also recognises that BaSS teaches students to become independent and critical professionals: the problem-based case studies, real-life projects, emphasis on information literacy and critical enquiry, combined with frequent writing and presentation assignments are useful methods to achieve this.

BaSS strives for an international classroom in which students can learn from each other and gain experience in different social and cultural skills. The programme aims to attract 35 per cent international students, with a minimum of 25 per cent. Teaching will be in English. The teaching staff emphasised in the interview with the panel that, even if the percentage of foreign students is lower than the intended 35 per cent, the international character of the programme will be guaranteed. In that case, the lecturers will have to play a more active role in introducing international examples and cases.

Guidance is set up to monitor, facilitate and promote the learning process of the students. At the start of the programme, small-scale tutor groups are formed, which will meet twice a week. Three times a year, an individual meeting is scheduled between the tutor and student. A student adviser is available in case of individual issues with an impact on study progress or a need for more detailed information on an internship, study abroad or advice on their future career. For psychological, legal and financial matters, a student can be referred to a student counsellor. An International Student Counsellor has been appointed specifically for

international students. The panel judges the didactical approach and guidance as strong points of the programme. The panel encourages the programme staff to further elaborate the three-phase approach (Explore-Understand-Do) in the Skills Lab and to ensure the balance between safety and security.

Admission

Dutch students who wish to enrol in BaSS must have a VWO diploma and participate in the matching procedure. International students must have a comparable diploma and a good command of the English language. They are not obliged to attend the matching procedure. The matching procedure consists of a SPOC (Small Private Online Course), a number of assignments and a test. Additionally, a MOOC (Massive Open Online Course) has been developed to attract prospective students and to give them a realistic view of the field of security studies and the programme. In the matching procedure the expectations and qualifications of the students are compared with the aim and content of the programme. The panel was given a short presentation of the SPOC during the site visit and thinks this is a useful tool, even if the resulting advice is not binding. It is especially valuable as a reflection tool. The panel, therefore, advises encouraging the international applicants to use the matching procedure as well. The panel also advises checking the level of English proficiency for Dutch students in the matching procedure and, if necessary, to refer them to the English courses provided by the university.

Staff

Two groups of academic staff are involved in BaSS: lecturers and tutors. Each course subject has a core lecturer with an academic background. Teaching is carried out mainly by core lecturers from Leiden University. For certain components of the programme, additional expertise will be engaged from guest lecturers from other universities and field organisations. The core lecturers are members of staff of the Faculty of Governance and Global Affairs (FGGA). The panel has looked into their CVs and concludes that they are well-qualified. They are active researchers and authorities in their fields. They are trained to lecture in English and to teach interdisciplinary courses. They are enthusiastic and eager, as was visible during the interviews. Their expertise, however, is almost exclusively in the field of security. For a programme that claims the combination of safety and security as a main characteristic of its profile, this is not acceptable. The inadequate number of lecturers with substantive expertise in safety also means that the contents and the study materials are insufficient in that area: the study books are focused on security and the literature on safety, as listed in the course syllabi, is not up to date. The appointment of at least 2 FTE of highly qualified staff with a strong background in safety, one of whom should be a full-time staff member at the level of an associate professorship, is essential for a successful implementation of the programme.

Junior teachers will be involved as tutors in the skills training in the first year (Skills Lab and Integrated Project 1). Tutors will have at least a master's degree in one of the core disciplines of BaSS. They will have basic knowledge in all of the courses they tutor and, depending on their background, be more expert in some courses. They will be guided by a senior tutor, who is a senior member of staff and is responsible for the coordination between the tutors. The tutors are prepared for their role in an introductory training session and meet regularly with the senior tutor and the programme management to exchange experiences and share good practices, and to give feedback on course content and effectiveness of the programme.

The panel appreciates the role of lecturers and tutors and the way they are prepared for their tasks. The quantity of staff is expected to be sufficient, with the proviso that more expertise is needed in the field of safety.

Services and facilities

Teaching will take place in the facilities of FGGA at Schouwborgstraat and Wijnhaven in The Hague. During a short tour, the panel could view the excellent new location at Wijnhaven, with its multifunctional spaces for small and large groups, student workstations, library and computer facilities. Students have access to all the virtual and other facilities of Leiden University, such as the (digital) library, the digital learning environment (Blackboard), study and student support, language courses etcetera. The Schouwborgstraat location houses the Living Lab with several multimedia facilities and the Wijnhaven building includes an Inspiration Lab which facilitates teamwork and innovative teaching methods.

The programme will include internships, for which the student adviser establishes contacts with companies and government organisations, both in the Netherlands and abroad. FGGA has appointed a career officer for all students within the Faculty. The housing office of Leiden University will assist international students in their search for a student apartment. The panel concludes that BaSS students will have full access to the necessary services and facilities.

Considerations

The proposed BaSS curriculum is well-structured and coherent. The three-phase model of Explore-Understand-Do and the Skills Lab are innovative and interesting methods to teach students to analyse problems in the area of safety and security in an interdisciplinary and integrated manner. The panel encourages the staff to elaborate this in greater detail to ensure that it works out as imagined. The matching procedure as part of the admission and enrolment process is obligatory for Dutch students. Since it is such a useful reflection tool, the panel believes it should be advised to international students as well. For Dutch students, a test of English is not legally required, but a check on their English proficiency is advisable, so that any deficiencies in that area can be remedied before the start of the programme. The facilities and services for students are good. The core lecturers who are currently available for the programme, are well-qualified and enthusiastic to start the BaSS programme. Their expertise is reflected in the course syllabi and up to date reading materials, but it is clear from studying the materials that the focus is almost completely on security. The panel has ascertained in its meeting with the programme management that the integration of safety and security is an essential element of the programme's profile and will be made more explicit in the intended learning objectives (see 4.1). The present staff is not sufficient to implement the proper balance between security and safety, since their expertise is mainly in the domain of security. Collaboration with the Delft University of Technology cannot compensate this sufficiently. The panel, therefore, considers it necessary to appoint additional staff to cover safety. The programme management informed the panel that they agree on this point and that, in fact, steps are already taken to this effect. The panel adds that this appointment should be substantial enough to ensure the balance between security and safety, both in quantity and quality. The panel thinks at least two full-time equivalents are needed. One of the appointments should be a full-time position at the level of an associate professorship. The new staff would be able to bring in relevant and up to date literature on safety, which the panel found lacking at the moment. Summing up, the panel assesses the teaching-learning environment as positive in all respects, except the

insufficient number of staff members in the domain of safety. The programme, therefore, partially meets the standard.

Conclusion

Partially meets the standard.

4.3 Assessment: Standard 3

The programme has an adequate assessment system in place.

Outline of findings

The system of assessment for BaSS is based on the policy of Leiden University and the Faculty Assessment Plan of FGGA. The basic quality principles of assessment are that assessment is valid, reliable and transparent, and that there is an aligned set of learning outcomes, educational methods and assessment. The assessment rules are set out in the Course and Examination Regulations (*Onderwijs- en Examenregelingen, OER*) and in the Rules and Regulations of the Board of Examiners ('Regels en Richtlijnen Examencommissie', R&R). The panel has studied the preliminary OER and found them to be adequate.

A variety of assessment methods will be employed: written examinations, computer-based or online assessments, essays and papers, oral presentations, project reports, thesis, peer- and self-assessment and (digital) portfolios. The Board of Examiners informed the panel that a combination of at least two assessment methods will be used in each course. Formative assessment will be especially apparent in the Skills Lab. Students complete the bachelor's programme with the final project which consists of the Integrated Project 2 and the thesis. The integrated project 2 is a group assignment. Under the guidance of a lecturer and a professional, students will study a real-life and complex security challenge of a national or international public or private organisation in The Hague, and use their knowledge and skills at the interface of science, business and society to develop a policy advice or a strategy. The outcomes of this advice can be used as input for the development of a related individual research question for the thesis. The panel appreciates the wide variety of assessment methods and finds this appropriate for the broad range of learning objectives. During the site visit the panel has studied a number of examinations including assessment criteria and found them to be of the right level. The panel notes that the assessment of the students' interdisciplinary competences in the thesis may require additional expertise from supervisors and examiners. It is advisable to consider how an independent thesis assessment can best be organised.

The Board of Examiners of BaSS consists of a multidisciplinary team of four lecturers, who have gained experience in other Boards of Examiners and have followed a training course provided by ICLON, the university's graduate school in teaching. The Board of Examiners' main task is to establish in an independent, objective and expert manner whether students meet the criteria for obtaining a degree. It is responsible for assuring the quality of examinations, taking appropriate measures in cases of cheating or fraud, monitoring the implementation of the OER, appointing examiners, issuing and signing certificates, and handling students' appeals against decisions by the examiner. In the interview with the panel, the Board explained that it intends to play a pro-active role and set a high standard for assessment in the BaSS programme. In the first year of BaSS, the Board will check all

assessments and provide feedback to the examiners. If necessary, the Board can call on other experts if additional substantive knowledge is needed. The panel is positive about the Board of Examiners and the active role it wants to exercise.

Considerations

The panel concludes that the programme will have a good assessment system in place. The variety of assessment methods, both within and across courses, will be useful to guide the students' learning process and to test their results. The Board of Examiners is well-prepared for its task and has developed clear ideas about how they can promote and ensure that the BaSS teaching team will implement high-quality assessments. Given the broad range of disciplines in BaSS, the panel advises developing a suitable way to assess a variety of theses.

Conclusion

Meets the standard.

4.4 Graduation guarantee and financial provisions: Standard 4

The institution guarantees students that they can complete the entire curriculum and makes sufficient financial provisions available.

Outline of findings

The Board of Leiden University guarantees that students who enrol in the BaSS programme are able to complete the entire curriculum and makes sufficient financial provisions available for this purpose.

The programme is expected to have a cost recovery in the fifth year. Investments in the development of the new programme and run deficits in the first years will be absorbed within the university's budget.

Considerations

The panel concludes that sufficient guarantees are laid down in the formal documents.

Conclusion

Meets the standard.

4.5 Conclusion

The panel has found that the intended learning outcomes (standard 1), the assessment system (standard 3) and the graduation guarantee and financial provisions (standard 4) meet the criteria. Regarding the teaching-learning environment (standard 2), the panel is positive about most aspects of the structure and contents of the curriculum, the didactical approach, the admission procedure, the quality of staff in the domain of security and the services provided to students. The panel has found a major point of improvement, however, that needs to be addressed before the programme can be accredited unconditionally. Given the fact that the integration of safety and security is seen as a vital element of the BaSS programme and that this will be made explicit in the intended learning outcomes, the staff needs to be expanded to include more expertise in the field of safety. The panel expects that this issue can be resolved within a reasonably short time and that the new staff will be able to ensure more up to date and comprehensive study materials in the area of safety.

Pending this improvement, the panel concludes that the programme partially meets standard 2. The panel has also formulated a number of recommendations. These are not meant to disqualify the programme, but to help in further improving it.

On the basis of the outcomes per standard, the quality of the programme is assessed as conditionally positive.

4.6 Condition and recommendations

Condition:

- appoint a sufficient number of staff with a strong background in safety. One of the appointments should be a full-time position at the level of an associate professorship.

Recommendations:

- establish an advisory body to keep in touch with the needs of the professional organisations;
- encourage the international applicants to use the matching procedure as a reflection tool as part of the application procedure;
- check the level of English proficiency of Dutch students in the matching procedure and, if necessary, refer them to the English courses provided by the university;
- consider how an independent interdisciplinary thesis assessment can best be organised.

5 Overview of the assessments

Standard	Assessment
1. Intended Learning outcomes <i>The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements</i>	Meets the standard
2. Teaching-learning environment <i>The curriculum, staff and programme-specific services and facilities enable incoming students to achieve the intended learning outcomes.</i>	Partially meets the standard
3. Assessment <i>The programme has an adequate assessment system in place.</i>	Meets the standard
4. Graduation guarantee and financial provisions <i>The institution guarantees students that they can complete the entire curriculum and makes sufficient financial provisions available.</i>	Meets the standard
Conclusion	Conditionally positive

Annex 1: Composition of the panel

Prof. dr. Josse Van Steenberge (chair) werd geboren te Gent op 24 april 1944. Na zijn middelbare studies (Grieks-Latijn) aan het Sint-Lievenscollege in Gent, ging hij studeren aan de KU Leuven. In 1967 werd hij doctor in de Rechten en haalde in 1971 nog de diploma's van licentiaat in het sociaal recht en in de politieke en sociale wetenschappen. In 1975 haalde hij het diploma van geaggregeerde in het hoger onderwijs. Vanaf 1972 werd hij docent aan de UIA, en in 1977 werd hij tot Gewoon Hoogleraar benoemd. Zijn specialiteit was vooral het Sociaal zekerheidsrecht. In 1995 werd hij de laatste rector van de UIA. Josse Van Steenberge is in februari 2010 met emeritaat gegaan. In de jaren daarna stond hij aan de wieg van de per 2012 gestarte multidisciplinaire wo-masteropleiding Veiligheidswetenschappen van de Universiteit Antwerpen, gericht op het opleiden van onderzoekers, beleidsmakers of managers in veiligheid.

Prof. dr. Ira Helsloot is hoogleraar Besturen van Veiligheid aan de Radboud Universiteit Nijmegen. Ook is hij editor van het *Journal of Contingencies and Crisis Management*. Hij is oorspronkelijk gepromoveerd als wiskundige, maar houdt zich sinds 1994 bezig met onderzoek naar rampenbestrijding, crisisbeheersing en fysieke veiligheid. Van 2006 tot en met 2011 was hij hoogleraar Crisisbeheersing en Fysieke veiligheid aan de Vrije Universiteit in Amsterdam. Hij werkte tot 2003 bij het Nederlands Instituut voor Brandweer en Rampenbestrijding laatstelijk als hoofd expertise en onderzoek. Van 2003 tot 2007 werkte hij als directeur crisis en veiligheid bij het COT Instituut voor Veiligheids- en crisismanagement. Van 2005 tot 2008 was hij (interim) hoofd rampenbeheersing bij de regionale brandweer Amsterdam-Amstelland. Vanaf 2008 tot 2010 was hij daar lid van de korpsleiding met de portefeuille strategie en innovatie crisisbeheersing.

Mr. Rob Duiven is hoofd van de analyse-afdeling Natuurlijke, Technische en Maatschappelijke Dreigingen van de Nationaal Coördinator Terrorismebestrijding en Veiligheid (NCTV). Hij is onder meer verantwoordelijk voor de totstandkoming van het vierjaarlijkse Nationaal Veiligheidsprofiel (voorheen de Nationale Risico Analyse) dat het analytisch fundament vormt van de Strategie Nationale Veiligheid. De heer Duiven heeft straf- en privaatrecht gestudeerd aan de Rijksuniversiteit Groningen en heeft gedurende zijn loopbaan uiteenlopende functies vervuld binnen het veiligheidsdomein, waaronder: plv directeur Beveiliging bij de Binnenlandse Veiligheidsdienst; Hoofd van het Nationaal Crisiscentrum en plv directeur Crisisbeheersing bij het ministerie van het ministerie van Binnenlandse Zaken en Koninkrijksrelaties; plv directeur Regie, hoofd Inspectie Beveiliging Burgerluchtvaart en kwartiermaker (eerste) Cyber Security Strategie bij de Nationaal Coördinator Terrorismebestrijding; programmamanager Aanpak Jihadisme bij de NCTV.

Ed Mallens BSc, BBa, CRM is risk manager van de Gemeente Roosendaal geweest en secretary general van PRIMO Europe (Public Risk Management Organisation in Europe), oprichter/ eigenaar van Stichting Vakontwikkeling Risk Management, SVRM en directeur van SEARBV (riskmagisters en managers van onzekerheid). Ook is hij voorzitter van de NEN-normcommissie 'Risicomanagement'. Deze commissie heeft actief bijgedragen aan de ontwikkeling van ISO 31000, ISO Guide 73 en ISO 31004. Hij is thans deels werkzaam als senior consultant Governance en Risk Management en doceert en publiceert over het vakgebied. Daarvoor heeft hij in verschillende leidinggevende en adviesfuncties bij het Havenbedrijf Rotterdam gewerkt op het gebied van risk- en insurancemanagement, projectmanagement, droge infrastructuur en informatievoorziening. De heer Mallens is lid

geweest van het TNO-panel dat in 2014 de postinitiële wo-masteropleiding Veiligheidszorg, Recht en Bestuur van de RU Nijmegen heeft gevisiteerd. Ook heeft hij deel uitgemaakt van QANU-panels.

Nienke Bach Kolling BSc studeert Onderwijskunde aan de Universiteit Twente en volgt tevens de lerarenopleiding basisonderwijs aan Hogeschool Saxion. Zij was eerder voorzitter en onderwijscommissaris bij de studievereniging voor Psychologie en Onderwijskunde en student-lid van de opleidingscommissie. Mevrouw Bach Kolling heeft ruime ervaring in het toetsen van opleidingen en instellingen als student-lid van panels van de NVAO.

Assisting staff:

- Dr. Marianne van der Weiden, secretary to the panel
- Drs. Ed Lansink, policy advisor NVAO and process coordinator

All panel members and the secretary signed a declaration of independence and confidentiality prior to the assessment process.

Annex 2: Schedule of the site visit

Date: Friday 9 December 2016

Location: Leiden University, Faculty Governance and Global Affairs, Schouburgstraat 2,
The Hague

Agenda:

08.45 – 9.00 Reception by the Dean of FGGA, Prof. dr. Kutsal Yesilkagit

09.00 – 10.00 Preparatory meeting panel (closed session)

10.00 – 11.00 Meeting with members of the Faculty Board and Programme Board

- Dr. Johannes Magliano-Tromp, member of the Faculty Board
- Drs. Jolanda Riel, member of the Faculty Board
- Prof. dr. Edwin Bakker, Scientific director of the Institute of Security and Global Affairs
- Dr. Ruth Prins, Programme director of the bachelor Security Studies

11.00 – 11.15 Short break

11.15 – 11.45 Meeting with representatives from relevant public and private organisations

- Drs. Michel Rademaker, plv. directeur The Hague Centre for Strategic Studies
- Yvette Westerveld, plv. directeur afd. Veiligheid Gemeente Den Haag
- Dirk Hoogenboezem, programmaleider Landelijke Recherche
- Prof. dr. ir. Marjolein van Asselt, lid Onderzoeksraad voor Veiligheid, tevens hoogleraar Risk Governance aan de Universiteit Maastricht

11.45 – 12.15 Meeting with members of the Examination Board

- Dr. Esther Keymolen, assistant professor Philosophy of Technology, E-Law
- Dr. Marieke Liem, associate professor Forensic Psychology ISGA, chair of the Board
- Prof. dr. Jos Schaecken, professor Slavic and Baltic languages and Cultural History
- Drs. Mireille Snels, secretary of the Examination Board

12.15 – 13.00 Lunch (closed session)

13.00 – 14.00 Site visit at location Wijnhaven, the new home of ISGA/FGGA, including a short presentation of the MOOC and SPOC Security Studies

14.00 - 14.45 Meeting with the teaching staff

- Dr. Bibi van den Berg, associate professor Cyber Security and educational director at the Institute of Security and Global Affairs

- Dr. Jelle van Buuren, assistant professor Terrorism, Crisis Management and Political Violence
- Dr. Alistair Reed, assistant professor Terrorism, Insurgency and Conflict Studies, Institute of Security and Global Affairs and ICCT
- Prof. dr. Jan van den Berg, professor Cyber Security at Delft University of Technology and Leiden University, ISGA
- Dr. Sanneke Kuipers, associate professor Crisis Management, Evaluation and Accountability, Institute of Security and Global Affairs
- Mr. Sergei Boeke, research fellow Law and International Relations, Institute of Security and Global Affairs
- Dr. Anouk van Leeuwen, assistant professor , Institute of Security and Global Affairs

14.45 - 14.00 Short break

15.00 – 15.15 Internal meeting of the panel (closed sessions)

15.15 – 15.30 Second meeting with Programme Board

- Dr. Johannes Magliano-Tromp, member of the Faculty Board
- Prof. dr. Edwin Bakker, Scientific director of the Institute of Security and Global Affairs
- Dr. Ruth Prins, Programme director of the bachelor Security Studies

15.30 – 16.15 Conclusive meeting of the panel (closed session)

16.15 – 16.30 Preliminary feedback of panel findings

Annex 3: Documents reviewed

Programme documents presented by the institution

Information Dossier

Additional documents:

- Addendum information dossier (in Dutch)
- Tutor Manual Skills Lab
- Tutorial Plan Skills Lab part 1
- Matching procedure bachelor Security Studies (in Dutch)
- Besluit OCW Security Studies (in Dutch)

Documents made available during the site visit

- Manual Assessment for Board of Examiners, including:
 - o Regels en Richtlijnen Examencommissie BaSS
 - o Jaaragenda 2017 Examencommissie
 - o Huishoudelijk Reglement
 - o Verslag eerste vergadering Examencommissie
 - o Rol en taken Examencommissie
 - o Kwaliteitsborging Toetsing: een handreiking voor examencommissies
 - o Facultaire toetsplan
 - o Assessment matrix BaSS
- Manual Assessment for Lecturers, including:
 - o Information Lecturers on Assessments
 - o OER
 - o Regels en richtlijnen examencommissie BaSS
 - o Het facultaire toetsplan en de opleidingsspecifieke uitwerking ervan (Assessment matrix BaSS)
 - o Richtlijnen voor de beoordeling van de bachelorproef
 - o Tips for tests
 - o Turnitin Manual
- Diverse literatuur jaar 1:
 - o Boeken
 - o Artikelen
- Overige documentatie:
 - o Tutor Manual
 - o Brochure Onderwijskwaliteit FCDH
 - o Informatie over veranderde rol OLC
 - o Onderwijsvisie UL
 - o Matchingsprocedure
 - o CDHO dossier
- Voorbeelden van toetsen, inclusief de beoordelingscriteria en toetsmatrijzen

Annex 4: List of abbreviations

ba	bachelor
BaSS	Bachelor of Security Studies
EC	European Credit
FGGA	Faculty of Governance and Global Affairs
hbo	hoger beroepsonderwijs
ISGA	Institute of Security and Global Affairs
ma	master
MOOC	Massive Open Online Course
NVAO	Nederlands-Vlaamse Accreditatieorganisatie
OLC	Opleidingscommissie
SPOC	Small Private Online Course
wo	wetenschappelijk onderwijs

The panel report has been ordered by NVAO for the initial accreditation of the programme wo-bachelor Security Studies of Leiden University.

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