

Academic bachelor's
programme
in Global Responsibility
and Leadership
University College Fryslân

7th of September 2017

Table of Contents

1	Executive summary	3
2	Introduction	5
	2.1 Procedure	5
	2.2 Panel report	6
3	Description of the programme	7
	3.1 Overview	7
	3.2 Profile of the institution	7
	3.3 Profile of the programme	7
4	Assessment per standard	8
	4.1 Standard 1: Intended learning outcomes	8
	4.2 Standard 2: Teaching-learning environment	9
	4.3 Standard 3: Assessment	12
	4.4 Standard 4: Achieved learning outcomes	14
	4.5 Qualification and field of study (CROHO)	14
	4.6 Conclusion	14
	4.7 Recommendations	14
5	Overview of the assessments	16
	Annex 1: Composition of the panel	17
	Annex 2: Schedule of the site visit	18
	Annex 3: Documents reviewed	20
	Annex 4: List of abbreviations	21

1 Executive summary

The Accreditation Organisation of the Netherlands and Flanders (NVAO) received a request for an initial accreditation procedure regarding a proposed bachelor's programme in Global Responsibility and Leadership at University College Fryslân, University of Groningen/Campus Fryslân. NVAO convened an expert panel, which studied the information available and discussed the proposed programme with representatives of the institution and the programme during a site visit.

The following considerations have played an important role in the panel's assessment.

The intended learning outcomes are set out clearly according to the LEAP¹ outcomes and the Dublin descriptors. The panel has also noted a relationship between the programme and the Sustainable Development Goals (UN agenda 2030). Through its focus on responsible global leadership the programme relates to the needs in the labour market and the world's current challenges.

The curriculum is well thought-out and has a logical structure. The curriculum ensures that the students are introduced in the fundamentals of human and social sciences, natural sciences and information technology. The panel established that the curriculum enables the students to achieve the intended learning outcomes, the courses cover all necessary content. The panel, however, recommends to explicitly include more historical, ethical and legal background on leadership and responsibility in the curriculum, as these disciplines offer a crucial foundation to an understanding of these topics.

The panel appreciates the strong focus on skills with the Skills lab and the integrative approach with Living Labs and the Capstone project. The panel is convinced that the staff members involved are dedicated to the GLR bachelor programme and supports the policy of the management to attract high quality staff members by offering them the opportunity of teaching in the master's programmes as well. However, the panel also wants to stress that it is important that the core staff of the programme is visible and accessible to the students outside of office hours and resides in Leeuwarden. Dedicated teacher training is important, also in the run-up to the start of the programme, because teachers have to learn how to teach in an intensive and small-scale educational environment and form a community. The panel supports the programme's ideas on teacher training.

The panel established that there is a solid assessment plan. The course syllabi are generally clear and transparent. The position and tasks of the Examination Board are in line with the Law (WHW art. 7.12).

All courses have a variety of assessment methods, which is in the view of the panel very positive. The panel agrees with the programme management and the Examination Board that the assessment policy of the programme has to be further elaborated on once the program has started. The specific outcomes of the programme with respect to leadership call for a specific assessment policy for the portfolio and capstone assessment.

The panel comes to the conclusion that the programme meets all assessments standards. Given these considerations, the panel advises NVAO to take a positive decision regarding

¹ LEAP Liberal Education and America's Promise

the proposed programme Global Responsibility and Leadership at University College Fryslân, of the University of Groningen/Campus Fryslân.

The Hague, September 7th, 2017

On behalf of the assessment panel convened for the initial limited accreditation assessment of the bachelor's programme Global Responsibility and Leadership at University College Fryslân of the University of Groningen/Campus Fryslân,

Prof.dr. B. Oomen
(chair)

dr. B.M. van Balen
(secretary)

2 Introduction

2.1 Procedure

NVAO received a request for an initial accreditation procedure regarding a proposed Bachelor of Science in Global Leadership. The request was received on May 18th, 2017 from the University of Groningen.

An initial accreditation procedure is required when a recognised institution wants to award a recognised bachelor's or master's degree after the successful completion of a study programme. The procedure for initial accreditation is slightly different as compared to the approach for programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. The programme becomes subject to the normal accreditation procedures once initial accreditation has been granted.

To assess the programme, the NVAO convened an international panel of experts (see also Annex 1: Composition of the panel). The panel consisted of:

Chair:

- prof. dr. Barbara Oomen, professor in the Sociology of Human Rights at Utrecht University. She works at University College Roosevelt, UU's Liberal Arts and Sciences College in Middelburg, where she was the Dean from 2012-2016.

Panel members:

- dr. Samuel Abraham, is rector of BISLA, a liberal arts college in Bratislava, Slovakia. He is currently involved in ECOLAS - a network of universities supported by European funding in order to spread and support liberal arts education in Europe.
- prof. dr. Bert Mosselmans (expert on BKKI), is professor of Economics at University College Roosevelt, Middelburg, the Netherlands and former Dean of Vesalius College, Brussels, Belgium,

Student member:

- Malou den Dekker, recently graduated at Leiden University College, The Hague with a major in Human Diversity.

On behalf of the NVAO, Maya de Waal, NVAO policy advisor, was responsible for the process coordination. Barbara van Balen drafted the experts' report.

The panel has based its assessment on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2016, nr 69458).

The following procedure was undertaken. The panel members prepared the assessment by analysing the documents provided by the institution (Annex 3: Documents reviewed). The panel organised a preparatory meeting on July 17, 2017 i.e. the day before the site visit. During this meeting, the panel members shared their first impressions and formulated questions for the site visit.

The site visit took place on July 18, 2017 at the University of Groningen, Campus Fryslân. During this visit, the panel was able to discuss the formulated questions and to gather additional information during several sessions (Annex 2: Schedule of the site visit). Afterwards, the panel discussed the findings and considerations and pronounced its preliminary assessments per theme and standard. At the end of the site visit, the initial findings were presented to the institution.

Based on the findings, considerations and conclusions the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On September 5th, 2017, the advisory report was sent to the institution, which was given the opportunity to respond to any factual inaccuracies in the report. The institution replied on September 6th, 2017. All suggested corrections were adopted. Subsequently the final report was endorsed by the panel chair. The panel composed its advice fully independently and offered it to NVAO on September 7th, 2017.

2.2 Panel report

The first chapter of this report is the executive summary of the report, while the current chapter is the introduction.

The third chapter gives a description of the programme including its position within the institution, the University of Groningen, and within the higher education system of the Netherlands.

The panel presents its assessments in the fourth chapter. The programme is assessed by assessing the themes and standards in the Initial Accreditation Framework. For each standard the panel presents an outline of its findings, considerations and a conclusion.

The outline of the findings are the objective facts as found by the panel in the programme documents, in the additional documents and during the site visit. The panel's considerations consist of the panel's judgments and subjective evaluations regarding these findings and their relative importance. The considerations presented by the panel are at the basis of a concluding overall assessment.

The panel concludes the report with a table containing an overview of its assessments per standard.

3 Description of the programme

3.1 Overview

Country	: The Netherlands
Institution	: University of Groningen
Programme	: Global Responsibility and Leadership
Specialisations	: Responsible Planet, Responsible Economics and Politics, and Responsible Humanity
Degree	: Bachelor of Science
Location	: Leeuwarden
Study Load (EC)	: 180 EC
Field of Study	: Cross-cultural (sectoroverstijgend)

3.2 Profile of the institution

The bachelor's programme Global Responsibility and Leadership (GRL) will be offered by the University of Groningen at Campus Fryslân in Leeuwarden. Campus Fryslân is described in the application as a connected knowledge institution situated at the interface of academia, industry, government and civil society. Apart from the bachelor's programme, housed by the University College, the institution intends to offer ten master's programmes and fifty PhD positions. The University of Groningen made the choice to invest in interdisciplinary and transdisciplinary research and education. 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.

3.3 Profile of the programme

The bachelor's programme Global Responsibility and Leadership fits in the profile of the campus. It is an inter- and transdisciplinary programme dedicated to addressing global challenges and finding local solutions. The programme is based on the 2030 UN Agenda for sustainable development and linked to the Frisian 2015-2025 Knowledge Agenda. The programme aims to provide students with an academic grounding in Human and Social Sciences, Natural Sciences, Information Technology and their interfaces.

4 Assessment per standard

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

The assessment is based on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2016, nr 69458). Fundamental to the assessment is a discussion with peers regarding the content and quality of the new programme.

Regarding each of the standards, the assessment panel gives a substantiated judgement on a three-point scale: meets, does not meet or partially meets the standard. The panel subsequently gives a substantiated final conclusion regarding the quality of the programme, also on a three-point scale: positive, conditionally positive or negative.

4.1 Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Outline of findings

The Global Responsibility and Leadership (GRL) programme aims to address global challenges. It is inspired by the 2030 UN agenda for Sustainable Development and linked to the research agenda of the University of Groningen (UG) concerning energy, sustainable society and healthy ageing and the Frisian 2015-2020 Knowledge Agenda.

GRL graduates will, according to the application documents for Limited Initial Accreditation, which the University of Groningen sent to the NVAO (hereafter: the application), be able to analyse issues beyond the scope of a single discipline and integrate academic and experiential knowledge in designing solutions. GRL students will develop themselves intellectually and build competencies through hands-on cooperation in academic and non-academic settings. Students are stimulated to argue their social and civic responsibilities as global citizens and develop research, communication, cooperation and leadership skills. It is the aim of the programme to prepare the students for addressing real life, complex, global problems.

These general objectives are worked out into specific, measurable and realistic learning outcomes with regard to five main 'masteryes', namely: mastery of knowledge, mastery of integrative and applied learning, mastery of intellectual and practical skills and mastery of personal and social responsibility. The LEAP Essential Learning Outcomes and Dublin Descriptors are used as a starting point to describe the learning outcomes. Apart from that, the GRL management compares the objectives of the programme to the American 'liberal education' tradition, which helps students develop a sense of social analytical and problem-

solving skills. During the site visit, the GRL management team explained to the panel that the programme deliberately is not focused on (liberal) arts. In this and other aspects, like the focus on Global Responsibility and Leadership the programme distinguishes itself from University Colleges. The programme contains a combination of Human and Social Sciences, Natural Sciences and Information Technology.

The GRL management assured the panel that graduates will have access to various master programmes at Campus Fryslân and the UG. A list of master programmes available to the GRL graduates was provided including some programmes that need additional requirements. The panel also had a discussion with two representatives of master programmes, who confirmed that graduates of GRL will generally be accepted.

Considerations

The intended learning outcomes are set out clearly. The panel has also noted a reasonably clear relation between the programme and the Sustainable Development Goals (UN agenda 2030). Through the focus on responsible global leadership, the programme relates to the needs in the labour market and the world's current challenges. The Sustainable Development Goals (SDG) focus provide clear themes in which theory and application are brought together and which show the relevance of the programme. Although sufficiently integrated, the panel is of the opinion that the SDG should more transparently and consequently be elaborated into the intended learning outcomes.

The panel established that the intended learning outcomes are of a sufficient level for an academic bachelor's degree programme.

Conclusion

The programme meets standard 1.

4.2 Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Outline of findings

According to the application the educational concept of the GRL programme can be summarised by four principles:

- Small scale and intensive learning environment
- Inter- and transdisciplinary education with a strong 'real world' and global connection
- Focus on leadership development
- An international programme and community with a residential component.

The programme applies didactic methods that create an active, responsive learning environment. Central is the philosophy of Assessment for Learning, implying the use of formative assessment and a system of continuous feedback. The application dossier gives examples of interactive didactic methods such as flipped classrooms, team-based assignments, field research projects, role playing and peer teaching. The programme aims to combine face-to-face, in classroom interaction and digital learning. The objective is to challenge the students increasingly (in the second and third year) to interact with private and public stakeholders. All teaching will take place in small-scale settings.

University College Fryslân will create a learning community within the larger Campus Fryslân at the Beurs building in the historic city centre of Leeuwarden. The project manager responsible for the renovation of the Beurs presented the plans for the Beurs to the panel during the site visit.

The GRL programme aims to link fundamental knowledge to real world problem solving. The programme is structured in such a way that students develop their academic basis knowledge and understanding (foundation). The foundation courses have a 5 EC size (in total 40 EC) and provide foundation in political science and international relations, human behaviour, principles of economics, the earth system, global health, programming and data science, and leadership. The students learn to integrate knowledge from various disciplines to analyse complex problems. In addition to these courses the students follow courses in the Skills Lab: academic communication, language and culture, statistics and research design & methods (30 EC). Furthermore, the students are brought to the world in transdisciplinary Living Lab projects, where the students will apply their knowledge and skills and generate knowledge in collaboration with non-academic partners. The students will do two Living Lab projects during their studies, one in the second year and one in the third year. In an appendix to the application several possible Living Lab projects are listed. GRL students will be invited to propose their own Living Lab projects. In the second and third year students follow interdisciplinary courses in their chosen major and courses in their chosen minor (30 EC).

In the final two terms of year three, GRL students have to complete a Capstone project of 10 EC. A Capstone project must meet the standards and requirements of academic research, but it does not have to be in the form of a traditional thesis. Students are encouraged to present their final product in a creative way, for example by developing an app, writing a policy paper or creating a theatre production.

During their studies the students have to build a portfolio in which they show and assess their progress in their responsibility as a global citizen and their self-management and leadership skills. According to the application, students are encouraged to spend one semester abroad at a partner institution in the third year of their studies (minor).

After studying the application documents, the panel was not convinced that the curriculum would prepare the students sufficiently for global responsibility and leadership. It had concerns about the attention given to humanities, in particular philosophy, law and history in the programme. In the view of the panel the students need to have a thorough foundation in the historical, legal and ethical background of leadership to be able to achieve the leadership objectives as laid out in standard 1. The programme representatives assured the panel that this foundation is an integral part of the curriculum, but probably not visible enough. It was agreed that the programme management would provide the panel with additional information about this aspect of the curriculum. This information was made available shortly after the site visit. The programme management, in response to the concerns of the panel, added a course in applied ethics in all three majors, each related to the overarching theme of the major and the concept of responsible leadership. Furthermore, the programme management provided a more elaborate overview of all courses, which demonstrates how disciplines pertaining to humanities, such as ethics, international law and history are incorporated in the programme. With these amendments, the panel has seen that the humanities content is indeed included in all courses and is content that ethics constitutes a separate learning line.

Before the site visit, the panel was concerned about the lack of an explicated overarching pedagogical vision on global leadership and the strengthening of responsibility in the curriculum. In the opinion of the panel a specific type of interactive pedagogics is vital to any effort to strengthen global responsibility and leadership, and that this will have to be at the core of the programme's activities. In response to this concern the programme management adjusted its pedagogical vision to give a stronger frame to the focus on global responsibility and leadership. The vision encompasses three learning lines: next to the line focused at the Sustainable Development Goals (SDG), a learning line in ethics (responsibility) is incorporated, as well as a learning line in skills (leadership). This, according to the panel, substantially strengthens this part of the curriculum.

The panel learnt during the site visit that the professional field in the region is actively involved and very enthusiastic about the programme. The representatives of the professional field told the panel that they see a need for academically trained professionals who have a broad view and knowledge of sustainability and who are able to take the lead in developing projects and finding solutions. According to the representatives, sustainability is a topic that is specifically relevant for the Fryslân region. The region has great ambitions, in which the programme can play an important role. In particular the Living Labs, where students can work on real-time problems, are received with a lot of enthusiasm and the representatives showed their willingness to participate in these projects.

The panel also received an overview of the academic staff that will be involved in the programme. It was explained to the panel that for the first year that the programme will be offered, with an intake of 50-75 students approximately 5000 teaching staff hours are needed, which equals about 5 fte. Depending on the numbers of students in the first year, the fte involved can increase to 6.5. When at the steady state the maximum intake of students is achieved, the total amount of teaching staff involved will be around 30 fte. . The programme has already attracted experienced lecturers and also wants to involve young and inspiring teachers. The university training centre will provide specific training programmes for teaching in a small-scale and intensive learning environment. The panel wants to emphasize that both the humanities and specific interactive pedagogics, have to be at the core of the programme's activities which also means that they have to be the most important criteria for selecting teachers.

All academic staff will also have an advisory role. A personal academic advisor will be assigned to all students and they will meet with their advisor individually as well as in groups. The current staff involved is already diverse in cultural and geographical background and gender. Diversity in gender, cultural and ethnical background and country of origin for both the staff as well as the students is an objective of the programme.

In particular for the students, diversity in socio-economic background is a point of attention. The programme aims to attract 50% international students of high and low income countries and is, together with the province of Fryslân, developing a policy for scholarships to make that possible. Another policy measurement aimed at improving the accessibility of the programme for a diverse group of students is the decision not to use a grade point average for selection. The admission criteria and selection process are designed to determine specific interest in the fields of Human and Social Sciences, Natural Sciences, Information

Technology and their interfaces and a drive to take responsibility as a global citizen and develop academic and leadership skills.

Considerations

The panel is of the opinion that the curriculum is well thought-out and has a logical structure. The curriculum presented in the application ensures that the students are introduced in the fundamentals of human and social sciences, natural sciences and information technology. During and after the site visit, the panel learnt that leadership skills are an integral part of the programme and are assessed in the portfolio in particular. Several mandatory courses will train skills related to self-management and leadership. The panel established that the curriculum enables the students to achieve the intended learning outcomes, the courses cover all necessary content. The panel would however recommend spending more time on imperfectly competitive behaviour (monopoly, oligopoly, use and abuse of market power) within the economics courses.

Furthermore, the panel advises to draw inspiration from the wider humanities on the history of leadership. The panel is of the opinion that the development of leadership skills starts with the development of awareness based on knowledge and recommends introducing more historical, ethical and legal background to leadership, responsibility and global citizenship in the curriculum.

The panel appreciates the enthusiasm of the staff and was impressed by the involvement of external stakeholders. Both the teachers and the external stakeholders have a strong commitment to multi-disciplinarity as a basis for the programme. The panel appreciates the strong focus on skills with the Skills Lab and the integrative approach with Living Labs and the Capstone project. The panel is convinced that the staff members involved are dedicated to the GLR bachelor programme and supports the policy of the management to attract high quality staff members by offering them the opportunity to teach in the master's programmes as well. It also wants to stress that it is important that the core staff of the programme is visible, accessible and residing in Leeuwarden.

Furthermore, the panel wants to underline that dedicated teacher training is important. Teachers have to learn how to teach in an intensive and small-scale educational environment, develop an awareness of what is needed to strengthen leadership and responsibility and to form a teaching community. Next to subscribing to the existing ideas of the programme, the panel recommends developing a more specific vision on teaching and learning in regard to small-scale and intensive education and global citizenship.

Conclusion

The programme meets standard 2.

4.3 Standard 3: Assessment

The programme has an adequate system of student assessment in place.

Outline of findings

The assessment system is based on the assessment policy of the University of Groningen. Assessment has two purposes: to assess whether the intended learning outcomes have been achieved and to provide feedback to the student. The GRL programme has a variety

of assessment methods, corresponding to specific educational methods and learning outcomes.

The quality assurance system is described in the OER and the Assessment Plan and corresponds to the organisational structure of University College Fryslân. Several bodies are accountable for quality assurance of teaching and assessment. The Examination Board (EB) is responsible for safeguarding the overall quality of student assessments and performs the tasks mandated by law (WHW art. 7.12). The EB monitors the quality based on the OER and in line with the Assessment plan. The EB consists of four members: three members that are connected to the GRL bachelor programme and one external member. The exact composition of the Board will be determined later. The EB has an independent position, which is guaranteed by the Faculty Board.

During the site visit it became clear that the programme still should put some effort in defining what assessors exactly should assess, particularly pertaining to the programme's objectives in the field of global leadership and responsibility. The position and the assessment rules for the portfolio need further elaboration. More particularly, it should be made clear how to interpret the assessment rules.

The representatives of the Examination Board explained that the GRL programme makes use of the policy and regulations of the UG. Making use of the UG policy document a specific assessment plan for GRL is already constructed but some specifications for the GRL programme, in particular concerning the assessments of Living Lab projects and the Portfolio, still have to be developed. Students meet many assessors during their study. The Living Lab is assessed by two different assessors. The Capstone, including the Portfolio, is assessed by the Capstone supervisor, while the Academic Advisor gives feedback on the portfolio during the development of the portfolio. In addition to that the panel advises to assess the Capstones, as a product, by two assessors.

The panel also advises to develop specific regulations for fraud and plagiarism for the GRL programme in addition to the regulations developed by the UG.

Considerations

The panel established that there is a solid assessment plan in place, in line with the statutory requirements. The course syllabi are generally clear and transparent in their expectations. The position and tasks of the Examination Board are in line with the law (WHW art. 7.12).

All courses have a variety of assessment methods which, in the view of the panel, is very positive. The combination of assessment methods for each course enhance the validity of testing. At this stage of development it is not possible to assess the reliability of testing. The panel agrees with the programme management and the Examination Board that the assessment policy of the programme needs to be elaborated. The specific outcomes of the programme with respect to leadership call for a specific assessment policy for the portfolio and Capstone assessment. The panel advises furthermore to make sure that Capstones and interdisciplinary projects are graded by more than one assessor, preferably coming from different disciplines.

Conclusion

The programme meets standard 3.

4.4 Standard 4: Achieved learning outcomes

Not applicable.

4.5 Qualification and field of study (CROHO)

The panel advises to award the degree 'Bachelor of Science' to the bachelor programme Global Responsibility and Leadership. The panel supports the program's preference for the CROHO field of study 'Cross-sectoral'.

4.6 Conclusion

The panel gives the proposed programme Global Responsibility and Leadership a positive assessment. The intended learning outcomes tally with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements. The curriculum is well thought-out and has a logical structure. The curriculum ensures that the students are introduced in the fundamentals of human and social sciences, natural sciences and information technology. It adequately prepares the students to achieve the intended learning outcomes. There is a solid assessment plan in place. The course syllabi are generally clear and transparent in their expectations. The position and tasks of the Examination Board are in line with the law.

All in all, the panel assesses the quality of the programme as positive.

4.7 Recommendations

Based on the findings, the panel formulated the following recommendations:

- The Sustainable Development Goals should be integrated more specifically into the intended learning outcomes.
- In the vision of the panel the development of leadership skills starts with the development of awareness based on knowledge and it recommends introducing more historical, ethical and legal background on leadership, responsibility and global citizenship in the curriculum.
The panel recommends spending more time on imperfectly competitive behaviour (monopoly, oligopoly, use and abuse of market power) within the economics courses.
- The panel finds it important that the core staff of the programme is visible, accessible and resides in Leeuwarden.
- The panel wants to underline that dedicated teacher training is important. Teachers have to learn how to teach in an intensive and small-scale educational environment, and work together before the start of the program.
- The panel recommends developing a vision on teaching and learning in regard to small-scale and intensive education, which includes the vision/training for global leadership and the taking of responsibility.
- The assessment policy tailored to the programme needs to be worked out. The specific outcomes of the programme with respect to leadership call for a specific assessment policy for the portfolio and capstone assessment.

- The panel advises to make sure that capstones and interdisciplinary projects are graded by more than one assessor, preferably coming from different disciplines.

5 Overview of the assessments

Standard	Assessment
<u>Intended learning outcomes</u> <i>Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements</i>	Meets the standard
<u>Teaching-learning environment</u> <i>Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</i>	Meets the standard
<u>Student assessment</u> <i>Standard 3: The programme has an adequate system of student assessment in place.</i>	Meets the standard
<u>Achieved learning outcomes</u> <i>Standard 4: The programme demonstrates that the intended learning outcomes are achieved.</i>	Not applicable
Conclusion	Positive

Annex 1: Composition of the panel

Prof. dr. Barbara Oomen is professor in the Sociology of Human Rights at Utrecht University. She works at University College Roosevelt, UU's Liberal Arts and Sciences College in Middelburg, where she was the Dean from 2012-2016.

Dr. Samuel Abraham is rector of BISLA, a liberal arts college in Bratislava, Slovakia. He is currently involved in ECOLAS - a network of universities supported by European funding in order to spread and support liberal arts education in Europe.

Prof. dr. Bert Mosselmans (expert on BKKI), is professor of Economics at University College Roosevelt, Middelburg, the Netherlands and former Dean of Vesalius College, Brussels, Belgium,

Malou den Dekker recently graduated at Leiden University College, The Hague with a major in Human Diversity.

This composition reflects the expertise deemed necessary by NVAO. All panel members signed a statement of independence and confidentiality.

On behalf of the NVAO, Maya de Waal, NVAO policy advisor, was responsible for the process coordination, Barbara van Balen drafted the experts' report.

Annex 2: Schedule of the site visit

The panel visited University of Groningen, campus Fryslân on July 18th 2017 as part of the external assessment procedure regarding the bachelor programme Global Responsibility and Leadership.

- 08:45 Welcoming the panel at the Campus Fryslân building**
- 09:00 – 09:30 Preparatory panel meeting (*confidential*)**
- 09:30 – 10:15 Representatives of the Global Responsibility and Leadership management**
Prof.dr. Jouke de Vries, Dean Campus Fryslân (CF)
Prof.dr. Andrej Zwitter, Dean University College Fryslân (UCF)
Pieternel de Bie, MSc, MEd, Programme Manager UCF
Prof.dr. Paris Avgeriou, Chair Programme Committee
- 10:15 – 11:15 Programme Development Team**
Pieternel de Bie, MSc, Med, Programme Manager UCF
Dr. Ajay Mailey, Research Methodology
Donna Noonan, MA, Language and Culture
Indira van der Zande, PhD candidate, Academic Communication
Richard Rijnks, PhD candidate, Statistics
Prof.dr. Paris Avgeriou, Chair Programme Committee
Prof.dr. Andrej Zwitter, Political Science
Dr. Gjalt de Jong, Economics
Dr. Berfu Unal, Psychology
Dr.ir. Laurens Ganzeveld, Earth System Science
Dr. Christine Fenenga, Global Health
Daniel Feitosa, PhD candidate, Information Technology
Dr.Elena Cavagnaro, Leadership
- 11:15 – 12:00 Campus Fryslân facilities**
Drs. Ingeborg Hollak, Project Manager renovation De Beurs
Drs. Piet Bouma, Managing Director CF
Drs. Bert Looper, Managing Director Tresoar
Pieternel de Bie, MSc, Med, Member Project Coordination Team renovation de Beurs
- 12:00 – 12:30 Representatives of the Examination Board and student advisement**
Jaap Koot, MD, MBA, Chair Examination Board, Dean Learning Community Global Health, UMCG
Indira van der Zande, PhD candidate, Secretary Examination Board
Dr. Elena Cavagnaro, Lecturer and Academic Advisor
- 12:30 – 13:30 Lunch and panel meeting (*confidential*)**

- 13:45 – 14:30 Meeting with representatives from the professional field and continued education**
Drs. Ingrid Nijsink, Senior Advisor Rijkswaterstaat, Ministry of Infrastructure and Environment
Somaye Debhan, MA, Senior programme advisor War Child Holland, Vice-President PWN Global Connector, Fundraiser
Prof.dr. Joost Herman, Director Globalisation Studies Groningen (GSG), Faculty of Arts
Prof.dr. Martin Goedhart, Head of Science Education and Communicationdepartment, Faculty of Science and Engineering
John Vernooij, Director Omrin
Drs. Peter Luimstra, Programme Manager economic affairs, Municipality of Leeuwarden
- 14:30 – 15:00 Meeting with the Faculty management**
Prof.dr. Jouke de Vries, Dean CF
Drs. Piet Bouma, Managing Director CF
Prof.dr. Andrej Zwitter, Dean UCF
Pieterneel de Bie, MSc, Med, Programme Manager UCF
- 15:00 – 16:30 Panel meeting (*confidential*)**
- 16:30 Presentation of initial findings**

Annex 3: Documents reviewed

Programme documents presented by the institution

- Information dossier
- Appendices to the information dossier:
 - Besluit macrodoelmatigheid wo bacheloropleiding Global Responsibility and Leadership
 - Comparison GRL programme learning outcomes to LEAP, Dublin and LAS domain-specific framework
 - Possible Living projects
 - Course syllabi
 - Assessment Plan 2018-2019
 - Teaching and Examination Regulations (OER) Bachelor's degree programme in Global Responsibility and Leadership for the academic year 2018-2019
 - Staff biographies
 - Revisions May- July 2017
 - Strategy further development GRL programme Aug. 2017 – Aug. 2018
- Documents made available during the site visit
 - o Assessment Policy
 - o Overview of instructors teaching specific courses

Annex 4: List of abbreviations

ba	bachelor's programme
CF	Campus Fryslân
GRL	Global Responsibility and Leadership
EB	Examination Board
EC	European Credit
NVAO	Accreditation Organisation of the Netherlands and Flanders
UCF	University College Fryslân
UG	University of Groningen
wo	higher education, scientific orientation ('wetenschappelijk onderwijs')

The panel report was ordered by NVAO for the initial accreditation of the programme Global Responsibility and Leadership of University of Groningen, Campus Fryslân.

Accreditation Organisation of the Netherlands and Flanders (NVAO)

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Application number 005776

Academic bachelor's programme
Global Responsibility and
Leadership
University of Groningen Campus
Fryslân

September 7th, 2017

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

Table of contents

1	Procedure	3
1.1	Panel report	4
2	Description of the programme	4
2.1	General characteristics	4
2.2	Profile of the programme	4
3	Assessment	4
3.1	Standard A: Intended learning outcomes	5
3.2	Standard B: Relationship between the goals and content of the programme	6
3.3	Standard C: Structure and didactic concept	7
3.4	Standard D: Intake	8
3.5	Standard E: Quality of staff	9
3.6	Standard F: Number of staff	10
3.7	Standard G: Available facilities	11
3.8	Standard H: Level realised	11
	Overall assessment	12
	Table of assessments	14
	Annex 2: Schedule of the site visit	15
	Annex 3: Documents reviewed	17
	Annex 4: List of abbreviations	18

1 Procedure

On May 18th, 2017, the NVAO received the request for an initial accreditation procedure of the Bachelor's degree programme Global Responsibility and Leadership as well as for the Distinctive feature of 'Small-scale and intensive education'. 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. In both cases, the panel consisted of:

- prof. dr. Barbara Oomen (chair), professor in the Sociology of Human Rights at Utrecht University. She works at University College Roosevelt, UU's Liberal Arts and Sciences College in Middelburg, where she was the Dean from 2012-2016.

Panel members:

- dr. Samuel Abraham, is rector of BISLA, a liberal arts college in Bratislava, Slovakia. He is a founding member of ECOLAS - a network of universities supported by European funding in order to spread and support liberal arts education in Europe.
- prof. dr. Bert Mosselmans (expert on BKKI), is professor of Economics at University College Roosevelt, Middelburg, the Netherlands and former Dean of Vesalius College, Brussels, Belgium,

Student member:

- Malou den Dekker (student-member), recently graduated at Leiden University College, The Hague with a major in Human Diversity.

On behalf of the NVAO, Maya de Waal, NVAO policy advisor, was responsible for the process-coordination. Barbara van Balen drafted the experts' report.

The application file consisted of a main document with the title 'Application for Limited Initial Accreditation Bachelor of Science in Global Responsibility and Leadership'. The panel received the documents on paper and in digital format. The following procedure was undertaken. The panel members prepared the assessment by analysing the documents provided by the institution (Annex 3: Documents reviewed). The panel organised a preparatory meeting on July 17, 2017 i.e. the day before the site visit. During this meeting, the panel members shared their first impressions and formulated questions for the site visit.

The site visit took place on July 18, 2017 at the University of Groningen/Campus Fryslân. The programme of the site visit is included in appendix 2 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 September 5th, 2017, the draft version of this report was sent to the University of Groningen/Campus Fryslân for a check of the factual correctness. Where necessary the panel corrected and amended the report. The chair of the panel and the secretary finalised the report on September 7th, 2017, and submitted it to the NVAO.

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

Institution	University of Groningen/Campus Fryslân
Programme	Global Responsibility and Leadership
Level	bachelor
Orientation	academic
Grade	Bachelor of Science
Location	Leeuwarden
Variant	fulltime
Croho domain	Cross-sectoral (sectoroverstijgend)

2.2 Profile of the programme

The bachelor's programme Global Responsibility and Leadership fits in the profile of the University of Groningen campus Fryslân. Campus Fryslân is a connected knowledge institution situated at the interface of academia, industry, government and civil society. Apart from the bachelor's programme, housed by the University College, the institution intends to offer ten master's programmes and fifty PhD positions. The University of Groningen made the choice to invest in interdisciplinary and transdisciplinary research and education. 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.

The Bachelor of Science in Global Responsibility and Leadership is an inter- and transdisciplinary programme dedicated to addressing global challenges and finding local solutions. The programme is based on the 2030 UN Agenda for sustainable development and linked to the Frisian 2015-2025 Knowledge Agenda. The programme aims to provide students with an academic grounding in Human and Social Sciences, Natural Sciences and Information Technology and their interfaces.

3 Assessment

This assessment is based on the NVAO accreditation framework, entitled "Bijzonder kenmerk kleinschalig en intensief onderwijs" of the NVAO Assessment framework for the higher education accreditation system of the Netherlands (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 standard 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 Global Responsibility and Leadership (GRL) programme aims to address global challenges. It is inspired by the 2030 UN agenda for Sustainable Development and linked to the research agenda of the University of Groningen (UG) concerning energy, sustainable society and healthy ageing and the Frisian 2015-2020 Knowledge Agenda.

GRL graduates will, according to the application documents, be able to analyse issues beyond the scope of a single discipline and integrate academic and experiential knowledge in designing solutions. GRL students will develop themselves intellectually and build competences through hands-on cooperation in academic and non-academic settings. Students are supported to argue their social and civic responsibilities as global citizens and develop research, communication, collaboration and leadership skills. It is the aim of the programme to prepare the students to address real-life, complex global problems.

These objectives are worked out into specific, measurable and realistic learning outcomes with regard to five main 'masteryes' namely: mastery of knowledge, mastery of integrative and applied learning, mastery of intellectual and practical skills and mastery of personal and

social responsibility. The LEAP¹ Essential Learning Outcomes and Dublin Descriptors are used as a starting point to describe the learning outcomes. Furthermore, the GRL management compares the objectives of the programme to the American 'liberal education' tradition, which helps students develop a sense of social analytical and problem-solving skills. During the site visit the GRL management team explained to the panel that the programme deliberately is not focused on (liberal) arts. In this and other aspects, like the focus on Global Responsibility and Leadership, the programme distinguishes itself from other University Colleges. The programme contains a combination of Human and Social Sciences, Natural Sciences and Information Technology.

The programme clearly has the objective to achieve a high level in the inter- and transdisciplinary field of Global Responsibility and Leadership. Students are taught to engage with, as well as design solutions to global problems. Students are not only expected to engage with social issues in an academic manner, they are also asked to reflect on the implications of their own actions.

Considerations

The panel establishes that the intended learning outcomes of the degree programme meet the international defined criteria for academic bachelor's programmes. The panel finds the ambition of the programme high. The programme obviously aims to train the students not only to perform on a high academic level but also develop leadership skills and to be socially engaged. The ambitious learning outcomes demand of students to comply with the highest academic standards in order to take responsibility as global leaders. The programme has a strong focus on the development of skills, and the ambition to integrate with the local community for global responsibility. The panel appreciates the inter- and transdisciplinary character of the programme and the connection with the local and regional community.

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 extracurricular activities, which ensures a high level and broadening of interests as set down in the intended learning outcomes.

Outline of findings

The GRL programme aims to link fundamental knowledge to real world problem-solving. The programme is structured in such a way that students start their studies with developing their academic foundation. The foundation courses (40 EC) provide foundation in political science and international relations, human behaviour, principles of economics, the earth system, global health, programming and data science, and leadership. The students learn to integrate knowledge from various disciplines to analyse complex problems. Next to these courses the students follow courses in the Skills Lab: academic communication, language and culture, statistics and research design & methods (30 EC). Furthermore, the students are brought to the world in transdisciplinary Living Lab projects, where the students will apply their knowledge and skills and generate knowledge in cooperation with non-academic

¹ Liberal Education and America's Promise

partners. The students will do two Living Lab projects during their studies, one in the second year and one in the third year.

During the site visit the programme management explained that it is their objective to give students the opportunity to create and organise their own extracurricular activities. Nevertheless, there are some activities already scheduled like extra summer language courses.

The panel also had a meeting during the site visit with representatives from the professional field and the Frisian Living Lab network and learnt from this interview that there are enough possibilities in the region to engage in societal and community activities.

Considerations

From the application documents and during the site visit the panel did not get a clear picture of set-up of the extracurricular activities connected to the programme. The panel expressed its concerns regarding these activities to the programme management and recommended to further develop extra-curricular activities explicitly connected to the development of responsible leadership and to set up a system in which students are encouraged to apply for funding and infrastructure provided by the college, in order to set up extracurricular activities that are connected to the goals and content of the programme.

The programme management responded to this recommendation with additional information and provided a design of a preliminary extra-curricular programme for students, a funding scheme for student-led extra-curricular activities to stimulate the students' initiative at the start of the GRL programme as well as an induction programme. These mandatory extra-curricular activities, such as monthly luncheons, are connected to the learning outcomes of the programme with as a flagship project an annual symposium on the SDGs and responsible leadership, together with the Municipality of Leeuwarden.

The panel is convinced that extracurricular activities will play an important role in the education of the future bachelor students. In line with the ambitions of the programme to educate the students in leadership, the panel supports the idea that the students should have the possibility and the responsibility to shape and organise their own activities. At the same time, the programme leadership should facilitate such activities, particularly when they are related to the core objectives of the program. The panel has established that the possibilities in the region to create meaningful projects connected to the content of the curriculum are very good. A strong point of the programme is, according to the panel, the interaction with employers and organisations.

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

According to the application the educational concept of the GRL programme can be summarised by four principles:

- Small-scale and intensive learning environment
- Inter- and transdisciplinary education with a strong 'real world' and global connection
- Focus on leadership development
- An international programme and community with a residential component.

The programme applies didactic methods that create an active, responsive learning environment. Central is the philosophy of Assessment for Learning, implying the use of formative assessment and a system of continuous feedback. The application gives examples of interactive didactic methods such as flipped classrooms, team-based assignments, field research projects, role playing and peer teaching. It is the objective of the programme to provide a combination of face-to-face, in-classroom interaction and digital learning. The ambition is to challenge the students increasingly (in the second and third year) to interact with private and public stakeholders outside the academy. All teaching will take place in small-scale settings.

The GRL programme will offer smaller class sizes than regular monodisciplinary bachelor's programmes. Intensive learning is facilitated by classes that will not exceed 25 students. Class attendance and participation is mandatory. Lecturers act as coaches and provide instruction, answer questions, give feedback on student work and stimulate discussion. A personal academic advisor is assigned to all students and they will meet with their advisor individually as well as in groups. Students form small-scale learning communities of about 12 students that have about three group meetings a year with their academic advisor. Furthermore, in between these moments, the students are expected to work on their portfolio together with the students of their group. The advisors support students with their academic and personal development and with navigating the programme by working with an individual study plan, assessing the student's portfolio and contributing to student development. The minimum amount of contact hours per week is 12. The students are expected to spend 50 hours a week on their studies, excluding the extracurricular activities.

Considerations

The panel established that the concept of the programme is aimed at creating an academic community. The scheduled hours of face-to-face contact between students and teachers are in line with the concept of small-scale and intensive education. The curriculum and the didactic concept support the students to perform on a high level, to develop their talents and to assume an active role in society. It is important that the programme has dedicated faculty, available to students on-site, with enough time to engage with students. A common room, where faculty can engage with one another, can play an important role in the creation of a common sense of purpose and the exchange of experiences amongst faculty.

Next to the meeting with the academic advisor, the panel recommends to consider appointing a Student-Life Coordinator, who can play an important role in structuring extra-curricular activities and supporting students in creating a healthy living environment.

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 GRL programme describes in its application document that it aims to recruit socially responsible, talented and ambitious students. The students must have a love for learning, strong work ethic and community spirit.

According to the application document the selection procedure is designed to contribute to student motivation, progress and commitment to the GRL programme. It has specific admission requirements for mathematics and English language proficiency. The programme describes that it aims to look at more than just grade performance. Application and admission are performed in two rounds. In the first round applicants send a portfolio including motivation letter, cv and an essay on global responsibility and leadership. This round is meant to determine whether applicants meet the student profile and whether there is a match between the interests and ambitions of the applicant and the GRL programme. After this initial selection, applicants are invited for an interview in person or via skype in which they get the chance to expand on their digital portfolio and show their English proficiency. A maximum of 100 students will be admitted in the first year. The University College aims for a progressive increase growing to an intake of 150 students in 2019 and of 200 students in 2020. In order to realise the international character, the programme aims to recruit 50% international students.

The panel had a discussion with the management representatives about student diversity. It was explained to the panel that the ambition for diversity in the student cohorts also means diversity in socio-economic background. Recruitment is also aimed at low income countries. One of the ways to be inclusive is that the selection criteria do not contain a grade point average. The programme aims to make a wide net for recruitment, 50% international students is a minimum in the view of the management. However, to make that possible and in order to recruit students with a lower socio-economic position a funding strategy for scholarships needs to be developed. The management representatives confirmed that it is working with the province of Fryslân to develop a scholarship programme.

Considerations

The panel established that the intake procedure is solid, students need to demonstrate a range of skills in order to be admitted to the programme. The procedure is carefully elaborated and clear. The panel appreciates that an interview with the applicants is standard, which is also very important for ensuring diversity. The panel supports the plans to develop a scholarship programme.

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 received an overview of the staff involved in programme development. Currently, a limited number of staff is already working at Campus Fryslân. New staff will be recruited from other UG faculties, from partner institutions or externally. It is the ambition of the

University College to achieve staff diversity in terms of scientific discipline, nationality, socio-cultural background and gender.

It is clear to the panel that the staff involved is highly qualified. The panel had a meeting with a large part of the staff involved and was convinced by their motivation and dedication to the programme. According to the application quality of staff is one of the determinants of programme success. The teaching in GRL is more demanding than regular academic teaching. The GRL staff has therefore a specific profile in which, apart from the general requirements as PhD in the relevant discipline, a University Teaching Qualification and English language proficiency, sincere interest in the learning process and talent development of students, experience with teaching international students and experience with innovative and blended learning didactics are important requirements. In order to prepare the academic staff for the execution of the GRL programme, University College Fryslân offers an intensive induction programme for all new staff as well as recurring opportunities for professional development.

Considerations

The panel is convinced that the staff members involved are dedicated to the GRL bachelor programme and supports the policy of the management to attract high quality staff members by offering them the combination of teaching in master's programmes as well. The panel also supports the plans to offer an intensive induction programme for all new staff. The panel also wants to stress that it is important that the core staff of the programme is also visible and accessible outside of 'office hours' and encourages staff members to reside in Leeuwarden.

Furthermore, the panel wants to advise to put effort in the development of a more extensive vision on teaching and learning in regard to small-scale and intensive education, which includes a vision on and training for global citizenship and leadership. This development should start with trying to find a common understanding of the best way to attain the learning outcomes, in particular concerning the competences in leadership. Due to the specific nature of the programme, the panel is looking forward to seeing how this has developed in the next accreditation round.

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

It was explained to the panel that for the first year the programme is offered, 5000 teaching staff hours are needed, which equals about 5 fte. Depending on the numbers of students the fte involved can increase to 6.5. According to the managing director, teaching the whole bachelor programme requires 30 fte.

Considerations

Management convinced the panel that staff will be hired according to the numbers of students and will be sufficient to ensure and develop individual contact between teachers and students. The panel anticipates, however, that at a steady state, i.e. 600 students, a

number closer to 40 fte faculty, rather than the currently envisioned 30 fte, may be required, considering the intensity of the teaching and the extracurricular activities.

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

University College Fryslân will create a learning community within the larger Campus Fryslân at the Beurs building in the historic city centre of Leeuwarden. During the site visit the plans for the renovation of the Beurs were presented to the panel. These plans include a specific floor in the building reserved for the bachelor's programme meeting rooms, classrooms and staff rooms, rooms for Living Lab projects, study places and a common or community room for the students.

Considerations

The facilities in the Beurs building, which is to be renovated for this purpose, enable small-scale education and close involvement between students and teachers and between students among themselves. The facilities also support the concept of Living Labs and socially relevant extra-curricular activities. The panel recommends to create a common space for the teachers as well. In the view of the panel a common space for teachers is necessary to create community building, which is important to be able to realise the concept of the University College.

Conclusion: the panel assesses this standard as satisfactory

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

Although no students are graduated at the moment of this assessment, the panel established that the programme enables the students to achieve the learning outcomes. The programme provided course syllabi for the courses that will be offered, which give a good overview of the alignment between courses and intended learning outcomes.

An indication of the level to be realised is also provided by the overview of Master's programmes available to GRL graduates; access to master's programmes is guaranteed by several master's programmes. Finally, the panel was convinced by the enthusiasm of the representatives of the professional field about the programme.

The programme expects that the study progress and success of the programme will be above the average of all Dutch bachelor's programmes based on the system of continuous feedback and intensive advisement to the students.

Considerations

The panel is of the opinion that the required level of the final projects, the Capstones, will be in line with the level and the broadening of interests as set down in the learning outcomes.

The panel is convinced that the programme enables the students to achieve the learning outcomes. Graduates will be admitted to several master's programmes.

Considering the success rates of other university colleges in the Netherlands and the feedback and advisory policy of the programme, the panel is convinced that the study yield of the GRL will be high above the average of Dutch academic bachelor's programmes.

Conclusion: the panel assesses this standard as satisfactory

Overall assessment

Considering the assessments of the standards the panel assesses the programme as positive and advises the NVAO to grant the programme Global Responsibility and Leadership of the University of Groningen, Campus Fryslân the Distinctive Feature 'Small-scale and intensive education'.

The panel has established that the programme has high ambitions. The programme obviously aims to train the students not only to perform on a high academic level but also in leadership skills and to be socially engaged. The programme has a strong focus on the development of skills, and the ambition to integrate with the local community to exercise global responsibility locally.

The panel is convinced that extracurricular activities will play an important role in the education of the future bachelor students. In line with the ambitions of the programme to educate the students in leadership, the panel supports the idea that the students should have the possibility to shape and organise their own activities. The panel has established that the possibilities in the region to create meaningful projects connected to the content of the curriculum are very good. A strong point of the programme is, according to the panel, the interaction with employers and organisations. The panel is, content with the additional information provided by the programme management about the funding scheme for extracurricular activities and the induction programme accompanying this plan.

The panel established that the concept of the programme is aimed at creating an academic community. The scheduled hours of face- to face contact between students and teachers are in line with the concept of small -scale and intensive education.

The panel recommends to consider appointing a Student-Life Coordinator, who can play an important role in structuring extracurricular activities. supporting students in taking a leadership position, and ensuring that a healthy living environment is created in the student residences.

The panel established that the intake procedure is solid, students need to demonstrate a range of skills in order to be admitted to the programme. The procedure is carefully worked out and clear. The panel appreciates that an interview with the applicants is standard, which is also very important for ensuring diversity. The panel supports the plans to develop a scholarship programme.

The panel is convinced that the staff members involved are dedicated to the GRL bachelor programme and supports the policy of the management to attract high quality staff members by offering them the combination with teaching in master's programmes as well. The panel supports the plans to offer an intensive induction programme for all new staff. But it also wants to stress that it is important that the core staff of the programme is visible, accessible and resides in Leeuwarden.

Furthermore, the panel wants to advise to put effort in the development of a vision on teaching and learning in regard to small-scale and intensive education, which includes the vision/training for both leadership and global citizenship. This development should start with a discussion about the best way to attain the learning outcomes, in particular concerning the competences in leadership.

The management convinced the panel that staff will be hired according to the amount of students and will be sufficient to ensure and develop individual contact between teachers and students. The panel anticipates that at a steady state, i.e. 600 students, a number closer to 40 fte faculty, rather than the currently envisioned 30 fte, may be required.

The facilities in the to-be-renovated Beurs building enable small-scale education and close involvement between students and teachers and between students among themselves. The facilities also support the concept of Living Labs and socially relevant extracurricular activities. The panel recommends to create also a common space for the teachers in the building.

The panel is of the opinion that the programme enables the students to achieve the intended learning outcomes.

Recommendations and points of interest for the next accreditation round:

- The panel recommends to consider appointing a Student-Life Coordinator, who can play an important role in structuring extra-curricular activities and supporting students.
- The panel finds it important that the core staff of the programme is visible and accessible outside of 'office hours' and encourages staff members to reside in Leeuwarden.
- The panel advises to put effort in the development of a more extensive vision on teaching and learning in regard to small-scale and intensive education, which includes a vision on and training for global citizenship and leadership. This development should start with trying to find a common understanding of the best way to attain the learning outcomes, in particular concerning the competences in leadership.

Panel report drafted on September 7th, 2017,

Prof.dr. B. Oomen (chair)

dr. B.M. van Balen (secretary)

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	Satisfactory
Standard H: Level realised	Satisfactory
Overall assessment	Satisfactory

Annex 2: Schedule of the site visit

The panel visited University of Groningen, campus Fryslân on July 18th 2017 as part of the external assessment procedure regarding the bachelor programme Global Responsibility and Leadership.

- 08:45 Welcoming the panel at the Campus Fryslân building**
- 09:00 – 09:30 Preparatory panel meeting (*confidential*)**
- 09:30 – 10:15 Representatives of the Global Responsibility and Leadership management**
Prof.dr. Jouke de Vries, Dean Campus Fryslân (CF)
Prof.dr. Andrej Zwitter, Dean University College Fryslân (UCF)
Pieternel de Bie, MSc, MEd, Programme Manager UCF
Prof.dr. Paris Avgeriou, Chair Programme Committee
- 10:15 – 11:15 Programme Development Team**
Pieternel de Bie, MSc, Med, Programme Manager UCF
Dr. Ajay Mailey, Research Methodology
Donna Noonan, MA, Language and Culture
Indira van der Zande, PhD candidate, Academic Communication
Richard Rijnks, PhD candidate, Statistics
Prof.dr. Paris Avgeriou, Chair Programme Committee
Prof.dr. Andrej Zwitter, Political Science
Dr. Gjalt de Jong, Economics
Dr. Berfu Unal, Psychology
Dr.ir. Laurens Ganzeveld, Earth System Science
Dr. Christine Fenenga, Global Health
Daniel Feitosa, PhD candidate, Information Technology
Dr.Elena Cavagnaro, Leadership
- 11:15 – 12:00 Campus Fryslân facilities**
Drs. Ingeborg Hollak, Project Manager renovation De Beurs
Drs. Piet Bouma, Managing Director CF
Drs. Bert Looper, Managing Director Tresoar
Pieternel de Bie, MSc, Med, Member Project Coordination Team renovation de Beurs
- 12:00 – 12:30 Representatives of the Examination Board and student advisement**
Jaap Koot, MD, MBA, Chair Examination Board, Dean Learning Community Global Health, UMCG
Indira van der Zande, PhD candidate, Secretary Examination Board
Dr. Elena Cavagnaro, Lecturer and Academic Advisor
- 12:30 – 13:30 Lunch and panel meeting (*confidential*)**

- 13:45 – 14:30 Meeting with representatives from the professional field and continued education**
Drs. Ingrid Nijsink, Senior Advisor Rijkswaterstaat, Ministry of Infrastructure and Environment
Somaye Debhan, MA, Senior programme advisor War Child Holland, Vice-President PWN Global Connector, Fundraiser
Prof.dr. Joost Herman, Director Globalisation Studies Groningen (GSG), Faculty of Arts
Prof.dr. Martin Goedhart, Head of Science Education and Communicationdepartment, Faculty of Science and Engineering
John Vernooij, Director Omrin
Drs. Peter Luimstra, Programme Manager economic affairs, Municipality of Leeuwarden
- 14:30 – 15:00 Meeting with the Faculty management**
Prof.dr. Jouke de Vries, Dean CF
Drs. Piet Bouma, Managing Director CF
Prof.dr. Andrej Zwitter, Dean UCF
Pieterneel de Bie, MSc, Med, Programme Manager UCF
- 15:00 – 16:30 Panel meeting (*confidential*)**
- 16:30 Presentation of initial findings**

Annex 3: Documents reviewed

Programme documents presented by the institution

- Information dossier
- Appendices to the information dossier:
 - Besluit macrodoelmatigheid wo bacheloropleiding Global Responsibility and Leadership
 - Comparison GRL programme learning outcomes to LEAP, Dublin and LAS domain-specific framework
 - Possible Living projects
 - Course syllabi
 - Assessment Plan 2018-2019
 - Teaching and Examination Regulations (OER) Bachelor's degree programme in Global Responsibility and Leadership for the academic year 2018-2019
 - Staff biographies
 - Revisions May- July 2017
 - Strategy further development GRL programme Aug. 2017 – Aug. 2018
- Documents made available after the site visit
 - Addendum to the Application for Limited Initial Accreditation

Annex 4: List of abbreviations

ba	bachelor's programme
CF	Campus Fryslân
GRL	Global Responsibility and Leadership
EB	Examination Board
EC	European Credit
NVAO	Accreditation Organisation of the Netherlands and Flanders
UCF	University College Fryslân
UG	University of Groningen
wo	higher education, scientific orientation ('wetenschappelijk onderwijs')

The panel report has been ordered by NVAO for the Distinctive feature 'Small-scale and intensive education' of the programme Global Responsibility and Leadership of the University of Groningen, campus Fryslân.

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