

Philosophy, Politics and Economics  
(PPE) wo-bachelor  
**VU University Amsterdam**

19 August 2015

Distinctive feature 'Small-scale and intensive education' Panel report

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## 1 Procedure

On 3 February 2015 the NVAO received the request for an initial accreditation procedure of the VU University Amsterdam bachelor programme Philosophy, Politics and Economics (PPE) as well as for the Distinctive feature of 'Small-scale and intensive education'. The application dossier was received on 16 April 2015, which is the starting date for the procedure. The NVAO composed an international panel of experts to advise on both applications. This panel report deals with the second part, the Distinctive feature 'Small-scale and intensive education'. A separate panel report is provided for the initial accreditation of the programme. The panel consisted in both cases of:

- Prof.dr. M. Hooghe (chair) is professor of Political Science at the KU Leuven, Belgium
- Prof.dr. L. Bovens, professor of Philosophy at the London School of Economics and Political Science.
- Prof.dr. L. S. Talani is professor of European Political Economy at King's College London.
- Prof.dr.ir. C.A.M. Mouwen is emeritus professor Strategy and Innovation for the non-profit sector, and former member of Board of Tilburg University.
- Prof.dr. J. Muysken is Honorary professor of Economics at Maastricht University
- *Student-member*: L.V.R. van Doremalen Bsc, student in the master programme Experimental Physics at Utrecht University.

The panel was aided by drs. S. den Tuinder, external secretary. Dr. Th. de Bruijn, policy advisor NVAO, coordinated the application procedure.

The application file consisted of a main document with the title "Philosophy, Politics and Economics (PPE) Application for distinctive feature 'small-scale and intensive education'". The application refers to the application file for the initial review entitled: "Philosophy, Politics and Economics (PPE), application for initial accreditation portfolio and appendices". The panel received the documents on paper and in digital format. By email, the panel discussed the dossier and defined a request for some additional information. The panel also decided on the agenda of the site visit to the PPE-programme. The institution was informed of the request for additional information. This information was received by the NVAO on 17 June 2015. Based on its first findings, the panel organised a preparatory meeting the day before the site visit.

The site visit took place on 24 June 2015 at the VU University Amsterdam. The programme of the site visit is included in appendix a of this report. The panel formulated its preliminary conclusions per standard immediately after the site visit. These are based on the findings of the site visit and on the assessment of the programme documents and the meetings during the site visit. The report was finalized taking into account the available information and relevant findings of the assessment. On 25 August 2015 the draft version of this report was sent to VU University for a check of the factual correctness. The VU replied on 28 August 2015. Where necessary the panel made some textual corrections and panel submitted the report to the NVAO on 28 August 2015.

## 1.1 Panel report

The report gives a short introduction of the programme in section 2. Section 3 presents findings and considerations for each of the standards, leading to an assessment of the standards and of the application as a whole.

# 2 Description of the programme

## 2.1 General characteristics

Country	The Netherlands
Institution	VU University Amsterdam
Programme	Philosophy, Politics and Economics (PPE)
Level	bachelor
Orientation	academic (wo)
Degree	Bachelor of Science
Location(s)	VU University Amsterdam
Mode of study	Full time
Field of study	Sectoroverstijgend

## 2.2 Profile of the programme

# 3 Assessment

This assessment is based on section 7.3 of the NVAO accreditation framework, entitled “Bijzonder kenmerk kleinschalig en intensief onderwijs” of the Beoordelingskader accreditatiestelsel hoger onderwijs (Stcrt. 2012, nr. 4962). For small-scale, intensive and residential programmes (hereinafter referred to as: small-scale and intensive), and for such courses of study that fall within a programme, under certain conditions the institution’s board can select students and in combination with this charge tuition fees that are higher than those set down by law for standard programmes. The Minister of Education, Culture and Science must grant approval for this. The Accreditation Organisation of the Netherlands and Flanders (NVAO) advises the Minister on granting approval in accordance with Articles 6.7, 6.7a, 6.7b and 6.7c of the Dutch Higher Education and Research Act (WHW).

The assessment of an application concerns eight standards, which are concordant with the standards of the regular accreditation framework, but present a specific elaboration on the regular standards.

- A: Intended learning outcomes;
- B: Relationship between the goals and content of the programme;
- C: Structure and didactic concept;
- D: Intake;
- E: Quality of staff;
- F: Number of staff;
- G: Available facilities;
- H: Level realised.

The assessment is based on the proposal put forward by the institution as documented in the application file and the comments made during the site visit. The institution should allow NVAO, on a one-off basis, to assess whether or not the ambitions (on which the conclusion of the assessment is to a large degree based) have been met (practice-based assessment by NVAO). For that reason, standard H: Level realised will be assessed prospectively based on the ambitions of the programme. The panel assesses each of the standards as either satisfactory or non satisfactory with a qualified judgment. The panel also assesses the whole application as either satisfactory or non satisfactory with a qualified judgment.

### **3.1 Standard A: Intended learning outcomes**

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

#### *Outline of findings*

The VU programme Philosophy, Politics and Economics (PPE) provides the knowledge of core elements of and approaches within the PPE disciplines and aims to teach students to apply the different perspectives in combination with each other. The programme aims to combine a fundamental education in the three disciplines with integrated courses that combine and put into practice these foundational skills.

The VU PPE programme is based on the conviction that many important questions are best addressed from a multi- and interdisciplinary perspective. Examples include questions on the relation between globalization and social justice, the economic and political feasibility of implementing environmental policies, the cause of economic downturns and the responsibilities of professionals. These questions are simultaneously global and local in scope, and concern policies that, while internationally important, also impact local communities. The VU PPE programme's goal is to provide the multidisciplinary and interdisciplinary knowledge and skills needed to address these questions. PPE-courses are designed to go beyond the traditional classroom and encourage working from theory to practice, as well as using practical problems as inspiration for the development of new theories and tools that offer better solutions to current or future societal issues.

#### *Considerations*

The panel considers the intended learning outcomes to be very specific and of a high level. They are ambitious and innovative in the way they combine disciplinarity, multidisciplinary and interdisciplinarity with contemporary real world problems. Students will be required to synthesize disciplinary information to reach an interdisciplinary understanding and connect this to societal issues.

*Conclusion: the panel assesses this standard as satisfactory.*

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

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

#### *Outline of findings*

The programme considers interactions with professionals about real-world projects an important source of educational content. PPE in Practice (PiP) courses, internship and study abroad components support the applied character of the programme. Workshops of the PiP-courses will require students to go outside the traditional classroom and interact with practitioners for the formulation of a relevant policy problem and/or its analysis. Courses and experiences will allow students to interact with practitioners in business, politics, media and academia and develop a network of connections.

As an example, the interdisciplinary courses, PIP II Governance for Society, will address emerging 21<sup>st</sup> century problems related to the relations between citizens, state leaders and the rest of the world. One of the one-week topics within this course is the regulation of the financial industry. A panel is invited composed of experts in finance, government and financial ethics to discuss the ethical, economic and political issues involved in financial regulation with students.

The programme includes two programme-initiated extra-curricular activities. The first one is a student-led conference where students can submit and present their papers to peers. Afterwards, these papers will be collected into a journal volume that is produced, funded and developed by PPE students. The second component is the PPE incubator, where non-traditional thinking is encouraged and students will get acquainted with the professional field. Students who are part of the incubator will be encouraged to develop their own extra-curricular projects, which they will propose to PPE staff.

In addition to these activities, the editor-in-chief of a popular monthly Dutch Philosophy magazine has agreed to help and guide students to develop the skills for effective and convincing participation in public debates, by chairing meetings in which students learn to prepare their own public intervention. Politicians and political think tanks will be involved in the programme. Members of Parliament of different Dutch political parties have affirmed they are willing to make a contribution to the programme and that internships for PPE students are possible. Similar contacts for the international context will be actively pursued.

Another example of extra-curricular activities are ad hoc sessions, which prepare students for a simulated United Nations conference on a pressing international issue. Students will be trained in relevant interpersonal and professional skills such as public speaking, negotiating skills, debating skills and collaboration. They practice how to write speeches, position papers and resolutions and learn about the UN's rules of procedure. The programme encourages student to initiate activities that allow them to develop leadership skills and to participate in extra-curricular activities.

Management considers the extra-curricular activities to be a natural extension of what happens in the seminars. Therefore, the coordinators will play a crucial role in stimulating

and coordinating extracurricular activities. Each coordinator will be responsible for facilitating and coordinating the extra-curricular activities for his or her year.

In the extra-curricular activities, involvement of the professional field and the applied angle that exists in the seminars will be further developed. This direct connection to the programme will act as an incentive for students to participate in these activities. The close link to the professional field makes it interesting for students to participate because of possible career opportunities. One of the examples mentioned during the site visit, was that philosophy students are very keen on learning how to publish an article or to write something for a newspaper. These skills will be applied in the seminars and will be extended in the extra-curricular activities.

During the site visit, the panel spoke with management about possibilities of having some of the extra-curricular projects externally funded. Some of the ideas that came up in this discussion were considered appealing by staff and they told the panel they were willing to actively pursue such opportunities.

#### *Considerations*

The panel notices a clear and direct link between the envisaged extra-curricular activities and the curricular programme regarding skills and competencies, although it has not yet been worked out in full detail. Proposed activities are a clear extension of the link the programme wants to make with the professional field and with real world problems. Student initiated activities will be managed and coordinated towards relevance for the programme. The panel made some recommendations regarding external funding possibilities, a student society, a debating society etc., which the staff reacted to quite positively.

PPE coordinators are, amongst their many other tasks, responsible for developing an extra-curricular programme for their year. The panel recommends having a single person appointed for the coordination of these activities throughout the whole programme, in order to have a dedicated contact person. This will allow the development of broader initiatives that can exceed a single college year and will strengthen coordination of initiatives and vertical coherence of the extracurricular programme.

*Conclusion: the panel assesses this standard as satisfactory.*

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

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

#### *Outline of findings*

In the first year, all students follow the same courses. At the beginning of the second year students choose two out of three disciplinary tracks. All students take up the integrative PPE in Practice courses. In the first semester of the third year, students either opt for a stay abroad or take up an internship. During the stay abroad, students have the possibility of taking up specialization courses within their chosen tracks or can opt for integrative courses,

depending on the university they go to. The sixth semester consists of two integrative courses, a tutorial and the writing of an individual bachelor thesis.

The teaching in many of the courses is divided equally between lectures and seminars. The lectures' primary focus is on the transmission of knowledge but, whenever possible, active participation of students will be stimulated during the lectures. Lectures are offered to large groups of students, in the first year for all first year students together. The seminars' primary focus is on obtaining a deeper understanding of the material in small groups of about 20 students in a problem-oriented approach. In the final year, the students follow a tutorial programme in small groups of 4 students.

With the exception of the periods 2 and 3 of the first semester, the programme follows the VU calendar. This means that the normal pace of the programme is a structure of 8-8-4 weeks per semester. During the site visit, it became clear that an 8 weeks period consists of 6 weeks of lecturing time, a week for reading and a week for exams. Usually two courses will be running parallel, with 4 hours of lectures and 4 hours of seminars for each of the courses every week. In Periods 2 and 3 of the first semester there are three courses running parallel, in which case the 16 contact hours are divided between these three courses.

The panel understands that 16 hours of contact per week is not exceptional at VU University. The intensity of the programme, according to management and lecturers, is mainly in its content. Students have to learn multiple disciplines, integrate them and apply them to topical issues. There are frequent and intense discussions with peers and assignments that require students to interact with practitioners. This may concern the formulation of a relevant policy problem, the collection of data, or the provision of input for the student's analysis or policy recommendations. The seminars are structured in such a way to allow for intensive feedback to students.

Continuous assessments will make students aware of how they are doing. Students will be assigned a faculty tutor who will help them select a personalized programme of study and will guide and encourage them throughout their three years in the programme. Tutors will work with students to identify and address any problems or issues early on. They will track cohorts throughout the three years.

The panel was amazed by the intensity of some programme components. For instance, covering logic, mathematical economics and rational choice theory within an 8 week block, of which 6 weeks consist of lectures and seminars, seems very intense. Lecturers explain that this is indeed intense but it is regarded feasible as they only select topics within these subjects that are deemed necessary for achieving the learning outcomes. Moreover, part of the content involves recuperating what students already learned in high school and is assumed to be part of the students' knowledge.

The panel has asked several discussion partners how they envisage building a community. The main tendency of the answers was that this cannot be planned in advance. They consider the small scale seminars and the separate building that is planned for this College as the most important ingredients for creating an academic community. From there on, students and teachers will meet, there will be discussions and interrelations with the work field and a debate climate will be established.



### *Considerations*

The panel considers the programme to be small scale, compared to other VU programmes that, according to students, hardly make use of seminars and rely mainly on lectures. It recognizes the intensity of the programme that discussion partners mentioned. It regards the envisaged interactive seminars as small scale, with sufficient possibilities for interaction between students and between students and tutors. The panel regards the relationship between the programme and the extra-curricular activities convincing. The panel considers the programme to be very intense, but feasible for hard working students.

The programme relies heavily on the seminar settings and the new college building for creating an academic community. The panel considers this to be a valid but rather hands off approach. It recommends taking a more active role in building a community, for instance by supporting the founding of a student association.

*Conclusion: the panel assesses this standard as satisfactory.*

## **3.4 Standard D: Intake**

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

### *Outline of findings*

The programme has a selective intake of maximal 180 students per year. It aims for a 50:50 Dutch to non-Dutch enrolment ratio, with a minimum of 25% non-Dutch students. Prospective students' prior performance in disciplines foundational to PPE will be considered. Prospective students will also be assessed according to how their future academic interests cohere with the PPE programme. Students should submit a VWO diploma or equivalent with mathematics and an overall GPA of at least 3.0 (7,5 in Dutch marking system), a proof of English language proficiency, a CV and a statement of purpose outlining reasons for applying and academic interests. In addition to the assessment of these materials, student selection will be based on interviews with PPE staff members. Students who are a good match for the programme will enter into an agreement specifying standards and expectations for both students and staff throughout the programme.

The International Office of VU University Amsterdam will help international students find accommodation and apply for a visa and residence permit if applicable. It also offers orientation periods for international students consisting of social events, sports activities and a cultural programme. An International Student Advisor will help international students with the application procedure and any other information they may need.

The panel has discussed diversity amongst the student community, regarding cultural and social background as well as gender. The Dean explains that considerations regarding diversity will be taken into account during the intake procedure. However, not all discussion partners were aware of VU policy in this regard, and they told the panel that diversity and widening participation issues had not been a focal point of discussion amongst programme management. One discussion partner explained that the VU policy is to actively reach out to minority groups at schools through dedicated recruitment and counseling. There were some ideas regarding scholarships, but this hasn't been thoroughly explored or decided on yet.

#### *Considerations*

The panel regards the suggested intake assessment methods as appropriate for this programme. The selection of PPE interest and motivation will help select a group of students who are eager and willing to invest in this programme, which will help build a solid student community.

Programme management does not yet have an answer to the possible issues regarding diversity within the student body. In order to make the programme more accessible and more democratic, the panel encourages developing an active and customized policy that stimulates diversity for this particular programme, for instance by further developing (externally funded) scholarship opportunities.

*Conclusion: the panel assesses this standard as satisfactory.*

### **3.5 Standard E: Quality of staff**

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

#### *Outline of findings*

The panel asserts that proposed lecturers are mostly internationally renowned researchers. Teachers are often trained in more than one of the disciplines included in the programme and have a strong interdisciplinary profile. The main focus of interest of some of the staff lies on the intersection of PPE disciplines. Others have different expertise, but have been creatively engaged to teach topics in their area of expertise that is relevant to PPE. Internationally renowned scholars and policy makers will be involved as visiting professors in the block seminars of the second and third year. As a minimum requirement, all course lecturers will either have obtained, or be in the process of obtaining, the Basic Teaching Qualification (BKO).

Seminars will be led by a pool of instructors, who combine a five year part-time position as a junior lecturer with an appointment as PhD researcher in one of the PPE areas. These joint teaching/researching positions are thought to allow for a mutually beneficial exchange between junior professional academics and bachelor students as instruction can be directly tied to new research findings. Seminar instructors are guided and supervised by the PPE-coordinators. There is no specific training offered for teaching a small scale and intensive programme.

#### *Considerations*

The panel considers lecturers to be highly qualified and appropriate for this programme. They are well established in the field and a number of staff have special expertise in PPE-related subjects. They are highly motivated to be involved in the PPE programme. The panel advises ensuring sufficient guidance and support for seminar instructors in teaching seminars in a small scale and intense programme.

*Conclusion: the panel assesses this standard as satisfactory.*

### **3.6 Standard F: Number of staff**

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

#### *Outline of findings*

The total number of staff envisaged for this programme in steady state with an enrolment of 180 per year and a success rate of 80% is 28 fte. This includes supporting staff and the Dean of the college. The Dean is appointed for 0.4 fte, PPE coordinators will have an appointment of 0.3 fte for their coordinating role.

The student-staff ratio is 1 to 21. The panel notices that there are a large number of professors involved in this programme, for a total appointment of 2.9 fte. The panel wonders how a community can be established with that many very small appointments of lecturers. Programme management explains that it is a deliberate choice to have people involved in the college that have strong connections with the faculties involved. This implies smaller appointments from different departments. The Dean, coordinators and seminar instructors will be directly affiliated to the college and will act as the foundation of the community.

#### *Considerations*

The panel asserts that the magnitude of the involvement of many of the lecturers is limited. However, the panel understands that for such a diverse and multidisciplinary programme this is hard to avoid, especially when internationally renowned lecturers are involved.

The panel considers the number of staff for this programme sufficient, but not ambitious. Considering the envisioned didactic concept, and compared to the educational content of regular bachelor programmes offered by the faculties involved, the committee ascertains the proposed programme is significantly more intense. In a steady state, the current student-staff ratio will suffice, be it at a minimum level. As commencing the programme will also require staff involvement, the panel recommends to take into account some spare capacity for the startup years.

*Note: In the assessment of the limited initial accreditation of this programme, the panel found some problems with the envisaged coordination structure. Resolving these issues has been made conditional by this panel for acquiring the initial accreditation of this programme.*

*Conclusion: the panel assesses this standard as satisfactory.*

### **3.7 Standard G: Available facilities**

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

#### *Outline of findings*

In order to highlight the special profile of the programme, both within the university and externally, the PPE-programme will be organized by means of a separate college called the J.S. Mill College. The College will have its own housing at or near the primary VU University campus. According to the dossier, this facility will house all the lectures and seminars

conducted within the PPE-programme, offices for the Dean, visiting staff and the PPE coordinators. It will also include flexible office space for PPE seminar instructors in order for them to meet with students, collaborate with PPE faculty and to present and share ideas in post-graduate seminars.

During the site visit, the panel enjoyed a tour at the current Duisenberg Institute, a possible venue the management is considering. The panel asserts that in the venue shown, the biggest lecture room can only contain up to 120 students instead of all 180 first year students. It does not provide facilities for small group interactions or individual research or working space and there are no appropriate seminar rooms, and no library. In an additional discussion round with programme management, the panel was told that alternatives at the VU campus are being considered. The management is confident a suitable location will be found, as the University board is very supportive in this matter. It is very important that the venue allows for both a regular venue for the lectures and sufficient space for extra-curricular activities.

#### *Considerations*

The panel asserts that the venue the programme envisages at present for the J.S. Mill College does not meet the criteria as stipulated in the dossier. It does not support community building, nor is it suitable for teaching in the intended group sizes. At the time of the visit, no formal decisions concerning the housing of the college had been made. The panel advises creating a separate unit for the J.S. Mill College that can facilitate all educational activities and that stimulates and enhances the building of an academic community where students and teachers meet.

*Conclusion: the panel assesses this standard as unsatisfactory.*

### **3.8 Standard H: Level realised**

*The content and the level of the final projects are in line with the level and the broadening of interests as set down in the intended learning outcomes. Graduates are admitted to prestigious postgraduate programmes and/or jobs. The success rates are substantially higher than those of other relevant programmes.*

#### *Outline of findings*

The programme aims for a success rate of 75% of students graduating in three years, 80% graduating within four years. They expect a 10% drop-out in the first year, a 20% total drop-out over four years. The envisioned success rate of 80% of students graduating within 4 years is well above the success rate of the 70% the VU University Amsterdam has committed itself to in the so-called Prestatieafspraken (Performance Agreement) with the Minister of Education. The programme considers this feasible, due to careful selection of intake, intense progress monitoring by tutors, an interactive learning model that actively engages students and by providing constant feedback to students regarding their progress (informative assessment).

The panel asserts that PPE graduates from the British system are on average very successful in finding appropriate placements. Future employers from both the Dutch public and private sector tell the panel they would be very keen to hire a PPE-graduate, after he or she has also finished a master's. Management of the disciplinary faculties acknowledge that

PPE-graduates are eligible for their faculties' master programmes, under the constraint that these programmes do have selection procedures.

#### *Considerations*

The panel considers the VU PPE-programme to be highly comparable to other international PPE-programmes regarding content and learning outcomes and expect VU PPE-graduates to be equally successful in finding appropriate jobs or master programmes. Given the intake procedure, the monitoring and the quality control, the panel is confident that an 80% success rate in four years can be realistic. The panel advises to carefully monitor these success rates, with special attention to students who are so eager to do extra things that this enthusiasm might lead to study delay.

*Conclusion: the panel assesses this standard as satisfactory.*

#### **Overall assessment**

The panel considers the intended learning outcomes of the programme to be ambitious, innovative and of a high level. The programme combines multi- and interdisciplinarity with contemporary real world problems, both curricular and extra-curricular. Although the extra-curricular programme hasn't been detailed out fully, the panel notices a clear and direct link with the curricular programme and a close link to the professional field. The panel considers the programme small scale compared to other VU programmes, and very intense but feasible for hard working students. Community building is facilitated through seminar settings and a common building, but will require a more hands on approach.

Intake procedures are appropriate for this programme, with diversity requiring attention. The panel considers lecturers to be highly qualified and appropriate for this programme. The number of available staff is sufficient but not ambitious and might require some extra effort in the start-up phase. The venue the panel was shown does not facilitate small-scale and intensive education, nor extra-curricular social activities. However, the panel realizes that no formal decision on housing has been made yet. The panel expects VU PPE-graduates to be successful in finding appropriate jobs or master programmes. It considers an 80% success rate in four years feasible, given the selective intake, intense supervision and small scale and intensive programme.

The panel concludes that the envisaged educational aims of the programme are broad and of high level. It regards the extracurricular programme to have a direct link to the curriculum and the programme is considered small scale and intense. Programme management acknowledges that the housing of the College needs to facilitate small-scale and intensive education and common extra-curricular social activities, and will select an appropriate venue accordingly. On the basis of the many positive findings, the panel comes to a positive judgement. It does not consider the negative judgment on standard G to stand in the way of awarding the specific feature, as the panel is convinced this will be dealt with in due time.

#### **Recommendations:**

- Dedicate the facilitation and coordination of extra-curricular activities to one staff member;
- Take up a more proactive role in building a community, especially in the start-up phase;

- Actively stimulate diversity amongst the student community, for instance through scholarships;
- Ensure sufficient guidance and support for seminar instructors in teaching in a small scale and intensive programme;
- Take into account that additional (teaching) staff might be necessary, especially in the start-up years;
- Select a separate unit for the J.S. Mill College that can facilitate all educational activities and that stimulates and enhances the building of an academic community;
- Carefully monitor success rates.

Given these considerations, the panel advises NVAO to take a positive decision on the Distinctive feature 'Small-scale and intensive education' of the proposed bachelor programme in Philosophy, Politics and Economics (PPE) at VU University Amsterdam.

The panel recommends that the programme will conduct a practice audit, to be executed within six years, in order to reveal whether ambitions have been realized. The following should be taken into account in this audit:

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

Panel report drafted 19 August 2015

Prof.dr. M. Hooghe  
(chair)

drs. S. den Tuinder  
(secretary)

## Annex 1: Table of assessments

Standard A: Intended learning outcomes	satisfactory
Standard B: Relationship between the goals and content of the programme	satisfactory
Standard C: Structure and didactic concept	satisfactory
Standard D: Intake	satisfactory
Standard E: Quality of staff	satisfactory
Standard F: Number of staff	satisfactory
Standard G: Available facilities	unsatisfactory
Standard H: Level realised	satisfactory
Overall assessment	satisfactory

## Annex 2: Schedule of the site visit

The panel undertook a site visit on 24 June 2015 as part of the external assessment procedure regarding the Bachelor of Science Programme Philosophy, Politics and Economics (PPE) at VU University Amsterdam, De Boelelaan 1105, Amsterdam.

### *Agenda:*

8.30-9.00	<i>Meeting with management (Board &amp; Dean)</i> Prof. dr. Michel ter Hark Prof. dr. Karen van Oudenhoven – van der Zee Prof. dr. Willem Verschoor Prof. dr. Martin van Hees
9.00-9.45	<i>Meeting with programme management and designers</i> Prof. dr. Martin van Hees Prof. dr. Marjan Hofkes Prof. dr. Willem Trommel Prof. dr. Lieven Decock
9.45-10.00	<i>Break</i>
10.00-11.15	<i>Teaching staff (envisaged) members of the programme committee</i> Dr. Helen de Cruz Dr. Nana de Graaf Prof.dr. Jan Kleinnijenhuis Prof. dr. Eric Bartelsman Dr. Roland Lutgens Dr. Ben Ferguson
11.15-11.30	<i>Break (small snack)</i>
11.30-12.00	<i>Meeting with students</i> Kees Buitendijk Sandra van der Schaaf Mark Zonnenberg Aya Polderman Jasper Lelijveld Deborah Bakker
12.00- 12.45	<i>Meeting with future employers (board of Advice) and/or representatives of receiving master's programmes (Philosophy, Political Science, Economics)</i> Dr. Michel Heijdra (Deputy Director Financial Markets Directorate at Ministry of Finance of the Netherlands) Drs. Harry Starren (Chairman of Federation Dutch Creative



Industries (FDCI); Former Director of De Baak)  
Dr. Bastiaan van Apeldoorn (Programme Director Political  
Science)  
Dr. Stefan Hochguertel (Programme Director Economics)  
Prof. dr. Reinier Munk (Programme Director Philosophy)

- 12.45-13.45 *Lunch at location of facilities designated for the PPE programme;  
10 min walk from De Boelelaan*
- 13.45-14.15 *Meeting with examining board*  
Prof. René van Woudenberg  
Trineke Palm MSc  
Mr. Greetje Gorens
- 14.15-14.30 *Short panelmeeting*
- 14.30-14.45 *Provisional: Second meeting with programme management for  
questions that arose from the talks.*
- 14.45 - ca. 17.00 *Concluding panel meeting*
- ca. 17.15-17.30 *Short presentation of results.*

## **Annex 3: Documents reviewed**

*Programme documents presented by the institution:*

- Application for initial accreditation, including appendices,
- Exams and assignments;
- Syllabi selection;
- Style guide

*Documents made available on request of the panel, prior to the site visit:*

- Examples of class room involvement of external partners;
- Breakdown FTE per year in steady state

## **Annex 4: List of abbreviations**

BKO	Basic Teaching Qualification
ECTS	European Credit Transfer System
fte	full-time equivalent
NVAO	Nederlands-Vlaamse Accreditatieorganisatie
PiP	PPE in Practice
PPE	Philosophy, Politics and Economics
VU	Vrije Universiteit

The panel report has been ordered by NVAO for the Distinctive feature 'Small-scale and intensive education' of the bachelor programme Philosophy, Politics and Economics of VU University Amsterdam.

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