

Bachelor Global Responsibility and Leadership University College Fryslân

Report of the limited programme assessment and the assessment of the distinctive feature Small-scale and intensive education

18-19 May 2022

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Assessment Agency for Higher Education

Colophon

Programme

University College Fryslân (University of Groningen)
Bachelor of Science Global Responsibility and Leadership
Location: Leeuwarden
Mode of study: full-time
Croho: 59327
Result of institutional assessment: positive

Panel

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The panel was presented to the NVAO for approval.

The assessment was conducted under responsibility of
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Summary

On 18 and 19 May 2022 an assessment committee of AeQui visited the Bachelor of Science programme Global Responsibility and Leadership (GRL) at the University College Fryslân in Leeuwarden. Standing in the tradition of Liberal Arts and Sciences education, GRL thematically emphasises the Sustainable Development Goals and focuses on responsibility and leadership, global as well as personal. It offers students an academic grounding in various disciplines, as well as opportunities to apply the newly acquired knowledge in society. For its assessment the committee has used the 2018 framework for limited programme assessment, as well as the additional criteria for the distinctive feature Small-Scale and Intensive Education formulated in the 2016 NVAO publication. The committee judges that the bachelor GRL meets each programme quality standard and every small-scale and intensive education criterion; hence it considers that the overall quality of the programme and its distinctive feature are **positive**.

Intended learning outcomes

The bachelor programme Global Responsibility and Leadership aims to train students to contribute to solving current and future global challenges and create value through science. With the SDGs as a red thread woven throughout the programme, students learn about Human and Social Sciences, Natural Sciences, Information Technology and their interfaces, and focus on responsible leadership development at personal and professional level. In doing so, GRL takes up a unique position in the Dutch higher education landscape. It befits the University College philosophy and aligns with the strategic vision of the Campus Fryslân and the University of Groningen. Its profile is highly specific, timely and appealing to national and international students with different educational backgrounds. The intended learning outcomes are anchored in relevant educational frameworks and their structure and contents reflect the particularities of the programme profile. Moreover, the set of ILOs are formulated in such a way that they do justice to the domain, level and orientation of the programme. The committee judges that the BSc Global Responsibility and Leadership **meets the standard**.

Teaching and learning environment

The programme's teaching and learning environment is robust. There is a clear link between the curriculum and the profile of the programme, as well as between the course goals and the programme learning outcomes. The didactic approach in GRL reflects the intensive and multidisciplinary character of the programme. The many international staff and students underline the international character of the programme and support the choice of English as

language of instruction. The programme features a good number of qualified scientific and professional staff, who are committed to their tasks and to the students. Students from their side form a true community of learners across cohorts, which has proved its worth at times of the COVID-19 pandemic. There is a strong quality culture within the programme and among its stakeholders: recommendations from student feedback, midterm reviews or accreditation visits are taken seriously and lead to effective change. The committee judges that the BSc Global Responsibility and Leadership **meets the standard**.

Assessment

The assessment system of the programme is well embedded in the central policies and procedures of the University of Groningen. The assessment for learning principle is a key feature of assessment at GRL and effectively operationalised in the courses. The variety of assessment types and the attention to feedback in the GRL curriculum stand out as particularly positive elements. The review of end-level product evaluation forms shows that the evaluation criteria are relevant and that the rubrics in the forms are formulated adequately. Moreover, the programme is in good hands when it comes to assuring the quality of assessment: the Board of Examiners is highly experienced and performs its tasks professionally and meticulously. The committee judges that the BSc Global Responsibility and Leadership **meets the standard**.

Achieved learning outcomes

The programme is set up in such a way that students, irrespective of the study path they chose, can

demonstrate that they achieve the intended learning outcomes. This consideration is not only based on a systematic review of the GLR matrix but is also demonstrated – and verified by the assessment committee - through the quality of the end-level products and the careers GRL graduates pursue after their bachelor programme. The committee judges that the BSc Global Responsibility and Leadership **meets the standard**.

Small-scale and intensive education

The practice-based assessment has demonstrated that small-scale and intensive education (SSIE) is an integral part of the philosophy and approach of the bachelor programme Global Responsibility and Leadership. The programme sets a very strong example of what intended learning outcomes look like in an academic bachelor programme with the distinctive feature SSIE. Its curriculum and the extra-curricular activities are consistent with each other and with the learning outcomes of the programme. The teaching and learning environment of GRL is strongly attuned to the profile of the programme and the principles of small-scale and intensive education. Its admission and selection process is very apt at identifying students who thrive in a demanding small-scale community-oriented intensive bachelor programme. Student progress – be it measured through drop-out rate, positive BSA, or nominal success rate - is very high. A sufficient number of good quality scientific and professional staff deliver the curriculum and students can rely on extensive academic and study advice services. The physical learning environment at the renovated Beurs building is excellent and facilities are very well suited for delivering this SSIE programme. Students who successfully pass all GRL course components achieve the intended learning outcomes and pursue relevant and

ambitious academic pathways. The committee judges that the BSc Global Responsibility and Leadership **meets all criteria of the distinctive feature** small-scale and intensive education.

Recommendations

The assessment committee has issued a positive judgement on the quality of each programme standard and distinctive feature criterion. Nonetheless the committee sees room for improvement in a number of areas. The following suggestions constitute no formal recommendations but points for consideration that were addressed during the site visit and reported in the respective assessment standards and criteria. The committee advises the GRL programme to:

- pay explicit attention to Liberal Arts and Sciences domains in the (foundational) courses;
- articulate and refine the Leadership component;
- connect more the local and the global dimension in the course contents, projects and extracurricular activities;
- engage more senior scientific staff in the programme;
- enhance the opportunities for staff professionalisation regarding small-scale and intensive education pedagogies;
- strengthen in-house expertise on assessment;
- make optimal use of the evaluation forms providing detailed, timely, insightful and balanced feedback;
- raise the overall quality of the Capstone thesis paying more attention to theory and its application in the curriculum;
- monitor that in case of growth, the staff-student ratio remains in line with what can be expected of a small-scale intensive education programme.

In sum, the assessment committee has established that the GRL programme meets all four NVAO standards, as well as all seven criteria of the distinctive feature small-scale and intensive education. As a result, its overall assessment of both the programme and its distinctive feature is positive. The committee therefore issues a positive advice to NVAO regarding the accreditation of the bachelor programme Global Responsibility and Leadership and the award of the distinctive feature small-scale and intensive education at the University College Fryslân in Leeuwarden.

On behalf of the entire assessment committee, Utrecht, July 2022

Barbara Oomen
Chair

Mark Delmartino
Secretary

Introduction

The BSc Global Leadership and Responsibility (GRL) is an English-taught three-year full-time programme of 180 EC. It is taught at the University College Fryslân (UCF) in Leeuwarden. UCF is part of Campus Fryslân, the eleventh faculty of the University of Groningen. GRL adopts a multi-, inter- and transdisciplinary approach towards input from Human and Social Sciences, Natural Sciences, Information Technology and their interfaces. As a programme on Global Responsibility and Leadership, it focuses on responsible leadership development at personal and professional level; the United Nations' Sustainable Development Goals (SDGs) constitute a red thread throughout the programme. Having started in September 2018, the programme is in its fourth year of operation: a first cohort of 17 students graduated in summer 2021 and about 200 students are currently enrolled in GRL. The committee was tasked to assess both the quality of the programme and its distinctive feature small-scale and intensive education.

Institution

The bachelor of science Global Responsibility and Leadership (GRL) is taught at University College Fryslân (UCF) in Leeuwarden. UCF is part of Campus Fryslân, the eleventh faculty of the University of Groningen. The mission of Campus Fryslân and its University College is to prepare students for an increasingly interconnected and globalising world, to contribute to the advancement of knowledge and to establish local and global connections with private and public stakeholders. This mission is aligned with the strategic plan of the University of Groningen which sets out to stimulate learning and research in an interdisciplinary setting.

Campus Fryslân is managed by the Faculty Board, which consists of the Dean, the Managing Director and an advising student assessor. The Faculty's Extended Board includes also the Research Department Heads and the UCF programme director, who are all appointed by the Faculty Board. At the time of the site visit in spring 2022, the Faculty hosts four programmes and four research centres.

UCF offers one of these four programmes, the BSc Global Responsibility and Leadership. The University College is managed by the UCF College Board featuring the GRL programme director and the coordinators of the three programme Majors.

Programme

The BSc Global Responsibility and Leadership is an English-taught three-year full-time 180 EC programme. It adopts a multi-, inter- and transdisciplinary approach towards input from Human and Social Sciences, Natural Sciences, Information Technology and their interfaces. As a programme on Global Responsibility and Leadership, it focuses on responsible leadership development at personal and professional level; the United Nations' Sustainable Development Goals (SDGs) constitute a red thread throughout the programme.

GRL started in September 2018 after obtaining a positive initial accreditation decision from NVAO for both the programme and its distinctive feature small-scale and intensive education (SSIE). In spring 2022, the programme is in its fourth year of operation: a first cohort of 17 students graduated in summer 2021 and about 200 students are currently enrolled in GRL.

The programme consists of a common core curriculum and three Majors: Responsible Governance, Responsible Humanity and Responsible Planet. Currently, each Major features two tracks (Economics and Political Science; Global Health and Psychology; Earth & Environment and Energy) while students can also opt to combine their Major with tracks from other majors and programme-wide tracks on Data Science, Knowledge Systems for Sustainability or Cultural Studies.

Having run the entire programme once, UCF organised a midterm review in October 2021. The findings from this review served as input for the further development of the programme, as well as for the self-evaluation report in view of the external assessment visit.

Assessment process

University College Fryslân (UCF) assigned AeQui Nederland to perform a quality assessment of its bachelor programme Global Responsibility and Leadership as well as the programme's small-scale and intensive educational approach. In close co-operation with the programme management, AeQui convened an independent and competent assessment committee. The committee members are introduced in attachment 1. A preparatory meeting with representatives of the programme was held to exchange information and plan the date and programme of the site-visit.

In the run-up to the site visit, the assessment committee members studied the programme's self-evaluation report and reviewed a sample of Capstone projects and Living Lab research assignments. Their first impressions on the self-evaluation report and the end-level products formed the basis for discussion during an online preparatory meeting on 9 May 2022, and guided their questions during the site visit.

Prior to the visit, the committee held an Open Consultation Hour for students, teaching and

support staff; eventually nobody used the opportunity to speak individually and confidentially with the committee. The site visit in Leeuwarden was carried out on 18 and 19 May 2022 according to the programme presented in attachment 2. Initiated by the programme, the visit also featured a Development Dialogue. The results of this development dialogue have no influence on the assessment presented in this report.

Furthermore, the programme put at disposition many relevant materials which served as background information for the assessment committee before and during the visit. An overview of these materials is listed in attachment 3.

The committee has assessed the programme in an independent manner; at the end of the visit, the chair of the assessment committee presented the initial findings of the committee to representatives of the programme and the institution.

In the current document, the committee reports on its findings, considerations and conclusions according to the NVAO framework for limited programme assessment. In a separate section, the assessment committee also describes the programme's performance on the criteria for the distinctive feature Small-Scale and Intensive Education as formulated in the NVAO publication dated May 2016. A draft version of the report was sent to the programme management in June 2022; its reactions have led to this final version of the report.

1. Intended learning outcomes

The bachelor programme Global Responsibility and Leadership aims to train students to contribute to solving current and future global challenges and create value through science. With the SDGs as a red thread woven throughout the programme, students learn about Human and Social Sciences, Natural Sciences, Information Technology and their interfaces, and focus on responsible leadership development at personal and professional level. GRL takes up a unique position in the Dutch higher education landscape. It befits the University College philosophy and aligns with the strategic vision of the Campus Fryslân and the University of Groningen. Its profile is highly specific, timely and appealing to national and international students with different educational backgrounds. The intended learning outcomes are anchored in relevant educational frameworks and their structure and contents reflect the particularities of the programme profile. Moreover, the set of ILOs are formulated in such a way that they do justice to the domain, level and orientation of the programme. According to the committee, **the programme meets this standard.**

Findings

Profile

According to the self-evaluation report, the bachelor programme Global Responsibility and Leadership aims to train students to contribute to solving current and future global challenges and create value through science. To this effect, the programme offers students an academic grounding in various disciplines, as well as opportunities to apply the newly acquired knowledge in society. Moreover, GRL students broaden and develop their personal attitudes and skills, learn to think critically, and are educated to address complex problems in an interdisciplinary and integrative way. In this way students become graduates who are self-reflective leaders with the necessary skills to operate in an international and intercultural context.

The assessment committee gathers from the written materials and the discussions on site that the bachelor GRL, in its policies, definitely lives up to the high expectations raised by this profile. The programme's orientation is aligned with the United Nations' Sustainable Development Goals (SDGs), which express the main global challenges of our times, and covers relevant disciplinary domains to align with the objectives set in these SDGs. Moreover, the programme does a very good job in recognising that global responsibility and leadership also requires a range of transver-

sal skills. As a result, the programme indeed consciously prepares students to become the leaders of tomorrow: GRL does not focus only on knowledge but also on a wide range of 21st century skills, including critical reflexivity and taking individual responsibility.

Moreover, the committee recognises that the GRL programme is quite unique in the Netherlands and beyond. Whereas it stands within the tradition of Liberal Arts and Sciences education, which forms the core of the growing family of Dutch and European University Colleges, this intensive honours bachelor programme thematically emphasizes the SDGs and puts a strong and explicit focus on responsibility, global as well as personal. This makes this programme innovative, creative, refreshing and in line with current and future needs. The discussions on site demonstrate that students and alumni opted for this programme because of its particular profile: several (former) students indicated that they were attracted by the interdisciplinary character of the programme, its focus on the SDGs and the attention to environmental awareness and global health.

According to the committee, the programme title is both vague and precise: as one student put it, "it takes time to explain to my friends what I am studying, but once you are in the programme, it is crystal clear what you are doing." Discussing with the programme team a possible change of title to attract more applicants, the committee

thinks it is worth keeping the title because it sets the programme apart in the higher education landscape in the Netherlands and beyond. Moreover, through this programme UCF takes up a unique position among the Dutch University Colleges that avoids competition. The discussions with students and alumni demonstrate according to the committee that the programme attracts a particular student audience that is happy to have found a programme that matches their interests and that has not necessarily compared – let alone balanced – the offer at UCF with other Liberal Arts and Sciences programmes across the Netherlands.

Learning outcomes

The GRL programme consists of 18 intended learning outcomes (ILOs), which are structured around four categories: knowledge, integrative and applied learning, intellectual and practical skills, and personal and social responsibility. These four categories follow the so-called Essential Learning Outcomes that according to the American Association of Colleges & Universities define the knowledge and skills gained from a liberal education and provide a framework to guide students' cumulative progress. When formulating the ILOs, the programme development team also took into account the European-wide Dublin Descriptors at bachelor level and the domain-specific reference framework for Liberal Arts and Sciences (LAS) in the Netherlands. The latter framework focuses explicitly on interdisciplinary approaches, research application of knowledge and personal skills development.

The self-evaluation report mentions that the learning outcomes have hardly changed since the initial programme accreditation in 2017. The committee endorses this statement because the programme ILOs have been and continue to be well embedded in the above-mentioned Dutch, European and global (American) educational frameworks. Moreover, the formulation of the 18 ILOs continues to do justice to the profile and the key components of GRL. Looking at the formulation of the individual learning outcomes, the

committee thinks that the statements align with the domain (GRL), level (bachelor) and orientation (academic) of the programme.

According to the committee, the learning outcomes of GRL are comprehensive, logically structured, formulated in good detail and all together more extensive than the frameworks from which they draw inspiration. The committee thinks the attention to IT-skills is both topical and admirable. Moreover, the SDGs have a specific place in mastering knowledge. Through this focus on the SDGs the programme prepares students for not only the needs of the professional field of today, but also those of the world at large, encouraging them to view societal problems from a local-global perspective. Similarly, the committee appreciates that integrative and applied understanding is formulated as a specific objective, and that there is ample attention for personal and social responsibility. The emphasis on students developing critical reflexivity and individual responsibility is also important because these are critical elements in achieving responsible leadership.

Considerations

The committee considers that the bachelor programme Global Responsibility and Leadership takes up a unique position in the Dutch higher education landscape. The programme befits the University College Fryslân and aligns with the strategic vision of its parent institutions, the Campus Fryslân in Leeuwarden and the University of Groningen.

The profile of GRL is highly specific and this specificity is clearly spelled out in the programme materials and in the communication to (potential) students. While it may not be easy to 'find' the programme in the sense that the range of domains and the central theme of the programme are usually not offered in one (undergraduate) degree programme, the committee thinks highly of the GRL profile as it is timely and appeals to a

wide range of students with different educational backgrounds.

The intended learning outcomes are anchored in relevant educational frameworks and their structure and contents reflect the particularities of the programme profile. Moreover, the set of ILOs are formulated in such a way that they do justice to

the domain, level and orientation of the programme.

Based on the interviews and examination of the underlying documentation, the assessment committee concludes that the BSc Global Responsibility and Leadership **meets standard 1, intended learning outcomes.**

2. Teaching and learning environment

The programme's teaching and learning environment is robust. There is a clear link between the curriculum and the profile of the programme, as well as between the course goals and the programme learning outcomes. The didactic approach in GRL reflects the intensive and multidisciplinary character of the programme. The many international staff and students underline the international character of the programme and support the choice of English as language of instruction. The programme features a good number of qualified scientific and professional staff, who are committed to their tasks and to the students. Students from their side form a true community of learners across cohorts, which has proved its worth at times of the COVID-19 pandemic. There is a strong quality culture within the programme and among its stakeholders: recommendations from student feedback, midterm reviews or accreditation visits are taken seriously and lead to effective change. In addition to these positive considerations, there is room for more explicit attention to Liberal Arts and Sciences domains in the (foundational) courses, for a better articulation of the leadership component, and for a stronger connection between the local and the global dimension in the course contents. Moreover, the programme team could do with some more senior scientific staff and enhance the opportunities for staff professionalisation in the form of continuous education. According to the committee, **the programme meets this standard.**

Findings

Programme

The BSc Global Responsibility and Leadership is offered as a three-year full-time programme which amounts to 180 EC. The first year mainly consists of broad foundational courses in which students are introduced to different approaches and conceptual frameworks and start building their research and leadership skills. At the end of the first year, students choose one of three Majors – responsible governance, responsible humanity or responsible planet – and follow two 5 EC courses in their major. In the second year, students focus on courses that relate to their major and the major-specific or curriculum-wide track of their choice. Moreover, there is increased attention to the leadership learning line culminating in a Living Lab research internship at the end of the second year. The third year consists of a 30 EC Minor period in the fifth semester, 20 EC of Major electives and a Capstone thesis of 10 EC.

Prior to the site visit, the assessment committee studied the foundational course syllabi as well as the materials on the Leadership learning line. During the visit, the committee was provided with additional materials on staffing, teacher curricula

and professional education. According to the committee, the GRL programme is structured logically and the different curriculum components are relevant. Moreover, the curriculum constitutes a proper operationalisation of the profile and the learning outcomes of the programme. The Minor period is designed in such a way that students have plenty of choice to deepen or broaden their academic interests at UCF, in Groningen or at other universities in the Netherlands or abroad. The committee gathers from the overview of minors taken by the first two student cohorts that – notwithstanding the limitations of the pandemic – students 'filled' this period in very different and personalised ways. Several alumni mentioned during the visit that they used the minor period as a direct preparation for their graduate studies.

Compared to the curriculum presented at the time of the initial accreditation, the committee notices that the GRL programme is now more structured and internally consistent. Moreover, students now have more choices in elective courses and tracks. The committee is satisfied with the way in which the GRL programme team has taken on board the recommendations of the initial accreditation panel.

Nonetheless, the committee also notices that there is room for further improvement in the curriculum. According to the committee, the claim of the programme (in the self-evaluation report) that it is embedded in the philosophy and tradition of liberal arts and sciences (colleges), is not yet clearly visible in the course contents and certainly not in the course titles. It is obvious to the committee that the programme offers a multidisciplinary approach (to topics of governance, humanity and planet) but the attention to more traditional Liberal Arts and Sciences domains needs to be strengthened in the curriculum in general, and in the foundational courses in particular. This is especially relevant considering the concept of “responsibility” is currently a contested term among theorists, politicians and ideologues; to understand the theoretical background of this rich and contentious debate requires theoretical preparation in one or two foundation courses.

The committee notices with satisfaction that the Leadership learning line is under continuous development and that faculty also does research and publishes on the topic. While Leadership is addressed consistently in all three years, the Leadership component could be articulated more clearly. In this regard, the committee was informed that the Leadership component in the bachelor programme at University College Groningen is organised differently. In line with the above finding on “Responsibility”, the notion of “Leadership” is a concept that is anchored in several disciplines – sociology, psychology and political science. A course offering an overview of this multifaceted concept would be an added value, according to the committee. The GRL programme team may want to look for synergy, cooperation and mutual enrichment with their colleagues in Groningen in this area. Also, student organisations and connections with the wider world provide ample opportunities for leadership development that could be explicated and strengthened.

Thirdly, the Living Lab looks for local solutions to global challenges. While the exposure to local organisations is relevant, some of the international students would prefer to deal with international organisations that are also active at local level. The committee understands this viewpoint, which is also shared by the programme team. In addition to this very specific element in the Living Lab component, the committee also sees room more generally for strengthening the connection between the local and the global dimension in the curriculum contents and contacts within this field – more particularly because of the digital avenues of cooperation that became so clear during the Covid-19 pandemic.

A fourth element relates to the scope of the Living Lab research internship: while on paper the assignment should cover both research and practice, the sample of end-level products seems to indicate that more attention is dedicated to the research component. The committee thinks that the practice element – and in particular the follow-up on the advice based on the research – deserves more attention. According to the committee, giving GRL students responsibility for the concrete implementation of their advice will challenge them to increase their personal development and leadership qualities. A more practical assignment would furthermore help students in getting a grasp of the professional field they may join after their studies. If anything, students and alumni currently experience too little guidance or preparation from the programme for their future career. In particular, already existing engagements with the local community in various programmes such as the living labs should be made more practical, working towards solutions, improvements and actual engagement.

Finally, the committee notices that part of the intended learning outcome A2 refers to students achieving “a thorough understanding of the systems approach and spatial-temporal scales”. While this is likely to be the case for students on the Earth & Environment track, the committee advises the programme team to look into this and

either integrate it more explicitly in the curriculum contents across all disciplinary domains or drop this part of the programme learning outcome.

Language of instruction

The GRL programme is offered in English. The choice for English aligns with the language of instruction at other University Colleges in the Netherlands and befits the interdisciplinary, international and intercultural character of Liberal Arts and Sciences degree programmes. The use of English accommodates the international focus of the curriculum and encourages an inclusive learning environment for students and staff members from different backgrounds. Moreover, through the choice for English as language of instruction, the GRL programme does justice to the Knowledge Agenda of the Province of Fryslân, which aims at enlarging the international community to further strengthen the regional knowledge infrastructure.

The assessment committee thinks that the choice for English as language of instruction is well motivated and befits the profile and the objectives of the GRL programme. The written materials and the discussions on site have furthermore demonstrated that the programme monitors the proficiency of English of both staff and students. In order to increase outreach in the region and successfully collaborate with local partners and the community, international staff is encouraged to actively engage in learning Dutch while international students can attend Dutch or even Frysian language classes. In addition, attention for multilingualism fits within the Frysian tradition and can contribute to global understanding.

Didactics

According to the self-evaluation report, the GRL programme is steeped in the tradition of liberal education, which provides students with broad knowledge of the wider world, in-depth study in a specific area of interest, and the development of social responsibility. Hence, the teaching and learning environment is fundamentally learner-focussed and encompasses broad and in-depth

cognitive learning, alongside the development of creative and practical skills and attitudes, the so-called 21st century skills.

The committee notices that the educational underpinning of the programme befits the profile of GRL and fully aligns with the principles set out in the self-evaluation report. The curriculum is very student-centred and pays explicit attention to students achieving not only the knowledge dimension of the competencies, but also the skills and attitude parts of the intended learning outcomes. In this regard, the learning line on Leadership and the attention to the Portfolio as a digital record of students' individual personal and professional development stand out as examples of good practice.

Furthermore, the student-centred character of the GRL programme is emphasised by the attention to forms of small-scale and intensive education. The committee thinks that this educational approach is highly relevant for this particular programme and indeed constitutes a distinctive feature of the BSc Global Responsibility and Leadership. A more in-depth analysis and assessment of the small-scale and intensive education provision is provided in a separate section of this report.

Students

At the time of the site visit, the GRL programme was in its fourth year of operation. The first cohort, which started in 2018-2019, consisted of 26 students; 17 students of this group graduated after three years in summer 2021. According to the detailed figures provided by the programme, 74 students enrolled in September 2021, while another 130 students are currently in their second or third year. The admission and selection criteria and the study drop-out, progress and success rates will be addressed in a separate section of this report.

Over the years about 50% of the student intake is non-Dutch and about 70% is female. So far, the programme attracted almost exclusively international students from Europe; only a handful of

students from the Global South made it to UCF. The committee noticed that this is not what one would expect of a programme that focuses on SDGs and also the programme team is aware of the importance to include more non-European students. Currently, a very limited number of students can obtain a scholarship fund. The discussions on site revealed that more work needs to be done to boost the number of scholarships.

Discussing student intake with the programme team, the committee understands that the most recent number of incoming students is lower than expected. The programme's initial scenario foresaw a steady increase of around one additional group of 25 students per year. However, the intake for 2021-2022 remained stable and was similar to the number of students who started in 2020-2021. While part of this stagnation is certainly due to the COVID-19 pandemic, the programme team indicated to the committee that more marketing effort is needed to make the programme and its particular combination of topics more visible in the Netherlands and beyond. The committee shares this analysis and supports the programme in its intentions to better publicise the programme rather than to lower the entry requirements. According to the committee, considerable marketing efforts are needed if the programme wants to reach a steady state of 400 students by the academic year 2024-2025, which in turn is crucial to being able to offer a full programme and shape a strong community.

Staff

Staff working and teaching on the GRL programme is hired by the Faculty and thus subject to the HRM provisions of the University of Groningen. Because teaching should be grounded in state of the art research, it is a deliberate choice of the Faculty and the programme that most GRL lecturers are appointed to a position where they combine teaching (60%) and research (40%). Lecturers at GRL hold a PhD and have a strong research profile, they belong to one of the Faculty's research departments and collaborate with research groups at the University of Groningen. In

order to guarantee the connection to the University College, it is Faculty policy that GRL staff teach approximately 70-80% of their courses in the bachelor, leaving room to expand their teaching portfolio in the other programmes at the Faculty. All lecturers hold a University Teaching Qualification or are expected to obtain one within two years after recruitment.

At the time of the site visit, 31 scientific staff (15 FTE) and 10 professional staff are involved in UCF. The committee notices that the staff-student ratio (1:13) is currently very positive.

The committee read in the student chapter that the quality of staff varies according to who is teaching and/or advising and that this variability has an impact on the quality of the courses and the support. As courses are taught in small groups of about 25 students, most foundational courses are held concurrently two or three times by different lecturers. Moreover, students appreciate the concept of academic advisors (who belong to the scientific staff and monitor groups of maximum 12 students) but indicated that the quality of the advice depends entirely on the advisor. Students can also rely on study advisors at Faculty or University level: again, this study advice is welcomed but seems (more) difficult to access for international students. During the discussions on site, students and alumni indicated that the quality differences in teaching and advice were more prominent in the first two years of the programme's existence, while this has been evened out more recently. They were very satisfied with the programme team taking on board their concerns and trying very hard to improve the overall quality of teaching, academic and study advice. Nonetheless, students did see room for improvement in the way programme information is communicated.

Discussing teaching quality issues with programme staff, the committee learned that GRL staff has opportunities for professionalisation, both internally and externally. For instance, the GRL lecturer debrief sessions are peer-to-peer

coaching sessions in which lecturers discuss challenges and ideas with each other to further professionalise the programme and the quality of their teaching, and there are specific staff retreats. While the committee welcomes the opportunities for professionalisation and considers the lecturer debrief sessions a good practice, it does think that more can be done to prepare and update existing and newly hired staff for the specific educational challenges of the GRL programme. Where it concerns teaching challenges related to the University College context, cooperation with other Dutch University Colleges could strengthen teacher training.

Finally, the committee noticed that the current scientific staff in the GRL programme is rather young, very often at assistant professor level. It therefore welcomes the plans of the programme and the Faculty to create more senior staff positions. The committee was also pleased to learn that strong policies for longer-term staff retention, including tenure, are in place.

COVID-19

According to the self-evaluation report, both Faculty and College have intensified the support for students during the COVID-19 pandemic by setting up a student buddy system and organising regular catch-ups with the Dean & Director. Lecturers also arranged for online classes to remain open before and after lectures in order to check on student well-being and offer students a low-key opportunity to still get together online.

Students and alumni indicated during the visit that the entire programme team has gone at lengths to mitigate the impact of the pandemic on the education programme and on the wellbeing of students. Given that the respective GRL student cohorts had the opportunity – at least for a brief period of time – to get to know each other at the start of the academic year, there was some form of community to build upon in times of (semi)lockdown. As most GRL students were housed in residential accommodation nearby the

College, there were also informal opportunities to stay in touch with each other.

Furthermore, the committee learned that the programme organised pedagogical assistance for lecturers to redesign syllabi and adjust assessment types and examinations. Moreover, additional teaching assistants were hired to support staff through the pandemic. Teaching staff indicated to the committee that this support made a huge difference for their own wellbeing and for the quality of their education. All in all, the GRL community appears to have weathered the effects from COVID-19 remarkably well.

Considerations

The assessment committee considers that the GRL programme features a robust teaching and learning environment. There is a clear link between the curriculum and the profile of the programme, as well as between the course goals and the programme learning outcomes. Similarly, the educational underpinning of the programme lives up to the expectations of an intensive and multi-disciplinary honours programme.

Since its initial accreditation in 2017, the programme has developed considerably in terms of curriculum structure and content, adding majors, tracks and electives. These developments are clearly for the better, according to the committee. Although only one cohort finished the programme until now, these graduates demonstrate that the teaching and learning environment allows students to reach the intended learning outcomes.

The many international staff and students moreover underline the international character of the programme. In this regard, the committee warmly supports the choice of English as language of instruction.

The committee thinks highly of the number and diversity of scientific and professional staff on the

programme, and of their enthusiasm and commitment to the programme and the students. Students from their side form a true community of learners, which has proved its worth at times of the COVID-19 pandemic.

Although the quality of the teaching and learning environment can still be improved in a number of respects, the committee is particularly impressed with the way the programme team has been - and still is - actively looking for ways to bring this improvement about. Student feedback, both formal and informal, is taken seriously and leads to effective change. Recommendations from accreditation visits and midterm reviews are addressed swiftly and comprehensively. The assessment committee is therefore confident that also its own recommendations will find the way to the decision-making table.

These recommendations concern first and foremost the curriculum: more explicit attention to Liberal Arts and Sciences domains in the (foundational) courses, a better articulation of the leadership component, and a stronger connection between the local and the global dimension in the course contents. Furthermore, the committee advises the programme team to attract more senior scientific staff and enhance staff professionalisation in the form of continuous education.

Based on the interviews and examination of the underlying documentation, the assessment committee concludes that the BSc Global Responsibility and Leadership **meets standard 2, teaching-learning environment.**

3. Assessment

The assessment system of the programme is well embedded in the central policies and procedures of the University of Groningen. The assessment for learning principle is a key feature of assessment at GRL and effectively operationalised in the courses. The variety of assessment types and the attention to feedback in the GRL curriculum stand out as particularly positive elements. The review of end-level product evaluation forms shows that the evaluation criteria are relevant and that the rubrics in the forms are formulated adequately. Moreover, the programme is in good hands when it comes to assuring the quality of assessment: the Board of Examiners is highly experienced and performs its tasks professionally and meticulously. In addition to these positive considerations, GRL could do with some more in-house expertise on assessment. Moreover, the programme team should convince all – not just several - staff and examiners to make optimum use of the respective evaluation forms and provide timely, insightful and balanced feedback on course assignments, exams and end-level products. According to the committee, **the programme meets this standard.**

Findings

Assessment system

The assessment committee understands from the written materials and the discussions on site that the system of assessment in the GRL programme is based on the assessment policy of the University of Groningen. According to this policy, assessment has two functions: to assess whether the intended learning outcomes have been achieved, and to provide feedback to the student thereby supporting and guiding self-directed learning.

The committee notices that the GRL programme pays good attention to the alignment of assessment methods to course goals and programme learning outcomes. For instance, all course syllabi and their assessments are developed in collaboration with the coordinators of the Majors and the Skills lab to ensure that there is always a second pair of eyes that looks at the alignment of learning outcomes and the (level of) assessment. Moreover, the panel was informed that the rubrics which examiners use to assess the end-level products have all been calibrated with the help of the central (University of Groningen) education and innovation team.

Furthermore, the GRL programme pays ample attention to feedback. In this regard, it adheres to

the assessment for learning philosophy, according to which summative assessment is always supplemented by formative assessment methods. The committee notices with satisfaction that the assessment for learning policy is effectively implemented through several concrete measures: every course features different assessment types, in-class participation is part of every grade, each course includes also an individual assessment component, and partial assessments never weigh more than 40% of the final course grade.

Finally, the committee welcomes the efforts of the GRL programme to have the Living Lab research report and the Capstone thesis read and assessed independently by two examiners.

Course assessment

Looking at the GRL matrix, the assessment committee notices that there is clearly a wide variety of assessment forms. Discussing the translation of this assessment system in day-to-day programme practice, students and alumni confirm that the above-mentioned assessment principles are effectively implemented throughout the programme. Both former and current students are very positive about the mixed assessment types because it allows the various skills of the students

to shine. Moreover, students appreciate the individual grades and personalised feedback as this contributes to personal growth. During the visit, both students and alumni indicated that transparent information on exams and assessment types is / was readily available.

If anything, some students wonder if the participation in class should be graded as class attendance is mandatory anyway. Moreover, several students and alumni indicated that feedback is provided, but that the amount, relevance and timely provision of feedback tends to depend on the individual assessor.

Furthermore, students appreciate the opportunity to evaluate not only the quality and contents of the individual courses, but also the relevance of the assessment types. Their input is taken seriously, as several (former) students noticed that adjustments had been made to the course / assessment following their evaluation feedback.

Finally, the committee was informed that during the COVID-19 pandemic, a number of assessment types had to be adapted. In order to make these adjustments, the teaching staff received technical and educational support. Students from their side indicated that they were informed clearly and timely about the new types of online assessment. Every adjustment, moreover, was submitted to – and obtained prior approval by – the Board of Examiners.

End-level product assessment

As part of its external assessment, the committee has reviewed a sample of end-level products and their evaluation forms: six Living Lab research reports and seventeen Capstone theses. While the quality of these products will be discussed in the next section on achieved learning outcomes, the committee notices that in both cases the products are assessed using a dedicated and detailed evaluation form with rubrics.

The committee has looked into the first batch of Living Lab (2019-2020) and Capstone (2020-

2021) products. Reporting on its findings prior to the site visit, committee members indicated that the evaluation criteria for both Living Lab and Capstone are relevant and that the rubrics in both forms are formulated adequately.

However, all committee members found that both evaluation forms could be used better. In so far as the evaluation of the Living Lab research reports is concerned, the committee notices that assessors tend to give an adequate score on the product, but sometimes do not provide (sufficient) insightful feedback to motivate this score.

The committee's appreciation is somewhat different for the evaluation of the Capstone theses. In most cases the feedback is extensive and in many cases this feedback is insightful and to-the-point. The grading, however, tends to be generous: in about one third of the theses, the committee would have given a lower score. Combining their findings on grading and feedback, one committee member reported that "the first examiner clearly stated the objections yet agreed on a B", while another member wrote that "the second reviewer's valid comments form crucial complements to the somewhat overly positive assessment by the first reviewer."

According to the committee, it is important for both the Living Lab and Capstone products that the apparent mismatch (in a number of cases) between qualitative feedback and quantitative grading is discussed between the programme team and the examiners in order to draw learning from it and prevent grade inflation.

Having reviewed the quality of the end-level product assessments, the committee is not surprised that the main concern of the midterm review panel related to the assessment of final projects, notably the Living Lab and the Capstone. As the midterm review panel and the assessment committee have reviewed the same sample of products, it is good to notice that the midterm review panel had similar concerns. Moreover, it is

(even more) comforting to find out that the mid-term review panel's concerns have been taken seriously and instigated an extensive review of the current assessment policy among the University College Board, in addition to consulting relevant bodies such as the Board of Examiners and the Programme Committee.

The assessment committee has read in the additional materials how the GRL programme team has updated the review criteria of both final projects, thereby ensuring that the adjusted assessment formats are ready for the new round of final projects in June 2022. The committee is convinced that with the new assessment procedures, the formal feedback will be provided in a more transparent and independent manner and that the quality of the review process will be further safeguarded.

Assurance of assessment quality

In line with the provisions of Dutch Higher Education Law, the quality of assessment in the GRL programme is assured by an independent Board of Examiners. This Board of Examiners consists of five members, including an external member with extensive assessment expertise from the nearby NHL Stenden University of Applied Sciences. The Board monitors all four degree programmes at Campus Fryslân.

The committee notices that the Board of Examiners fulfils its legal duties properly: it appoints examiners, is responsible for safeguarding the overall quality of assessment, based on the Teaching and Examination Regulations and the Assessment Plan, and holds responsibility for the achievement of the intended learning outcomes of the respective degree programmes.

The committee gathers from its discussion with the entire Board of Examiners on site that the members perform their tasks meticulously, that they have extensive and relevant expertise for their role as assessment quality assurance body, and that they are very much aware of what happens in terms of assessment quality in the GRL

programme and take a proactive role in this regard. The external member of the Board is clearly a welcome addition to the team. According to the committee, it would be good to ensure that more UCF staff gain this kind and level of expertise.

Considerations

The assessment committee considers that the system of assessment in the GRL programme is well embedded in the central policies and the procedures of the University of Groningen. It thinks highly of the way in which the GRL programme concretises the principle of assessment for learning throughout the curriculum courses. In this regard, the variety of assessment types and the attention to feedback stand out as particularly positive elements in the programme. Moreover, the GRL programme is in good hands when it comes to assuring the quality of assessment: the Board of Examiners is highly experienced and performs its tasks professionally and meticulously.

In addition to these positive considerations, which altogether definitely warrant a positive judgement, the committee thinks that assessment is work in progress: the GRL programme team was very quick in responding adequately to the findings of the midterm review and now needs to monitor that the improved assessment procedures for Living Lab and Capstone assignments are implemented properly. Similarly, the team has some work ahead in convincing all – not just most – staff/examiners that providing timely and insightful feedback on course assignments and exams contributes to the development pathway of the individual GRL student. Finally, the panel recommends the GRL programme team to build in-house expertise in the field of assessment: at the time of the site visit the programme seems to rely for this type of expertise mainly on the external member of the Board of Examiners and the central services of the University of Groningen. As the GRL programme intends to grow in the future, it may be worthwhile attracting assessment expertise either through dedicated recruitment or by

encouraging existing staff to acquire such expertise.

Based on the interviews and examination of the underlying documentation, the assessment com-

mittee concludes that the BSc Global Responsibility and Leadership **meets standard 3, assessment.**

4. Achieved learning outcomes

The programme is set up in such a way that students, irrespective of the study path they chose, can demonstrate that they achieve the intended learning outcomes. This consideration is not only based on a systematic review of the GLR matrix but is also demonstrated – and verified by the assessment committee - through the quality of the end-level products and the careers GRL graduates pursue after their bachelor programme. Nonetheless, there is still room for raising the overall quality of the Capstone thesis, possibly by paying even more attention to theory and its application in the programme from the foundational year onwards. According to the committee, **the programme meets this standard.**

Findings

There are two ways to establish whether the programme learning outcomes have been achieved – through a quality review of the final products and through checking what graduates are doing after they finished the programme. The committee has looked at both elements when assessing the end level qualifications of the GRL programme

According to the self-evaluation report, the GRL programme was designed in such a way that all programme learning outcomes (PLOs) are assessed in the mandatory courses and across the three Majors. In this way, the programme ensures that all students can demonstrate that they have achieved all PLOs irrespective of the individual programme path they choose. The committee gathers from the course matrix and the end-level products that this design exercise was not only performed in good order, but also works in the day-to-day reality of programme implementation. In fact, students show that they master the knowledge domains in foundation and major courses, whereas the Living Lab and the Capstone serve to demonstrate their intellectual and practical skills and their capacity for research, as well as for integrative and applied learning. In the Portfolio students demonstrate how they have come to master personal and social responsibility throughout the three-year programme.

Quality of end-level products

As part of their preparation for the site visit, the assessment committee reviewed the Capstone

projects of the entire GRL cohort which graduated in summer 2021, as well as a sample of Living Lab research internship reports of the same cohort produced at the end of their second year. In the Living Lab reports students show in small groups that they can undertake research and that this research output is relevant for the internship organisation; in the thesis component of the Capstone, students show their ability to function as researchers at bachelor of science level.

Reporting on their review, the committee members found all 17 Capstone theses and all six Living Lab research reports to be of sufficient quality. Similarly, the committee thinks that the Portfolios constitute interesting demonstrations of critical self-reflection featuring relevant and profound questions students have to answer. Given that the end-level products are invariably of acceptable – and in several cases good – quality, it is fair to state according to the committee that students who graduate GRL have indeed achieved all PLOs.

The committee is struck by the wide range of topics and methodologies adopted in the Living Lab and the Capstones. This shows according to the committee that the programme can facilitate many different options according to the interests and inclination of the students.

While each end-level product definitely deserved to pass, the committee notices that the quality of the individual internship reports and theses varies considerably. On the higher end, one committee member reviewed a wonderful thesis that was

well in line with the main goals of the GRL programme and in which the student covered a lot of conceptual ground in considerable depth, showing a remarkable academic maturity for a BSc student. On the lower end, one committee member did not see the connection between the theoretical framework and the analysis of the topic. Attention for theory and its implications, for instance in foundational courses such as political philosophy, could arguably strengthen the capacity of students when they have to demonstrate their research skills in the Capstone. Moreover, the structure of the thesis, as well as the logic and the size of the literature review could be improved. Finally, several committee members notice that the research and the advisory components in the Living Lab products are very prominent, whereas less attention is paid to the actual implementation of the report/advice, which in turn would strengthen the leadership skills of the students involved.

Performance of graduates

At the time of the site visit, the pool of GRL graduates consists of one cohort of 17 students. While this sample is relatively limited, the committee gathers from the self-evaluation report and the discussions on site that alumni are doing fine. The committee is impressed by the educational pathway of these graduates, both during their time at GRL and afterwards: all alumni indicated to the committee that the programme has met their expectations but that their initial expectations - and their individual study plans – have often been adjusted “on the go” because of new insights and/or unforeseen opportunities in terms of courses and/or exchanges.

Currently, GRL alumni are either enrolled in master programmes, perform an internship or have concrete plans to pursue postgraduate education in the next academic year. In all cases, their future plans are related to a domain they covered or a particular interest they pursued in the GRL pro-

gramme. In this regard, the committee was impressed by the “story” of one graduate who discovered during GRL a domain of particular individual interest and got accepted directly, i.e. without further pre-master or deficiency programme, in a research master programme to pursue this interest.

The committee noticed furthermore from the student chapter and the discussions on site that there are close links between the (one cohort of) alumni and the students who are currently on campus. The programme is building a community across cohorts. According to the committee, this is potentially – the evidence only relates to one year - a strong feature of the programme and is inspiring for future cohorts of students and graduates.

Considerations

The committee considers that the GRL programme is set up in such a way that students who successfully pass the course components invariably achieve the intended learning outcomes. This appreciation is not only based on a systematic review of the GLR matrix but is also demonstrated – and verified by the committee - through the quality of the end-level products and the careers GRL graduates pursue after their bachelor programme. Nonetheless, there is room for raising the overall quality of the Capstone thesis. According to the committee, this could happen by even more attention to theory and its application from the foundational year onwards.

Based on the interviews and examination of the underlying documentation, the assessment committee concludes that the BSc Global Responsibility and Leadership **meets standard 4, achieved learning outcomes.**

5. Distinctive Feature Small-Scale and Intensive Education

The practice-based assessment has demonstrated that small-scale and intensive education (SSIE) is an integral part of the philosophy and approach of the bachelor programme Global Responsibility and Leadership. The programme sets a very strong example of what intended learning outcomes look like in an academic bachelor programme with the distinctive feature SSIE. Its curriculum and the extra-curricular activities are consistent with each other and with the learning outcomes of the programme. The teaching and learning environment of GRL is strongly attuned to the profile of the programme and the principles of small-scale and intensive education. Its admission and selection process is very apt at identifying students who thrive in a demanding small-scale community-oriented intensive bachelor programme. Student progress – be it measured through drop-out rate, positive BSA, or nominal success rate - is very high. A sufficient number of good quality scientific and professional staff deliver the curriculum and students can rely on extensive academic and study advice services. The physical learning environment at the renovated Beurs building is excellent and facilities are very well suited for delivering this SSIE programme. Students who successfully pass all GRL course components achieve the intended learning outcomes and pursue relevant and ambitious academic pathways. In addition to these positive considerations, the programme could enhance the provisions for staff professionalisation regarding small-scale and intensive education pedagogies, possibly through a dedicated teaching and learning centre. Moreover, if the scenario for growth proves to be realistic, then the Faculty and programme team should ensure that the staff-student ratio remains in line with what can be expected of a small-scale intensive education programme. According to the committee, **the programme meets all seven criteria of the distinctive feature small-scale and intensive education.**

At the time of the initial accreditation of GRL in 2017, the panel also performed an initial assessment of the programme's distinctive feature small-scale and intensive education. It assessed the BSc GRL as positive on six criteria, i.e. all criteria minus the achieved learning outcomes and success rates. The current assessment committee has executed a so-called practice-based assessment, which includes criterion G: achieved learning outcomes.

Criterion A. Intended learning outcomes

The BSc Global Responsibility and Leadership is an inter- and transdisciplinary academic programme based on the 2030 UN Agenda for Sustainable Development. It combines input from the domains of Human and Social Sciences, Natural Sciences, Information Technology and their interfaces. Moreover, the programme focuses on responsible leadership development at personal and professional level.

According to the assessment committee, the programme addresses several domains and does so in a multifaceted way taking the SDGs as the central topic. In order to design the learning outcomes, the programme has used several educational frameworks that are well-known at national, European and global level. The learning outcomes are highly appropriate for the domain, level and orientation of the GRL programme. Moreover, the learning outcomes address knowledge, integrative and applied learning, intellectual and practical skills, and personal and social responsibility.

Based on the written materials and the discussions on site, the assessment committee considers that the GRL programme sets a very strong example of what intended learning outcomes could look like in an academic bachelor programme with the distinctive feature SSIE.

Hence, the committee concludes that the BSc Global Responsibility and Leadership **meets SSIE criterion A, intended learning outcomes.**

Criterion B. Curriculum contents

The assessment committee established in a previous section of the report that there is a clear link between the curriculum and the profile of the programme, as well as between the course goals and the programme learning outcomes. Since its initial accreditation, the programme has developed considerably in terms of curriculum structure and content, adding majors, tracks and electives.

This development is also clearly visible in the way students and staff are forming a close knit academic and social community, enriching the overall educational experience. The committee gathers from the written materials and discussions on site that the GRL programme has been organising many relevant extracurricular activities. These activities are a way for students to develop and practice knowledge, skills and attitudes in different contexts and are often directly linked to achieving the GRL learning outcomes in terms of social and civic responsibility, leadership and life-long learning.

Furthermore, the committee acknowledges with satisfaction the creation of a dedicated study association, Nobis Cura Futuris (NCF). The committee visited the association, which has its own room in the UCF building, and gathered from the discussion with its representatives that NCF plays an increasingly active role in student life at UCF and in organising activities for both students and staff.

During the visit, the committee realised that the existence of a GRL community of students and staff has helped both groups to address the challenges of the COVID-19 pandemic and mitigate its impact on the (educational) performance and (mental) wellbeing of the students.

Based on the written materials and the discussions on site, the assessment committee considers that the GRL programme features both a curriculum and extra-curricular activities that are

consistent with each other and with the profile and intended learning outcomes of the programme.

Hence, the committee concludes that the BSc Global Responsibility and Leadership **meets SSIE criterion B, curriculum contents.**

Criterion C. Learning environment

The assessment committee established in a previous section of the report that the educational underpinning of the programme befits the profile of GRL: the curriculum is very student-centred and pays explicit attention to students achieving not only the knowledge dimension of the competencies, but also the skills and attitude parts of the intended learning outcomes.

Moreover, teaching at GRL takes place in small-scale workshop-like classrooms with 25 students per class and mandatory attendance and participation grades. The programme has a high number of face-to-face contact hours in small scale seminars, as well as various individual and group academic advisement sessions. Students are expected to spend an average of at least 40 hours per week on their study: next to the time in class, they spend substantial time on homework, group assignments and extracurricular activities. In class a variety of formats is used such as simulations, role-play, flipped classroom and problem-based learning. The dominant approach is interactive dialogue where lecturers act as coaches who provide brief instruction, give feedback on (in class) student work and stimulate discussion.

According to student data provided by the programme team, GRL students hardly drop out (on average well below 10%) and invariably manage to obtain a positive Binding Study Advise, notwithstanding a threshold of 60 EC. Moreover, the committee notices that these positive figures hardly differed during the COVID years 2020 and 2021.

Based on the written materials and the discussions on site, the assessment committee considers that the GRL programme features a learning environment that befits not only the profile of the programme but also the principles of small-scale and intensive education.

Hence, the committee concludes that the BSc Global Responsibility and Leadership **meets SSIE criterion C, learning environment.**

Criterion D. Intake

According to the self-evaluation report, prospective students applying to the programme follow a precise admissions and selection procedure. The admissions procedure is carried out by both the central admissions office at the University of Groningen and the UCF admissions board; the selection procedure falls completely under the responsibility of the UCF admission board. Applicants with an interest in the GRL programme are invited for a selection interview in which their motivation for and knowledge of the programme is further explored.

The committee gathers from the detailed overview of student application and selection that the number of students who submit a full application has risen from 56 in 2018 to 163 in 2021. Around 10% of these applicants are rejected, whereas about 60% of the admitted students eventually also enrol on the programme. The discussions with current and former students show according to the committee that the programme manages to admit students who are committed to the programme, enthusiastic about the topic and have the appropriate competencies to be successful in pursuing an academic bachelor programme in GRL.

Based on the written materials and the discussions on site, the assessment committee considers that the GRL programme features a robust admission and selection process that is very apt at identifying students who thrive in a demanding

small-scale community-oriented intensive bachelor programme.

Hence, the committee concludes that the BSc Global Responsibility and Leadership **meets SSIE criterion D, intake.**

Criterion E. Staff

The assessment committee established in a previous section of the report that the number of scientific and professional staff on the GRL programme is high and that they are very committed to the programme and the students.

About 15 FTE scientific staff is allocated to UCF for 2021-2022, a figure that is likely to raise up to 17 FTE in 2022-2023. Overall, this translates in a staff-student ratio of 1:13. According to the programme's scenario for growth, the size of the first year cohorts should increase to 120-140 students and bring the total number of students up to 400. This growth in student intake will be accompanied by a more limited growth of scientific and professional staff for the programme. Being fully aware that the current ratio is very positive, the committee nonetheless invites the Faculty and the programme team to ensure that also in the future, the staff-student ratio remains in line with what can be expected of a small-scale intensive education programme.

Throughout their study period at UCF, students receive extensive support from programme-related academic advisors and faculty-based study advisors. Academic advisors are members of the teaching staff who have been allocated maximum 12 students whom they meet on a regular basis both individually and in group throughout the three years. The study advisors take on issues relating to study delays, personal affairs or referrals to psychological counselling.

In order to support scientific staff in delivering small-scale and intensive education, the programme team organises annual staff retreats

where topics such as the international classroom, interactive teaching and the decolonisation of the curriculum are discussed. The programme director takes part in interviews with potential new colleagues to check their familiarity with small-scale and intensive education; moreover, candidates always have to demonstrate their teaching abilities in a mock lecture. While the committee welcomes the opportunities for staff professionalisation, it does think that more can be done to prepare and update existing and newly hired staff for the specific educational challenges that come with small-scale and intensive education in a Liberal Arts and Science tradition. In this regard, many University Colleges have set up their own teaching and learning centre.

Based on the written materials and the discussions on site, the assessment committee considers that the GRL programme features a sufficient number of good quality scientific and professional staff to deliver the curriculum according to the principles of small-scale and intensive education. Moreover, GRL students can rely on extensive academic and study advice services. The committee also welcomes the efforts of the Fryslân Campus to stimulate UCF staff to actually reside in Leeuwarden, and encourages the faculty to continue this initiative in the future as it is very relevant from the perspective of the formation of the type of community that supports Liberal Arts education.

These positive considerations, however, should not refrain the programme team from enhancing the provisions for staff professionalisation, possibly through a dedicated teaching and learning centre. Moreover, if the scenario for growth proves to be realistic, then the Faculty and programme team should ensure that the staff-student ratio remains in line with what can be expected of a small-scale intensive education programme.

Hence, the committee concludes that the BSc Global Responsibility and Leadership **meets SSIE criterion E, staff.**

Criterion F. Facilities

Since the initial programme accreditation and the start of the GRL programme, the University College Fryslân and the Campus Fryslân have moved to new premises. The programme is now housed in the newly renovated "Beurs" building which offers state of the art facilities. The ground floor is dedicated to UCF and consists of small-scale classrooms. The first floor with its restaurant, open space and meeting/working tables is common to the entire faculty community. Moreover, UCF staff and the GRL study association have their own dedicated rooms in the building. During the site visit, the committee was shown around the building and was impressed by the opportunities it offers for creating a community of students and staff and the clear sense of community that the building and all inhabitants exuded.

The committee understands from the written materials and the discussions on site that residential living is part of the programme's educational philosophy: first-year students live ten minutes away in individual studio apartments while sharing a common room for socialising. Students indicated to the committee that when the faculty building had to close during the COVID-19 pandemic, campus housing remained open, which positively contributed to maintaining a sense of community.

Based on the written materials and the discussions on site, the assessment committee considers that both campus housing and above all the renovated Beurs building constitute strong assets of the GRL programme. The physical learning environment is excellent and facilities are very well suited for delivering a small-scale and intensive education programme.

Hence, the committee concludes that the BSc Global Responsibility and Leadership **meets SSIE criterion F, facilities.**

Criterion G. Achieved learning outcomes

GRL students can demonstrate their competencies at end-level through a Living Lab research internship report, a Capstone thesis and their individual Portfolio. These products are specific to the programme and reflect the particular set of learning outcomes that are specific to the GRL programme and in line with the requirements of an intensive honours programme. Having reviewed a sample of end-level products, the assessment committee thinks all Capstone theses and Living Lab research reports are of sufficient quality; the Portfolios constitute interesting demonstrations of critical self-reflection.

While the sample is relatively limited, the committee is impressed by the educational pathway of the graduates, both during their time at GRL and afterwards. GRL alumni are either enrolled in master programmes, perform an internship or have concrete plans to pursue postgraduate education in the next academic year. In all cases, their future plans are related to a domain they covered or a particular interest they pursued in the GRL programme.

Furthermore, the committee gathers from the data that GRL students are doing particularly well in terms of study progress: the number of students who drop out after one year is very low, less

than 10%; moreover, notwithstanding the high threshold, the BSA success rate has been 100% in all three years; finally, 74% of the students who started the GRL programme in 2018 managed to obtain their bachelor degree within three years despite the COVID-19 conditions.

Based on the written materials and the discussions on site, the assessment committee considers that the GRL programme is set up in such a way that students who successfully pass the course components invariably achieve the intended learning outcomes. This positive finding is demonstrated by the quality of the end-level products and the careers GRL graduates pursue after their bachelor programme. Moreover, the committee considers that student progress – be it measured through drop-out rate, positive BSA, or nominal success rate - is much higher than in other 'regular' programmes and compares favourably to similar programmes with a distinctive feature SSIE.

Hence, the committee concludes that the BSc Global Responsibility and Leadership **meets SSIE criterion G, achieved learning outcomes.**

Attachments

Attachment 1 Assessment committee

Barbara Oomen, chair

Prof. dr. Oomen is professor in the Sociology of Human Rights at Utrecht University. At the time of the site visit, she worked at University College Roosevelt in Middelburg, where she was the Dean from 2012-2016. Professor Oomen chaired the panel who performed the initial accreditation visit in 2017.

Samuel Abraham, member

Dr. Abraham is associate professor and rector of BISLA, a liberal arts college in Bratislava, Slovakia. He is currently involved in ECOLAS, an EU-funded network of universities enhancing liberal arts education in Europe. Dr. Abraham was member of the initial accreditation panel.

Henny Romijn, member

Dr. Romijn is associate professor at Eindhoven University of Technology where she is Chair of Technology & International Sustainable Development in the research and teaching group Technology, Innovation and Society.

Julia Nabbe BSc, student-member

Julia Nabbe recently graduated the bachelor Liberal Arts and Science at Utrecht University and is about to start a master's programme at the University of Amsterdam. Julia regularly participates in external assessment visits.

Mark Delmartino, external secretary

Mark Delmartino is owner of the Antwerp-based company MDM CONSULTANCY. As certified NVAO secretary he regularly supports assessment committees.

All committee members and the secretary have signed a declaration of independence. The assessment committee has been submitted to, and validated by, NVAO prior to the site visit.

Attachment 2 Program of the assessment

Venue: University College Fryslân, Wirdumerdijk 34, Leeuwarden

Wednesday 18 May 2022

- 12.30 Arrival of the committee - internal meeting with lunch
- 14.30 Welcome: Meet & Greet, guided tour and student showcases
- 15.30 Session with Faculty and Programme Management
- 16.45 Session with GRL students
- 17.45 Internal meeting and wrap-up with programme management
- 18.30 End of day 1

Thursday 19 May 2022

- 08.30 Arrival of the committee and internal meeting
- 09.00 Session with GRL staff
- 10.30 Session with Board of Examiners Campus Fryslân
- 11.15 Parallel session with Alumni and Professional Field representatives
- 12.00 Internal meeting with lunch
- 13.00 Session with Faculty and Programme Management
- 13.45 Development Dialogue with UCF College Board
- 15.15 Internal committee meeting
- 17.00 Presentation of preliminary committee findings
- 17.30 Drinks and end of site visit

A list with the names of the participants is available at AeQui.

Attachment 3 Documents

Information materials

Self-evaluation report BSc Global Responsibility & Leadership, University College Fryslân, April 2022.

Appendices to the self-evaluation report

- Follow-up NVAO panel considerations
- Student Data
- UCF Alumni
- NSE Survey 2021
- Midterm panel report
- Campus Fryslân Organogram
- UCF Organisational Structure
- GRL programme learning outcomes in relation to LEAP, Dublin Descriptors and LAS
- Leadership learning line & Portfolio
- Draft learning line research skills
- Article by programme team on responsible leadership in the context of higher education
- GRL programme structure
- Living Lab partners 2021-2022
- Teaching and Examination Regulations 2021-2022
- Report on student-led sessions
- Overview extracurriculars at UCF
- Staff composition
- Selection documents
- UCF Strategy 2025
- Electives overview 2018-2021
- Major overview per cohort
- GRL matrix
- UCF framework for co-teaching
- Learning levels
- Improved assessment procedure final projects
- Assessment Plan 2021-2022
- Comparison data study progress
- Overall grade distribution
- Summary GRL programme evaluation cohort 2018

Additional materials

Following materials were made available on the university's online learning environment Nestor:

- Syllabi of the mandatory courses
- Annual Reports Examination Committee
- Minutes Programme Committee meetings
- Academic Advisement Year Plan
- Information on and output of the study association Nobis Cura Futuri
- GRL teaching and hiring strategy (teachers and courses)
- Topics addressed in the framework of UCF staff professionalization
- Overview of the minors (semester 5) chosen by the first two GRL cohorts

- Overview of the exchange partners
- Capstone projects and their evaluation forms
- Living Lab research internships and their evaluation forms
- Student portfolios

Graduation products

The assessment committee studied the Capstone projects and their evaluations of all 17 GRL graduates who finished the GRL programme in summer 2021. Moreover, the committee reviewed a sample of Living Lab research assignments and Portfolios of the same cohort.

A list with student numbers is available at AeQui